



Lady Lumley's School

RSE and Health Education Policy (Relationships and Sex Education)

Approver: Local Governing Committee
Review Cycle: Triennial

Revision History			
Date	Version	Short Description of Changes	Approved by:
18/03/21	1.0	March update by PSHE Lead	IEB
05/12/23	1.1	Review update by PSHE Lead	Approved by the Chair pending ratification by the full LGC
31/01/24	1.1		LGC

Lady Lumley's School
RSE (Relationships and Sex Education) and Health Education Policy 2023-26

What is RSE?

This policy takes into account the Department for Education's (DfE) updated guidance regarding Relationships Education, Relationships and Sex Education and Health Education (2019) which outlines the government's advice regarding RSE.

RSE is an educational entitlement for children and young people. It should support children and young people in managing puberty and adolescence and prepare them for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements, and behaviour.
- be aware of their body and their sexuality.
- have confidence and self-esteem to value themselves and others.
- behave responsibly within personal and sexual relationships.
- be aware of and recognise imbalanced and abusive relationships.
- communicate effectively and treat others with respect, regardless of their background.
- maintain a healthy emotional wellbeing and recognise when this is not the case.
- have sufficient information and skills to protect themselves and their partner from unintended/unwanted conceptions and STIs including HIV.
- access confidential advice and support.

Why should RSE be taught?

Effective RSE can make a significant contribution to the development of the personal skills needed by students if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and wellbeing. In addition, it helps support young people through their physical, emotional, and moral development and helps young people learn to respect themselves and others moving with confidence from childhood through adolescence into adulthood.

How does this link to the Core Values at Lady Lumley's School?

Our whole school Core Values of equality, integrity, respect, resilience, kindness, and community are reflected in the content delivered and the skills developed through the delivery of the PSHCCE curriculum as a whole, which covers the effective delivery of the RSE and Health Education curriculum.

Legal requirements

The law in relation to RSE states:

- The governing bodies of schools are required to keep an up-to-date RSE Policy that describes content and the organisation of RSE provided outside the national curriculum science order.
- The RSE programme must be inclusive – SEND students and those identifying as LGBT+ should also be able to access the programme.
- Pupils should be made aware of the relevant legal provisions when relevant topics are being taught.
- RSE plays a vital part in the school's statutory requirements to protect and safeguard students.
- Parents/Carers have the right to withdraw their children from some or all sex education lessons (***sex education is defined as the study of the biology and mechanics of sex***)

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Further recommendations:

The DfE recommends that an RSE curriculum *should be set in the context of a wider whole-school approach to supporting pupils to be safe, happy, and prepared for life beyond school. For example, the curriculum on relationships and on sex should complement, and be supported by, the school's wider policies on behaviour, inclusion, respect for equality and diversity, bullying and safeguarding (including handling of any reports pupils may make as a result of the subject content). The subjects will sit within the context of a school's broader ethos and approach to developing pupils socially, morally, spiritually, and culturally, and its pastoral care system.*

Links with other Policies

This policy is linked with a number of other school policies, most particularly the following which can be found on the school website:

- Safeguarding Policy
- Child Protection Policy
- PSHCCE
- Careers Guidance Policy
- Drugs Policy
- No Smoking Policy

Aims of the policy

This policy is a working document which provides guidance and information on all aspects of RSE and aims to provide a secure framework within which staff can work.

The audience for this policy may include staff, parents/carers, students, governors, and visitors to the school.

Morals and Values Framework

The school's policy for Social, Moral, Spiritual and Cultural Development is a framework for all aspects of our work. In the context of RSE, Lady Lumley's School endorses and promotes a morals and values framework which engenders:

- self respect.
- respect and understanding towards others who may have different backgrounds, cultures, feelings, views, and sexuality.
- an awareness of the way others feel.
- mutual support and co-operation.
- honesty and openness.
- the acceptance of the responsibility for and the consequences of personal actions.
- the right of people to hold their own views within the boundaries of respect for the rights of others.
- the right not to be abused by or taken advantage of by other people.
- the right to accurate information about relationship and sex issues
- the right to accurate information about relationship and sex issues regarding the law

Equal Opportunities

Lady Lumley's School's RSE programme responds to the needs of individual students and takes the cultures, faiths, and family backgrounds of all students into consideration. Equal time and provision will be allocated to all groups but there may be occasions when students with special educational needs are given extra support from SEND or PSHE staff.

Content

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As part of RSE, students learn about: families, and the relationships within; respectful relationships, including friendships, identifying harmful or abusive relationships; online, media and how to stay safe and respectful online, including viewing explicit material, such as pornography; being safe within relationships; and intimate and sexual relationships, including sexual health.

Students also learn about how each aspect relates to the law and its legal status.

As part of Health Education, students learn about mental wellbeing and how to maintain it; internet safety and potential harms; physical health and fitness, including healthy eating; drugs, alcohol and tobacco and their risks; health and prevention; basic first aid; and the changing adolescent body.

Long-term and medium-term plans for the PSHCCE curriculum as a whole can be found on the school website.

Science lessons support the facts behind lessons about puberty and sex education in KS3/4 and safe sex, tobacco, drugs, alcohol, and their effects in KS3/4.

Language acceptable and appropriate when delivering RSE

All staff will

- use the correct terms for all body parts and mental health conditions as this is deemed good practice.
- where appropriate, teach students what 'slang' words mean and that some are offensive.
- challenge and report inappropriate language and attitudes

Dealing with difficult questions

- Staff will use their professional judgement and consider context when considering answers to such questions.
- It will be made clear, through ground rules for PSHE lessons (Theme Weeks) agreed at the beginning of each academic year in tutor, that personal questions are inappropriate.
- Students will sometimes be encouraged to ask their parents/carers any questions outside the planned programme.
- If appropriate, students will be told that their questions will be answered in a later part of the PSHE programme.
- The programme may be modified to address particular issues if certain questions recur (perhaps because of current media coverage).

Organisation

RSE and Health Education is taught as part of the PSHCCE programme which can be found at the end of this document.

This programme is primarily delivered as part of the Life curriculum, and students will have one lesson of Life per fortnight. This will be supplemented through assemblies and tutor-led sessions at key points in the academic year, for example during Anti-Bullying Week. Combined with the embedding of certain topics in different subjects (e.g. promoting respect through PE, looking at dealing with risk in Drama) this allows for RSE and Health Education to be a key part of the curriculum

Monitoring and Evaluation

Monitoring and evaluation is through the 'Growing Up in North Yorkshire Survey', student evaluations (such as round tables) and teacher/tutor feedback through learning walks. Students' understanding will regularly be assessed through the use of questioning by teachers within lesson, as well as self-reflection tasks completed at the beginning and end of each topic.

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Assessment of RSE should:

- Be planned from the beginning as an integral part of teaching and learning.
- Provide regular opportunities for pupils to give and receive feedback on their progress and achievements, helping them to identify what they should do next.
- Involve pupils in discussion about learning objectives and desired outcomes.
- Include pupils as partners in the formative assessment process e.g., through self-assessment and peer-assessment.
- Enable pupils to identify and gather evidence of their progress in developing knowledge, skills, understanding and attitudes.
- Reflect the principles of inclusion enabling all pupils to demonstrate their achievement.

The school's PSHCCE coordinator will be responsible for monitoring the provision of RSE in and for reporting the results to the Senior Leadership Team, and via the Headteacher to the Governors' Curriculum Committee. The PSHCCE co-ordinator is responsible for evaluating the programme of work, reporting the findings on an annual basis, and for making recommendations for and supporting the implementation of changes to the programme.

Informing Parents/Carers

Information about the RSE programme can be found on the school's website which explains its content in outline. For examples of lesson resources, these can be obtained by contacting the school directly.

The school understands that the teaching of some topics may be of concern for parents. Parents are therefore invited to contact the PSHCCE coordinator for further details or clarification.

Parents have the right to withdraw their child from some or all of sex education delivered as part of statutory RSE (***sex education is defined as the study of the biology and mechanics of sex***). Parents do not have the right to withdraw their child from relationships and health education.

Requests to withdraw a child from sex education will be made in writing to the Headteacher. Before granting a withdrawal request, the Headteacher will discuss the request with the parents and, as appropriate, the child, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. The Headteacher will inform parents of the benefits of their child receiving RSE and any detrimental effects that withdrawal might have. All discussions with parents will be documented. These records will be kept securely in the school office in line with the school's Records Management Policy. Following discussions with parents, the school will respect the parents' request to withdraw their child up to and until three terms before the child turns 16. After this point, if the child wishes to receive RSE rather than be withdrawn, the school will make arrangements to provide the child with RSE. Pupils who are withdrawn from RSE will receive appropriate, purposeful education during the full period of withdrawal. For requests concerning the withdrawal of a pupil with SEND, the Headteacher may take the pupils' specific needs into account when making their decision.

Safeguarding

RSE can be a sensitive issue. To protect privacy and engender respect for all, teachers will be expected to develop ground rules with pupils at the academic year. Pupils should be informed about the remit of confidentiality and that teachers cannot offer or guarantee pupils unconditional confidentiality.

If pupils ask particularly sensitive questions that appear to be inappropriate in the circumstances, teachers will deal with this outside the classroom on a one-to-one basis. If the teacher judges it necessary the pupil could be advised to speak to the school counsellor, provided with information about where to get further help or, if the matter is considered a potential Child Protection issue, the staff member responsible for this will be notified.

It is the responsibility of the school to support its pupils and to carry out its functions with a view to safeguarding and promoting the welfare of pupils. In fulfilling this duty, they must have regard to guidance around safeguarding. Whilst pupils have the same rights to confidentiality as adults no pupil should be guaranteed absolute confidentiality. Staff will report any information or disclosure which raises concern

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that a child or children may be at risk of significant harm to the school's senior member of staff, with designated responsibility for Child Protection. The Designated Safeguarding Lead will then, in line with the School's Child Protection policy and the North Yorkshire Safeguarding Children Board guidance and procedures, take action as appropriate. Pupils will be made aware of the law relating to sexual offences and of those circumstances where confidentiality cannot be maintained. Staff should ensure when making notes that they are factual and based on evidence, in line with the Freedom of Information Act.

Roles and Responsibilities

The PSHCCE Co-ordinator

The school has a coordinator for PSHCCE who is responsible for all aspects of the subject including RSE. In respect of RSE, responsibilities are to:

- Ensure the implementation and quality of long term and medium term PSHCCE schemes of work which include statutory RSE requirements.
- Ensure that all staff are confident in the skills to teach and discuss RSE issues.
- Consider the needs of all pupils, and to achieve this recognise that the school might need to address some specific issues.
- Consult with pupils to inform RSE provision.
- Access appropriate training
- Monitor and advise on RSE organisation, planning, and resource issues across the school.
- Ensure procedures for assessment, monitoring and evaluation are included.
- Liaise with the named governor for RSE.
- Liaise with any service provision to support aspects of sexual health.
- Review / update the policy on a two-year cycle or sooner if necessary.

The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including teaching and learning. The Headteacher's responsibilities in respect of RSE are to:

- Liaise with the PSHCCE Co-ordinator
- Keep the governing body fully informed of provision, issues, and progress in RSE.
- Act upon any concerns which may arise from pupil disclosure during RSE sessions.

The Governing Body

The governing body has responsibility to ensure a school has an up-to-date RSE policy that describes the content and organisation of RSE outside of national curriculum Science. The policy should also clearly reference any on site sexual health services. The governing body, in co-operation with the Headteacher, is expected to involve families, pupils, health and other professionals to ensure that RSE addresses the needs of pupils, local issues and trends. It is good practice to identify a link governor for RSE. The governing body will continue their involvement through regular evaluation of provision and policy.

Parents / Carers

The school aims to work in active partnership with families, value their views and keep them informed of the RSE provision. If a parent/carer has any concerns about the RSE provision, then time will be taken to address their concerns. Families are invited to review the resources and can contact the Headteacher with any queries or concerns.

External agencies

Whilst the responsibility for organising and delivering most, if not all, of the RSE programme rests with the school, there may be times when an external contributor can add value and bring to the classroom additional experience, skills, or knowledge that teachers may not always have. However, they may not possess the skills of organising teaching and learning or managing behaviour. Clear learning outcomes will be established allowing for any external provision to be tailored to students as well as providing scope to follow up the content delivered by an external

provider. It is essential to always ensure that a teacher is present when an external contributor is working with pupils. All external visitors should have a DBS check.