



## RELATIONSHIPS AND SEX EDUCATION POLICY

<b>Relevant Statutory Regulations:</b>	ISSR Part 1 2(2)d, NMS 7 and Part C Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers  Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
<b>Nominated member of SMT responsible for the policy:</b>	Laura Collins
<b>Updated:</b>	01 September 2024
<b>Date of next review:</b>	01 September 2025

### Contents

Introduction	2
Rationale & Ethos	2
Roles & Responsibilities	2
Legislation (Statutory Regulations and Guidance)	3
Curriculum Design	3
Safe & Effective Practice	5
Safeguarding	5
Specific Issues	5
Medical confidentiality	5
Contraceptive advice	6
Engaging Stakeholders	6
Parent's right to withdraw	6
Language	6
SEND, Monitoring, Reporting & Evaluation	7
RSE Policy Review Date	7
Curriculum Overview	8

## **LVS ASCOT**

### **Introduction**

Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers.

LVS Ascot is a co-educational, day and boarding school with pupils of all abilities and backgrounds from four to eighteen years of age, taught within a Christian environment. The teaching of RSE at LVS Ascot is consistent with the school's ethos and values.

Under the Education Act 2002 /Academies Act 2010, all schools must provide a balanced and broadly based curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The aims of relationships and sex education (RSE) at LVS Ascot are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

### **Rationale & Ethos**

This policy covers our school's approach to RSE. The school's RSE policy has been developed by members of staff, considering feedback from the pupils, and has been approved by the board of trustees. Parents are informed to the content of this policy and is subject to ongoing review through parental consultation as and when applicable.

We adopt the DfE definition of RSE for the purpose of this policy:

'SRE (RSE) is the lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching'. (DfE – 2000).

We view the partnership of home and school as vital in providing the context of RSE. We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND). We work to ensure RSE fosters gender equality and LGBT+ equality by being sensitive to the needs of our pupils and by knowing our pupils.

### **Roles & Responsibilities**

Responsibility for the RSE policy in our school ultimately lies with the board of trustees. One member of this board is part of a working group that delivers and reviews the RSE policy.

## **LVS ASCOT**

The Head of Life Learning (HoD), will lead the RSE programme. The HoD is responsible for planning, implementation, review and monitoring of the RSE programme, in consultation with Integrated Day Housemaster/mistress' and with the Boarding Housemaster/mistress', the school's lead nurse, pupils and tutors. Pupils will complete questionnaires of Life Learning on a termly basis and the programme will be adapted annually to meet their changing needs. Staff consultation on Life Learning via an approved PSHE Association questionnaire will also be sent out on a yearly basis (Autumn Term), to help adapt the delivery of RSE in our Life Learning lessons.

Sex education is delivered by the Life Learning tutor team and specialist agencies. We also utilise our Health and Well-being centre to help enrich and tailor our programme for RSE wherever possible.

The HoD for Life Learning will disseminate all professional development experiences and resources to all Life Learning staff in order to ensure they deliver an effective and consistent RSE teaching programme.

### **Legalisation (Statutory Regulations and Guidance)**

Revised Department for Education statutory guidance states that from September 2019, all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools). The parental right to withdraw pupils from RSE remains in primary and secondary education, for aspects of sex education, which are not part of the Science curriculum.

Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance RSE for the 21<sup>st</sup> Century (2014)
- Keeping Children Safe in Education (2024)
- Children and Social Work Act (2017)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)

### **Curriculum Design**

Our RSE programme is an integral part of our whole school Life Learning (PSHE) education provision and we will cover the topics listed below. We have adopted the Cr8tive Education 7-year scheme of work (See Curriculum Overview at the end of this document). We acknowledge that we play a crucial role in preventative education. Preventative education is most effective in the context of a whole school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. The school/college will have a clear set of values and standards, upheld and demonstrated throughout all aspects of school/college life. These will be underpinned by the school/college's behaviour policy and pastoral support system, as well as by a planned

## **LVS ASCOT**

programme of evidence based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Such a programme should be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities).

Within Life Learning, we seek to instil the following Skills and Values:

### **Skills**

- Assertiveness
- Communication – listening, body language, debates, expressing a point of view
- Choices and making healthy decisions

### **Values**

- Respect of self and for others
- Understanding and acceptance of views of others
- Undertaking key values, rights and responsibilities in family life

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Our teaching methods follow the same as listed within the Life Learning policy. High quality resources will support our provision, and these will be reviewed periodically. Selected resources, such as books and film clips, will be used which support and promote the understanding within a moral/values context and underpinned by our PSHE Association teaching resources.

### **Safe & Effective Practice**

We will ensure a safe learning environment by the creation and establishing of 'ground rules' before embarking on any RSE topic. Pupils' questions will be answered by designated Life Learning staff and will draw upon the expertise of other staff in the school or outside, if they

## **LVS ASCOT**

are unable to answer a question. Designated members of school staff, following our safeguarding procedures, will handle sensitive issues. All staff teaching RSE will be supported by the Head of Life Learning, who will draw upon external organisations when required to delivery to specific Year groups.

### **Safeguarding**

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In this situation, teachers will follow the normal route of escalation to the safeguarding team (DSL/DDSL). All external visitors who support the delivery of the RSE programme, will be required to follow the visitor to school protocol, which is clearly detailed at the main school reception.

### **Specific Issues**

Confidentiality in general: Pupils will be made aware that teachers cannot keep all information confidential. In the event of disclosure of pregnancy, or STI, the teacher would liaise directly with the school nurse. The school nurse would refer the pupil to the doctor, who is responsible for deciding on contraception/pregnancy/termination strategies and would encourage the pupil to talk to his/her parents about the pregnancy or STI.

If the pupil discloses information relating to abuse, the teacher will liaise directly with the Designated Safeguarding Lead (DSL) or another member of the school's safeguarding team. If the pupil approaches the school nurse s/he can maintain confidentiality, unless the disclosure relates to abuse, in which case Safeguarding procedures will be invoked.

Teacher/tutor confidentiality: Teachers cannot and should not promise total confidentiality. The boundaries of confidentiality will be made clear to pupils. If a pupil discloses information which is sensitive and which the pupil asks not to be passed on, the request should be honoured, unless this is impossible for teachers to fulfil their professional duty to:

- Safeguarding
- Co-operation with Police investigation
- Referral to external services
- Where life is in danger

### **Medical confidentiality**

In accordance with the school Doctors and Nurse's professional obligations, medical information about pupils, regardless of age, will remain confidential. However, in providing medical care for a pupil, it is recognised that on occasion the school Doctor or Nurse may liaise with a variety of people. Information, ideally with the pupil's prior consent, will be passed on as appropriate. With all medical matters, the Doctor and Nurse will respect the pupil's confidence. Except in the very rare occasions when having failed to persuade a pupil or his or her authorised representative, to give consent to divulgence, the Doctor or Nurse may consider it in the pupil's best interests, or necessary for the protection of the wider community, to breach confidence and to pass the information on to a relevant person or body.

## **LVS ASCOT**

### **Contraceptive advice**

General advice on contraception forms part of the RSE programme. The doctor and school nurse can give confidential advice on contraception to pupils.

### **Lesbian, Gay, Bi-sexual and Transgender (LGBT+)**

LGBT+ topics are integrated into the RSE programme, alongside issues related to differentiation e.g. race, the need for sensitivity, acceptance and integration of difference is emphasised. We emphasise to our pupils that sexual orientation and gender reassignment are amongst the protected characteristics and the importance of equality and respect. All the RSE teaching is sensitive and age-appropriate, based on the PSHE Association teaching toolkit framework.

### **Engaging Stakeholders**

Parents will be informed about this policy by making it available upon request. We will work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources and support when required. The board of trustees will be regularly informed of the RSE policy and curriculum through trustee meetings that are carried out on a periodic basis. Pupil voice will be used to review and tailor our RSE programme to match the different needs of our pupil cohort. Views from all stakeholders are listened to, however the final decision of curriculum content rests with the school's Senior Management Team.

### **Parent's right to withdraw**

Parents have the right to withdraw their son or daughter from sex education within RSE only. This can happen up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing to the Deputy Headteacher, Personal Conduct, Wellbeing and DSL.

A copy of withdrawal requests will be placed in the pupil's educational record. The Deputy Headteacher and Principal will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from RSE.

### **Language**

When discussing the matters in this policy, the language used should not embarrass anyone.

### **SEND**

Relationships education and RSE is accessible for all our pupils. The school takes into consideration when designing and teaching these subjects that some pupils are more vulnerable to exploitation, bullying and other issues on account of their SEND.

### **Monitoring, Reporting & Evaluation**

Teachers will critically reflect on their work in delivering RSE through lesson observation feedback from the Head of Life Learning. Pupils will also have opportunities to review and reflect on their learning during lessons and by carrying out end of topic evaluations. Pupil voice through the School's Pastoral Committee will be influential in adapting and amending planned learning activities to follow.

## **LVS ASCOT**

### **RSE Policy Review Date**

As part of effective RSE provision, the RSE policy should be reviewed at least every year to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance. The policy will be reviewed by the Head of Life Learning in consultation with the school's Senior Management Team. It will then undergo ratification by the school's Governors.

## LVS ASCOT

### Year 7 Curriculum Overview PSHE

HALF TERM	Subject	THEME	UNIT TITLE	Homework Assessment Project
TERM 1.1	<u>CITIZENSHIP</u>	Celebrating Diversity & Equality	Celebrating Differences	Identity Collage & Bunting
TERM 1.2	<u>PSHE</u>	Health & Wellbeing	Puberty & Body Development	Teenagers Guide to Puberty Magazine
TERM 2.1	<u>PSHE</u>	Relationships & Sex Education	Friendships, respect & Relationships	Building a time capsule
TERM 2.2	<u>PSHE</u>	Staying Safe Online & Offline	Staying Safe online & Offline	Display stand for a new Mobile Phone App
TERM 3.1	<u>CITIZENSHIP</u>	Rights, Responsibilities & British Values	Politics, Parliament & Me	Building a new Parliament
TERM 3.2	<u>CAREERS &amp; ENTERPRISE</u>	Life Beyond School	Managing Change	Being a Good Citizen Boardgame



## LVS ASCOT

### Year 8 Curriculum Overview PSHE

HALF TERM	Subject	THEME	UNIT TITLE	Homework Assessment Project
TERM 1.1	<u>PSHE</u>	Relationships & Sex Education	Identity, Relationships & Sex Education	Media and Society University Research Project
TERM 1.2	<u>CITIZENSHIP</u>	Celebrating Diversity & Equality	LGBTQ+ Explored	LGBT+ Champion Speeches
TERM 2.1	<u>PSHE</u>	Health & Wellbeing	Physical Health & Mental Wellbeing	Launching a leisure Centre Presentations
TERM 2.2	<u>PSHE</u>	Rights, Responsibilities & British Values	Law, Crime & Society	Prisons for the Future Presentations
TERM 3.1	<u>CAREERS &amp; ENTERPRISE</u>	Staying Safe Online & Offline	Dangerous Society Online & Offline	Become the teacher – Plan a Lesson!
TERM 3.2	<u>CITIZENSHIP</u>	Life Beyond School	Proud to be Me!	Best day of my Life Jigsaw

## LVS ASCOT

### Year 9 Curriculum Overview PSHE

HALF TERM	Subject	THEME	UNIT TITLE	Homework Assessment Project
TERM 1.1	<u>PSHE</u>	Relationships & Sex Education	Sex, The law and Consent	Design a Rival TV Show To Love Island
TERM 1.2	<u>PSHE</u>	Relationships & Sex Education	Contraception and STI's	Sexual Health Forum Debate
TERM 2.1	<u>PSHE</u>	Health & Wellbeing	Body Confidence	What does happiness mean to you Project
TERM 2.2	<u>PSHE</u>	Staying Safe Online & Offline	Legal & Illegal Drugs	Home Office Strategy to Combat the war on Drugs
TERM 3.1	<u>CITIZENSHIP</u>	Rights, Responsibilities & British Values	Combatting Extremism & Terrorism	The Fake Newspaper Challenge
TERM 3.2	<u>CAREERS &amp; ENTERPRISE</u>	Life Beyond School	Essential Life Skills	Display stand for a new Mobile Phone App

## LVS ASCOT

### Year 10 Curriculum Overview PSHE

HALF TERM	Subject	THEME	UNIT TITLE
TERM 1.1	<u>PSHE</u>	Relationships & Sex Education	Exploring Relationships & Sex Education
TERM 1.2	<u>PSHE</u>	Health & wellbeing	Mental Health & Wellbeing
TERM 2.1	<u>CITIZENSHIP</u>	Rights, Responsibilities & British Values	Exploring British Values
TERM 2.2	<u>CAREERS &amp; ENTERPRISE</u>	Life Beyond School	Rights and Responsibilities
TERM 3.1	<u>PSHE</u>	Staying Safe Online and Offline	Violence, crime and Seeking Safety
TERM 3.2	<u>CITIZENSHIP</u>	Celebrating Diversity & Equality	Exploring World Issues

# LVS ASCOT

## Year 11 Curriculum Overview PSHE

HALF TERM	Subject	THEME	UNIT TITLE
TERM 1.1	PSHE	Relationships & Sex Education	Sexual Health
TERM 1.2	PSHE	Online & Offline Safety	Staying Safe
TERM 2.1	PSHE	Health & Wellbeing	Adult Health and Looking after yourself
TERM 2.2	CAREERS & ENTERPR	Life Beyond School	Your Future & Beyond
TERM 3.1			REVISION FOR GCSE EXAMS

## LVS ASCOT

### Year 12 Curriculum Overview PSHE

HALF TERM	UNIT TITLE
TERM 1.1	Relationships and Sex Education (USE YEAR 13 CURRICULUM MATERIAL FOR THIS)
TERM 1.2	Health, Safety & Diversity
TERM 2.1	Positive Well -Being
TERM 2.2	Health & Well-Being
TERM 3.1	Drugs & Risk Education
TERM 3.2	Careers

## LVS ASCOT

### Year 13 Curriculum Overview PSHE

HALF TERM	UNIT TITLE
TERM 1.1	Relationships and Sex Education
TERM 1.2	Drugs & Risk Education
TERM 2.1	Emotional Well-Being
TERM 2.2	Personal Finance (USE YEAR 12 CURRICULUM MATERIAL FOR THIS)
TERM 3.1	REVISION FOR A LEVEL EXAMS
TERM 3.2	