



## LPW Independent School

## Relationships and Sex Education Policy

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### Document control

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## **Aims**

The aims of relationships and sex education (RSE) at our School 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.

## **Statutory Requirement**

As an independent Alternative Learning Provision, we must provide RSE to all pupils as per section 34 of the Children and Social Work Act 2017.

In teaching RSE we are required by our funding agreements to have regard to guidance issued by the Secretary of State as outlined in Section 403 of the Education Act 1996.

At LPW Independent School we teach RSE as set out in this Policy.

Under our contract with Bristol City Council our contract states that we will provide RSE to our learners.

## **Policy Development**

This Policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.
2. Staff Consultation – all School staff were given the opportunity to look at the Policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties will be invited to attend a meeting about the Policy.
4. Pupil Consultation – we will speak with students and find out exactly what they want from their RSE.
5. Ratification – once amendments were made, the Policy will be shared with Governors and ratified.

## **Definition**

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

## **Curriculum**

Our curriculum is set out as per Appendix I but we may need to adapt it as and when necessary.

We will have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this Policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

## **Delivery of RSE**

RSE is taught within the person, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Religious Education (RE).

Pupils may also receive stand-alone sex education sessions delivered by a trained health professional. Where appropriate, we may seek advice from other services and support pupils in accessing these services.

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

For more information about our RSE Curriculum, see Appendices I and II.

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, LGBTQAI 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).

## **Roles & Responsibilities**

The Governing Board will approve the RSE Policy and hold the Headteacher to account for its implementation.

### **1. The Headteacher**

The Headteacher is responsible for ensuring that RSE is taught consistently across the School and, for managing requests to withdraw students from non-statutory components of RSE.

## **2. Staff**

Staff are responsible for:

- > Delivering RSE in a professional and sensitive way
- > Modelling positive attitudes towards RSE
- > Monitoring progress
- > Responding to the needs of individual students
- > Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RSE.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

## **3. Students**

Students are fully expected to engage fully in RSE and when discussing issues related to RSE, treat others with respect and sensitivity.

### **Parents' Right to Withdraw**

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE 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 using and addressed to the Headteacher.

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

Alternative work will be given to students who are withdrawn from sex education.

### **C-Card**

C (Condom) Card is a free programme for all young people, including those under 16. We have two members of staff trained to deliver this scheme Mia Casey and Jake Mensah.

### **Key working session's**

Keyworking is part of the school's core themes, we believe that every child should have access to an emotional available adult that can support the child through their time at LPW School. These sessions explore core themes within the school and may cover relationships and sexual health. There may be times where a young person request support to access sexual health services where we would aim to help them to do this confidentially if requested.

## **Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our Continuing Professional Development Calendar.

The Headteacher will also invite visitors from outside the School, such as School Nurses or Sexual Health Professionals to provide support and training to staff teaching RSE.

## **Monitoring Arrangements**

The delivery of RSE is monitored by Kate Baynham. This will be monitored in a number of ways such as learning walks, teacher assessments and student voice.

Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

This Policy will be reviewed by Kate Baynham annually. At every review, the Policy will be approved by Dan Carter, Headteacher.

## **Curriculum Map**

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### **Relationships & Sex Education Curriculum Map**

<b>Year Group</b>	<b>Term</b>	<b>Topic/Theme Details</b>
PSHE Year 10	Term 3	<ul style="list-style-type: none"><li>• Identify what is meant by conflict management and how conflict can be resolved.</li><li>• Correctly identify cases of both arranged and forced marriages describe the differences and recognise ways victims can get help.</li><li>• Describe what constitutes stalking and harassment and what can happen if people don't take reports of this seriously.</li><li>• Correctly identify what to do to prevent revenge porn and what to do if you become a victim.</li><li>• Identify what makes someone a positive or negative role model.</li></ul>
PSHE Year 10	Term 4	<ul style="list-style-type: none"><li>• Sexting, Online Safety</li></ul>
PSHE Year 11	Term 3	<ul style="list-style-type: none"><li>• Correctly identify cases of body shaming, the different types and the hurt this can cause.</li><li>• Correctly identify the different LGBTQAI identities and what the community want us know about these.</li><li>• Identify cases where sexual boundaries have been crossed and a crime has been committed</li><li>• Correctly identify what makes good, healthy sex.</li><li>• Describe what we mean when we talk about 'safe sex' and identify situations where sex is neither safe or legal.</li></ul>

		<ul style="list-style-type: none"> <li>• Explain the pros and cons of particular forms of contraceptives and where the best place would be for a teenager to get advice and contraception.</li> <li>• To describe the symptoms of common STI's and to understand how to protect against them.</li> </ul>
PSHE Year 11	Term 4	<ul style="list-style-type: none"> <li>• Female Safety</li> </ul>
Year 10 & 11 Biology	Term 1-2	<ul style="list-style-type: none"> <li>• Male and female anatomy and reproductive organs</li> <li>• Menstrual cycle and hormones</li> <li>• STI's and Bacteria diseases</li> </ul>
Tutor time		<ul style="list-style-type: none"> <li>• Kindness</li> <li>• Tolerance</li> <li>• Anti-Bullying week</li> <li>• Sexual Harassment</li> <li>• Homophobia</li> <li>• Respect</li> <li>• Pride Month</li> <li>• Respect</li> </ul>