



Relationships and Sex Education Policy

This policy is in line with the strategy of the school. Our purpose at Langley is to enable every young person to flourish and positively contribute with confidence. This is achieved by ensuring that the school is a **community of opportunity and excellence**. We celebrate achievement and encourage all pupils to take ownership, contribute, expect high standards and make good things happen for themselves and everyone around them. Policies give the framework and procedural guidance to allow this to happen.

INTRODUCTION

Relationships and Sex Education (RSE) is the right and responsibility of the parent/carer but it is also a statutory requirement of the Department for Education that RSE is taught in every school. Personal Development Education (PDE) at Langley Senior is comprised of RSE, PSHE and Citizenship, with RSE forming the central strand of the PDE curriculum. Langley Senior is a diverse school community with a wide range of beliefs and values, all of which are fully respected. This policy seeks to explain the rigour and respect Langley Senior brings to the teaching of RSE from Key Stage 2 (Year 6) to Key Stage 5 (The Sixth Form). The aim of this policy is to communicate to staff, governors, parents/carers, visitors and pupils the manner in which RSE will be delivered and supported at Langley Senior.

SECTION 1 - THE AIMS OF RELATIONSHIPS AND SEX EDUCATION

The aims of Relationships and Sex Education are:

- to teach mental health, healthy body image and healthy self concept so that the pupils can live happy lives and have healthy relationships;
- to enable our pupils to better understand the nature of healthy and unhealthy relationships, including families, friendships and romantic or sexual partnerships;
- to help pupils develop self-respect, confidence and empathy;
- to create a positive culture around issues of personal sexuality and relationships, including an attitude of tolerance, an appreciation of diversity and an understanding of the law regarding protected characteristics;
- to enable pupils to understand the importance of stable loving relationships, including marriage and civil partnerships, for raising children.
- to prepare pupils for the changes that occur to their bodies, minds and relationships as a consequence of growth from childhood to adulthood;
- to ensure pupils are able to keep themselves safe and understand risks and responsibilities involved in conducting relationships, both in-person and online;
- to ensure pupils know about the risks of being online and how to stay safe from exploitation and abuse;



- to ensure pupils understand how to identify abuse in all forms, know the law, and how to protect themselves or report abuse;
- to support all young people for life in modern Britain.

SECTION 2 - STATUTORY REQUIREMENTS

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, require all schools from September 2020 to deliver Relationships Education (in primary schools) and Relationships and Sex education (in secondary Schools). It is also compulsory for all schools to teach Health Education. The overlap between Health Education and RSE is clear and our curriculum intertwines these two important statutory strands by teaching pupils to be healthy in all aspects of their lives.

SECTION 3 - 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 – The Head of PDE reviewed the statutory guidance, audited and amended our Personal Development Education curriculum and wrote the policy;
2. Senior Leader consultation – senior leaders were given the opportunity to look at the policy and make recommendations;
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy;
4. Pupil consultation – we investigated what exactly pupils want from their RSE through face to face discussion, whole-school student surveys and student feedback in class;
5. Ratification – once amendments were made, the policy was shared with governors and ratified;

SECTION 4 - WHAT IS EFFECTIVE RELATIONSHIPS AND SEX EDUCATION?

Our curriculum aims to support a lifelong process in learning about physical, moral and emotional development and coming to understand the importance of stable and loving relationships. It is also about the teaching of sex, sexuality, and sexual health as well as preparing pupils for the opportunities, responsibilities and experiences of later life. Our curriculum is also designed to support children growing up in an increasingly complex and digital world. The dominance of social media, the prevalence of cyberbullying and the risk that children will learn about relationships from untrustworthy sources online have been considered

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in the creation of our RSE curriculum. We aim to support young people to make the right decisions and keep themselves safe and happy. The content and delivery of RSE at Langley Senior will be conducted in an age-appropriate way.

4.1 Attitudes and Values

Pupils are helped to examine the value of family life, marriage/civil partnerships, and stable and loving relationships for the nurture of children. They are also encouraged to explore and consider moral dilemmas and the how to stand up to peer pressure or unhealthy societal norms. RSE can also help pupils to develop a positive self-image and high self-esteem, responsibility and the ability to make informed decisions.

4.2 Personal and Social Skills

RSE encourages pupils to manage emotions and relationships confidently and sensitively whilst developing self-respect and empathy for others. Pupils are taught to make choices based on an understanding of difference, with an awareness of the existence of conscious and unconscious bias, and learn how to recognize, avoid, challenge and report prejudice, exploitation and abuse. RSE also provides opportunities to develop communication skills and assertiveness within a range of different situations.

4.3 Knowledge and Understanding

RSE focuses on understanding physical development at appropriate stages. The pupils will learn about the changing adolescent body, reproduction, sexual health, sexuality and sexual identity, emotions and relationships. Depending on their age-group, pupils will also be provided with information on contraception and sexually transmitted infections, as well as the range of local and national sexual health advice support services. Pupils will look at the reasons for delaying sexual activity, the benefits to be gained from such delay and the avoidance of unplanned pregnancy. The aim is to provide a neutral and balanced view of sexual matters, correcting any misconceptions and misinformation pupils may have gained.

SECTION 5 - DELIVERY OF RSE AT LANGLEY SENIOR

5.1 How Is RSE Taught?

We include the statutory Relationships Education, RSE and Health Education within our whole-school Personal Development Education programme. All staff who teach RSE are specially trained to do so. Years 6-13 are taught the statutory RSE within their timetabled PDE lessons (two hours per fortnight). We ensure progression through a spiral curriculum. This means that the same topics are revisited on a deeper level each year so that maturity and understanding can be built up. No topic is ever taught just once and forgotten. Furthermore, the curriculum is updated and altered every year depending on the needs of the school

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community and in response to feedback from pupils, parents/carers and teachers. Compulsory PDE continues into the Sixth Form; KS5 students are taught RSE in PDE lessons by Sixth Form tutors, who are RSE trained. Teaching of RSE is further supported by the school's pastoral programme, with Heads of Year and tutors reinforcing particularly important content, as agreed between the Deputy Head Pastoral and the Head of PDE. Some themes might also be covered in assemblies or presentations to larger groups by external facilitators to ensure enrichment on particular topics and to respond to the changing needs of each year group.

Furthermore, the RSE curriculum at Langley Senior is created in consultation with Langley Prep to ensure a consistent approach, though it should be noted that as both schools strive for a bespoke curriculum that adapts to the needs of their particular communities, the programmes are not identical.

The school is a member of the PSHE Association and the Sex Education Forum. We use these memberships to ensure that our teaching of RSE is of the highest standard and is continually kept up-to-date.

RSE is taught as a curriculum subject (PDE) and therefore is subject to the same Teaching and Learning expectations as other subjects. More information on this can be found in our Curriculum policy here: [Reports And Policies - Langley School](#)

Please see our PDE page on our website for our programmes of study for each year group: [PDE - Langley School](#)

5.2 Protocol for RSE lessons:

All PDE teachers are given training on RSE. We recognise the need to create a supportive and secure atmosphere where pupils can develop the confidence needed to talk, listen and think about challenging topics. In order to do this, teachers will establish ground rules with pupils to emphasise the importance of mutual respect, encourage reflection and signpost sources of further help if a topic is triggering or raises further questions.

The following are protocols for lessons:

- No one (teacher or pupil) will have to answer a personal question or tell personal stories and no one will be forced to take part in a discussion, though participation is encouraged;
- Teachers and pupils are expected to talk in general terms, rather than personal ones. For example, instead of talking about their own experience they might say "If a person were to..." or "People sometimes do/think/say/behave...";
- Meanings of words will be explained in a factual way using accurate vocabulary;
- Students will be encouraged to be curious and ask questions, which will be approached non-judgmentally, and question boxes for anonymous questions will be

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used in all PDE lessons (Teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent/carer);

- It is expected that teachers' personal beliefs and attitudes will not influence their teaching of RSE, and that teachers will examine their own potential biases and work hard to teach in inclusive ways;
- Teachers will take care to ensure that there is no stigmatisation of children based on their home circumstances (all teachers will be aware that families can include single parent families, LGBTQ parents, or families headed by grandparents, adoptive parents and foster parents/carers);
- If at any point a disclosure is made by a pupil, it is the responsibility of the member of staff to follow the schools' safeguarding policy and notify the school's Designated Safeguarding Lead or Deputy DSL. Staff must also register any concerns about a pupil on CPOMS. For further information on how we keep our pupils safe, consult our Safeguarding Policy via the Langley School website: [Reports And Policies - Langley School](#)

5.3 Specialist support

Langley Senior also recognises that some aspects of RSE may better be taught by specialists. From time-to-time Langley Senior will invite experts to deliver topics relating to RSE.

- Visitors contributing to RSE will do so at the invitation of Langley Senior and will be qualified to make an appropriate contribution;
- Visitors must agree with the aims of Langley Senior in delivering its policy on RSE;
- When in class, visitors will be supervised by a teacher who will be present at all times;
- Visitors will follow the School's Safeguarding procedures if a disclosure occurs within the classroom setting;
- Visitors will know and understand where their contribution fits into the School's programme for RSE.
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SECTION 6 - PARENTAL RIGHT TO WITHDRAW CHILDREN FROM RSE

RSE is part of all pupils' education and it is hoped that all will participate.

6.1 Right to withdraw a Year 6 child from provision

From September 2020, parents will not be able to withdraw their child from any aspect of Relationships Education or Health Education. Sex Education is not taught in Year 6. It is important to note that the changes experienced in puberty, as well as sexual reproduction on a cellular level are a statutory part of the Science curriculum and therefore are taught as part of Health Education in PDE and in Science lessons. More information for parents on



withdrawing a child from RSE is available in the PDE section of our website: [PDE - Langley School](#)

6.2 Right to withdraw a Year 7-11 child from provision

In secondary education from September 2020 (Year 7 -11):

- Parents will not be able to withdraw their child from any aspect of Relationships Education or Health Education.
- Parents will be able to withdraw their child (following discussion with the school) from any or all aspects of Sex Education, other than those which are part of the science curriculum, up to and until three terms before the age of 16.
- After that point, the guidance states that ‘if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.’
- Where pupils are withdrawn from sex education, schools should document the process and will have to ‘ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.’

6.3 Requesting withdrawal from RSE

Requests for withdrawal should be put in writing using the form found in the PDE Section of our website: [PDE - Langley School](#) , or in **Appendix 1** of this policy and addressed to the Headmaster. A copy of withdrawal requests will be placed in the pupil’s educational record. The Headmaster will discuss the request with parents and take appropriate action. When the Headmaster receives such a letter, he will invite the parents/carers to a meeting, at which the Headmaster will explain clearly what Langley Senior School’s policy is and seek to accommodate the wishes and/or concerns of the parents/carers. If that is not possible, the pupil will be withdrawn from RSE and placed in another class where suitable PDE work and supervision will be provided.

SECTION 7- ROLES AND RESPONSIBILITIES

7.1 The Governors

The Governors will approve the RSE policy and hold the Headmaster to account for its implementation.

7.2 The Headmaster

The Headmaster is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from RSE (see section 6).



7.3 The Head/s of Personal Development Education

The Head/s of Personal Development Education are responsible for:

- Ensuring that RSE is covered in the schemes of work for Personal Development Education;
- Monitoring the teaching and assessment of RSE and providing staff with appropriate support and training;
- Curriculum planning in accordance with updates to statutory requirements;
- Ensuring the content is age appropriate and that it takes into account the specific needs of the Langley Senior School community;
- Keeping this policy up-to-date.

7.4 Teaching Staff

Teaching Staff are responsible for:

- Undergoing training to ensure they are well prepared to teach RSE;
- Planning lessons that are stimulating and engaging, using effective teaching and learning strategies;
- Delivering RSE in a rigorous and sensitive way;
- Modelling positive attitudes to RSE;
- Monitoring progress and providing feedback;
- Responding to the needs of individual pupils;
- Responding appropriately to pupils whose parents wish them to be withdrawn from some components of RSE;
- Providing SEND pupils with support and differentiated resources as appropriate to ensure RSE is accessible to them.

7.5 Pupils/students:

Pupils/students are expected to:

- Engage fully in RSE;
- Treat others with respect and sensitivity;
- Reflect on how what they learn in lessons will positively impact their personal lives;
- Treat RSE as any other academic subject, working hard in lessons and doing homework well.

SECTION 8 - MONITORING AND EVALUATING PARTICULARS

The policy and its implementation will be reviewed every: 12 months.

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Langley Senior's RSE link governor is: Rachel Buxton

The policy will be monitored by: Bianca Gama, Charlotte Pincher and Abigail Bussey

Linked Policies: Curriculum Policy including the Personal Development Education section of this policy, Safeguarding and Child Protection Policy, Equal Opportunities Policy, SEND Policy, Teaching and Learning Policy.

Legal Status: Statutory

APPENDIX 1: REQUEST TO WITHDRAW A CHILD FROM RSE LESSONS

THIS SECTION TO BE COMPLETED BY PARENTS			
Name of Child		Class:	
Name of Parent		Date:	
Reason/s for your request to withdraw your child from Relationships and Sex Education lessons: (Please give specific details of the topics that particularly concern you.)			
Is there any other information you wish the school to consider?			
Parent Signature:			
<i>Thank you for completing this form. Please email it to headmasterspa@langleyschool.co.uk. You will be contacted soon for further discussion.</i>			

TO BE COMPLETED BY THE SCHOOL
Details of discussion with parents

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Actions agreed	
Approved by (Staff member signature)	