



## **RELATIONSHIPS AND SEX EDUCATION POLICY**

### **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. Langley Senior provides RSE to support parents/carers in fulfilling their responsibility and to contribute to every pupil's health, wellbeing and preparation for adult life. Langley Senior is a diverse school community with a wide range of beliefs and values, which are fully respected and this policy seeks to reflect the rigour and respect Langley Senior brings to the teaching of Relationships and Sex Education.

### **SECTION 1 - THE AIMS OF RELATIONSHIPS AND SEX EDUCATION**

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.

The aims are:

- to enable our pupils to better understand the nature of relationships;
- to help pupils develop self-respect, confidence and empathy;
- to create a positive culture around issues of sexuality and relationships, including an attitude of tolerance and an appreciation of diversity;
- to enable pupils to understand the importance of stable loving relationships, including marriage, for the bringing up of children;
- to prepare pupils for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood;
- to render pupils able to keep themselves safe and understand risks and responsibilities involved in conducting sexual relationships;
- to ensure pupils know about the risks of being online and how to stay safe from exploitation and 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 in 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 PSHE Co-Ordinators reviewed the statutory guidance, audited and amended our PSHE curriculum and wrote the policy;
2. Senior Leader consultation – all senior leaders were given the opportunity to look at the policy and make recommendations;
3. Parent/stakeholder consultation – parents 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;
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 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, 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 perceived 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 absence of prejudice, and learn how to recognise and avoid exploitation and abuse. RSE also provides opportunities to develop communication skills and assertiveness within a range of different situations.

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### 4.3 Knowledge and Understanding

RSE focuses on understanding physical development at appropriate stages. The pupils will explore: human sexuality, reproduction, sexual health, sexual identity, emotions and relationships. Pupils will also be provided with information on contraception and 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. This will provide an objective 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 and Health Education within our whole-school PSHE Programme. Years 6-11 are taught RSE within their timetabled PSHE lessons and 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. This means that no topic is ever taught just once and forgotten. This learning continues into the Sixth Form; topics that are particularly relevant to KS5 students are reinforced by the Head of the Sixth Form in assemblies and through their PSHE lessons with tutors. Furthermore, the RSE curriculum at Langley Senior is created and managed in consultation with Langley Prep to ensure a consistent approach. As a springboard for our teaching, and to reinforce statutory content, we use Hodder Education's online platform Dynamic Learning (Explore PSHE for KS3 and Explore PSHE for KS4). This programme's automatic update policy ensures we are always covering the most relevant and up-to-date content and that our teachers are well-supported, whether teaching on site or remotely. 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. Teaching of RSE within PSHE is further supported by the school's pastoral programme, with Heads of Year and tutors reinforcing particularly important content. Some themes might also be covered in assemblies or presentations to larger groups by external facilitators.

Topics 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: they may be young carers.

RSE (as part of PSHE) is taught as a curriculum subject 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: <https://langleyschool.co.uk/wp-content/uploads/2020/12/Curriculum-Policy-Senior.pdf>.

Please see **Appendix 1** for the details the RSE curriculum for each year group.

### 5.2 Protocol for RSE lessons:

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Langley Senior School recognises the need to create a supportive and secure atmosphere where pupils can develop the confidence needed to talk, listen and think about relationships and sex education. In order to do this, teachers will establish ground rules with pupils to ensure, emphasise the importance of mutual respect, encourage reflection and make pupils aware of the relevant staff to approach for further help or information, as well as other sources of help and support. All teachers are given training on handling controversial topics, confidentiality boundaries, and where to refer pupils to for confidential advice and support. Each teacher is linked with one of the Heads of PSHE for training and mentoring.

The following are protocols for discussion-based lessons with pupils:

- No one (teacher or pupil) will have to answer a personal question or tell personal stories;
- No one will be forced to take part in a discussion;
- 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 sensible and factual way using accurate vocabulary;
- 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;
- 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 for a pupil on CPOMs before notifying the Safeguarding Lead or Deputy DSL. For further information on how we keep our pupils safe, consult our Safeguarding Policy via the Langley School website: <https://langleyschool.co.uk/wp-content/uploads/2020/12/Safeguarding-and-Child-Protection-whole-school.pdf>

### 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 School will invite experts in to deliver topics relating to RSE.

These will be asked to conform to the following:

- 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 School 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 College’s Safeguarding procedures if a disclosure occurs within the classroom setting;
- Visitors will know and understand where their contribution fits into the College’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.

### **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 **Appendix 2** 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'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 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

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managing requests to withdraw pupils from RSE (see section 6).

### **7.3 The Head/s of PSHE**

The Head/s of PSHE are responsible for:

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

### **7.4 Teaching Staff**

Teaching Staff are responsible for:

- Delivering RSE in a rigorous and sensitive way;
- Modelling positive attitudes to RSE;
- Monitoring progress;
- 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;
- Treat RSE as any other academic subject.

## **SECTION 8 - MONITORING AND EVALUATING PARTICULARS**

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

**Langley Senior's RSE link governor is: Dr Hannah Nearney**

**The policy will be monitored by: Bianca Gama and Martha Cook.**

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

**Legal Status:** Statutory

## APPENDIX 1: WHAT DOES EACH YEAR GROUP STUDY IN RSE LESSONS AT LANGLEY SENIOR?

### Year 6 Relationships Education Overview

Pupils in Year 6 are Key Stage 2 pupils and therefore our curriculum follows the government’s statutory requirements for Primary PSHE and Science. As such, our curriculum is focused on the biological and emotional aspects of human reproductive development and puberty, as well as focusing on teaching young people how to maintain healthy relationships, avoid risk and stay safe.

Year 6 Relationships Ed. Themes	Learning objectives
<b>Healthy relationships 1:</b> What makes a healthy, positive relationship (covering friendships, family relationships, relationships with adults, and romantic relationships).	<ul style="list-style-type: none"> <li>-Describe some ways of avoiding dangerous relationships and maintaining positive ones.</li> <li>-Explain risks posed by dangerous people and how to protect oneself.</li> <li>-Analyse how the internet could be made safer and how particular relationships could turn into negative or damaging situations if left unchecked.</li> </ul>
<b>Healthy relationships 2:</b> Respect - disagreements and differences	-Identify how we can reduce conflict, respect the views of others and disagree with people respectfully.
<b>Unwanted behaviour 1:</b> Bullying	<ul style="list-style-type: none"> <li>-Understand the difference between bullying and teasing.</li> <li>-Understand the importance of kindness and the role of bystanders in situations where others are being unkind.</li> <li>-Understand how to get help in these situations.</li> </ul>
<b>Unwanted behaviour 2:</b> Consent (respecting personal space)	<ul style="list-style-type: none"> <li>-Identify what we mean when we talk about our personal space, as well as unwanted and inappropriate contact.</li> <li>-Describe how much personal space we are all allowed to have and how we are all in charge of what happens to our own bodies.</li> <li>-Explain how we seek consent and why it’s always important to do this if we want to show physical affection to someone, even if it’s just a hug.</li> </ul>
<b>Unwanted behaviour 3:</b> Asking for Help and Advice	<ul style="list-style-type: none"> <li>-Identify what we can do if we ever feel unsafe or worried about ourselves or someone we know.</li> <li>-Describe how we can report our concerns to appropriate people.</li> <li>-Explain why it’s important to tell people if we are worried about</li> </ul>

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	our own or someone else's safety.
<b>Growing up 1: Body Image</b>	<p>-Identify why some people have negative body image.</p> <p>-Describe how we can help others and ourselves to develop a positive body image.</p> <p>-Explain how the media affects our body image.</p>
<b>Growing up 2a: Puberty – boys</b> (taught separately from girls)	<p>-Identify the changes boys go through during puberty and why.</p> <p>-Describe these changes in detail as well as how and when they will happen.</p> <p>-Explain why we go through puberty and how everyone develops differently.</p> <p><u>Details to be covered:</u></p> <ul style="list-style-type: none"> <li>- Hormones;</li> <li>- Growing taller;</li> <li>- Enlarged genitalia;</li> <li>- Erections, ejaculation, wet dreams, masturbation;</li> <li>- Body hair;</li> <li>- Growing larger limbs, hands and feet;</li> <li>- Temporary swelling in breast area;</li> <li>- Body odour;</li> <li>- Voice breaking and deepening;</li> <li>- Skin changes;</li> <li>- Emotional changes and wellbeing;</li> <li>- Hygiene;</li> <li>- What happens to girls when they go through puberty.</li> </ul>
<b>Growing up 2b: Puberty – girls</b> (taught separately from boys)	<p>-Identify the changes girls go through during puberty and why.</p> <p>-Describe the changes in detail as well as how and when they will happen.</p> <p>-Explain why we go through puberty and how everyone develops differently.</p> <p><u>Details to be covered:</u></p> <ul style="list-style-type: none"> <li>- Hormones;</li> <li>- The menstrual cycle, what to expect from menstruation and how to manage menstruation (a small period pack of sanitary products to be given to every girl);</li> <li>- Breast buds and breasts;</li> <li>- Body hair;</li> <li>- Body odour;</li> <li>- Skin changes;</li> <li>- Vaginal discharge;</li> <li>- Masturbation;</li> <li>- Growing taller;</li> <li>- Emotional changes and wellbeing;</li> <li>- Hygiene;</li> <li>- What happens to boys when they go through puberty.</li> </ul>

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<p><b>Growing up 3: Human Reproduction</b> This is covered jointly in Science <i>and</i> in PSHE.</p> <p><i>Some parents may be concerned about whether we cover topics like sexual behaviour, how sex happens, sexual positions and sexual activities that are a part of human sexuality. Other than explaining that the penis enters a vagina and ejaculates semen into it to conceive a baby naturally, we do not cover sexual activity in Year 6. It is not legal to do so. If students ask about these topics, we thank them for their curiosity and gently refer them to their parents.</i></p>	<p>-Identify different parts of the male and female reproductive system.</p> <p>-Describe how human reproduction happens and how a baby starts to be created.</p> <p>-Explain the different roles of the male and female body parts in human reproduction.</p> <p><u>Details to be covered:</u></p> <ul style="list-style-type: none"> <li>- Cellular biology of reproduction as well as how intercourse happens to initiate fertilisation (penile ejaculation inside vagina, acknowledging the alternatives such as medical artificial insemination and IVF).</li> <li>- Gestation and Childbirth.</li> <li>- Contraception as a concept (i.e.: that it is used to prevent conception. STIs are NOT covered at this age).</li> <li>- Miscarriage.</li> <li>- Menopause.</li> </ul>
<p><b>Growing up 4: Attraction and crushes</b></p>	<p>-Identify different types of attraction and the types of people we might find attractive.</p> <p>-Describe how we feel when we are attracted to someone and the different ways we can be attracted to others.</p> <p>-Explain how we feel when we have a crush and how we can all differ in our feelings and the types of people we find attractive.</p> <p>-Understand that everyone is different and that we can be attracted to people of the opposite sex or the of the same sex or both. Includes LGBTQ+ rights and discrimination.</p>
<p><b>Online lives and relationships 1: Social Media and Phone Use</b> <i>Most students in Year 7 have been given phones for the first time, so our lessons focus on teaching them to self-regulate, avoid risky behaviour and seek help when they need it.</i></p>	<p>-Identify different situations where a person might experience FOMO (Fear of Missing Out), what this means and what we can do about it.</p> <p>-Understand how social media compromises our ability to make good judgments and makes us more impulsive.</p> <p>-Understand what to do if we see or are sent indecent images when online.</p> <p>-Understand where to find help when online relationships go wrong.</p>
<p><b>Online lives and relationships 2: Online Gaming</b></p>	<p>-Identify the dangers presented by the social side of online gaming and how we can avoid them.</p> <p>-Describe the different dangers we need to be wary of to play safely and what we should do if we are concerned.</p> <p>-Explain why we should not meet up with people we don't know in real life. Explain what the consequences of this could be.</p>
<p><b>Commitment: Family, Marriage and Civil Partnerships</b></p>	<p>-Identify different ways of showing commitment and the different types of families we can have.</p>

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<b>Love versus Abuse</b>	<ul style="list-style-type: none"> <li>-Identify what we mean by love, the different types of love and what we mean by abuse.</li> <li>-Describe what to do if you think you, or someone you know, is being abused.</li> <li>-Explain why real love does not tolerate abuse and describe some common signs of abuse.</li> <li>-Describe how we can report abuse.</li> </ul>
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### Year 7 Relationships and Sex Education Overview

Pupils in Year 7 are Key Stage 3 pupils and therefore our RSE curriculum follows the government’s statutory requirements for Secondary PSHE and Science. Year 7 builds on work done in Year 6 but takes into account that many Year 7s will only have joined the school this year; there is therefore some repetition between Year 6 and Year 7, with a focus on what secondary school age students need to know.

Year 7 RSE themes	Learning Objectives
<b>Your relationship with yourself:</b> mental health, self-regulation and positive self-regard as crucial for healthy relationships with others.	<ul style="list-style-type: none"> <li>-Understand what emotional health is and why it is important.</li> <li>- Identify feelings and developing an emotional vocabulary (RULER technique).</li> <li>- Understanding what resilience and how to build it.</li> </ul>
<b>Positive relationships with others and what to do when relationships go wrong</b>	<ul style="list-style-type: none"> <li>-Recognise healthy relationships and understanding the importance of boundaries in healthy relationships.</li> <li>-Recognise unhealthy relationships, specifically recognising abuse and understanding the different forms abuse takes.</li> <li>-Know where to go to find help and how to report concerns, including family members, the school’s safeguarding procedures and organisations/charities.</li> </ul>
<b>Unwanted behaviour: Bullying</b>	<ul style="list-style-type: none"> <li>-Understand what bullying is and what its effect is (including cyberbullying).</li> <li>-Understand the role of bystanders (online or in person) in making bullying worse.</li> <li>-Understand the power of peer pressure and develop refusal skills.</li> <li>-Know how to report concerns about bullying and where to seek help.</li> <li>-Understand that some bullying takes the form of discrimination against certain protected characteristics: sex, gender, race, religion, sexual orientation or disability, and what the consequences of this are legally and morally.</li> </ul>
<b>Managing Online Relationships: Online Safety</b>	<ul style="list-style-type: none"> <li>-Understand responsibilities that come with free time online.</li> <li>-Consider the risks of online communication with unknown people - and how to report it.</li> <li>-Understand the risks of uploading harmful material and what to do with harmful material we are sent or see accidentally.</li> <li>-Understand the emotional impact of viewing harmful content (including pornography).</li> </ul>

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	<p>-Know that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including prison.</p> <p>-Understand what grooming is how to recognise the signs of this and keep yourself safe.</p> <p>-Understand the particular dangers of online gaming.</p>
<p><b>Growing up 2a:</b> Puberty – boys (taught separately from girls)</p> <p>-</p> <p>-</p>	<p>-Identify the changes boys go through during puberty and why.</p> <p>-Describe these changes in detail as well as how and when they might happen.</p> <p>-Explain why we go through puberty and how everyone develops differently.</p> <p><u>Details to be covered:</u></p> <ul style="list-style-type: none"> <li>- Hormones;</li> <li>- Growing taller;</li> <li>- Enlarged genitalia;</li> <li>- Erections, ejaculation, wet dreams, masturbation;</li> <li>- Body hair;</li> <li>- Growing larger limbs, hands and feet;</li> <li>- Temporary swelling in breast area;</li> <li>- Body odour;</li> <li>- Voice breaking and deepening;</li> <li>- Skin changes;</li> <li>- Emotional changes and wellbeing;</li> <li>- Hygiene;</li> <li>- What happens to girls when they go through puberty.</li> </ul>
<p><b>Growing up 2b:</b> Puberty – girls (taught separately from boys)</p>	<p>-Identify the changes girls go through during puberty and why.</p> <p>-Describe the changes in detail as well as how and when they might happen.</p> <p>-Explain why we go through puberty and how everyone develops differently.</p> <p style="padding-left: 20px;"><u>Details to be covered:</u></p> <ul style="list-style-type: none"> <li>- Hormones;</li> <li>- The menstrual cycle, what to expect from menstruation, how to manage menstruation (a small period pack of sanitary products to be given to every girl);</li> <li>- Breast buds and breasts;</li> <li>- Body hair;</li> <li>- Body odour;</li> <li>- Skin changes;</li> <li>- Vaginal discharge;</li> <li>- Masturbation;</li> <li>- Growing taller;</li> <li>- Emotional changes and wellbeing;</li> <li>- Hygiene;</li> <li>- What happens to boys when they go through puberty.</li> </ul>

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<p><b>Growing up 3: Human Reproduction</b> (This is covered jointly in Science and in PSHE)</p> <p><i>Some parents may be concerned about whether we cover topics like sexual behaviour, how sex happens, sexual positions and sexual activities that are a part of human sexuality. If students ask about these topics, the teacher may answer them in an age-appropriate way or gently refer them to their parents, using their professional judgment and training. Research shows that when children as young as 11 are curious about human sexuality, they look online for answers, and this exposes them to harmful material and erroneous information. The teacher will stress that pupils should speak openly to their parents or other trusted adults if they have any questions about sex and are encouraged not to look online for answers. We would recommend that parents research and purchase an age-appropriate well-reviewed book about sex to be kept at home as a valuable - and safe - source of information to your child.</i></p>	<ul style="list-style-type: none"> <li>-Identify different parts of the male and female reproductive system.</li> <li>-Describe how human reproduction happens and how a baby starts to be created.</li> <li>- Explain the different roles of the male and female body parts in human reproduction.</li> </ul> <p><u>Details to cover:</u></p> <ul style="list-style-type: none"> <li>- Cellular biology of reproduction as well as how intercourse happens to initiate fertilisation (penile ejaculation inside vagina, acknowledging the alternatives such as medical artificial insemination and IVF).</li> <li>- Gestation and childbirth.</li> <li>- Contraception as a concept (that it is used to stop babies from being conceived. STIs are not covered at this age.</li> <li>- Miscarriage.</li> <li>- Menopause.</li> <li>- Healthy lifestyle and fertility.</li> </ul>
<p><b>Growing up 4: Attraction and crushes</b></p>	<ul style="list-style-type: none"> <li>-Identify different types of attraction and the types of people we might find attractive.</li> <li>-Describe how we feel when we are attracted to someone and the different ways we can be attracted to others.</li> <li>-Explain how we feel when we have a crush and how we can all differ in our feelings and the types of people we find attractive.</li> <li>-Understand that everyone is different and that we can be attracted to</li> </ul>

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	people of the opposite sex or the of the same sex or both. Includes LGBTQ+ rights and discrimination.
<b>Growing up 5: Gender and Sex</b>	<ul style="list-style-type: none"> <li>-To understand the terms sex and gender.</li> <li>- To understand what it means to identify as male, female, transgender or non-binary.</li> <li>-To understand that gender identity is a protected characteristic.</li> </ul>
<b>Home relationships: Family</b>	<ul style="list-style-type: none"> <li>- Understand that families are built on love. Families take many forms but love is love.</li> <li>- Understand what belonging and contributing to family life means (identity, roles and responsibilities).</li> <li>- Coping with family break-ups, identifying and discussing feelings and support.</li> <li>- Bereavement - understanding the stages of grief and coping methods.</li> </ul>
<b>Love versus Abuse</b>	<ul style="list-style-type: none"> <li>-Identify what we mean by love, the different types of love and what we mean by abuse.</li> <li>-Describe what to do if you think you, or someone you know, is being abused.</li> <li>-Explain why real love does not tolerate abuse and describe some common signs of abuse.</li> <li>-Describe how we can report abuse.</li> </ul>

### Year 8 Relationships and Sex Education Overview

Our Year 8 curriculum builds on the curriculum covered in Year 7. The content is revisited in more mature detail, taking into account the needs of our Year 8 cohort. Moving past learning about puberty and reproduction, we focus on helping pupils develop a healthy, responsible, open and celebratory attitude to their developing sexuality and personal values. Year 8 is the age when young people begin to encounter more adult, explicit or inappropriate sexual content and attitudes in their interactions socially and online. Our curriculum hopes to facilitate age-appropriate discussion about these themes, with a particular focus on respect, responsibility and safety.

Year 8 RSE themes	Learning Objectives
<b>Mental health:</b> To have healthy relationships with others, you need to have a healthy relationship with yourself.	<ul style="list-style-type: none"> <li>- Understand that resilience and high self-esteem are the basis for healthy relationships.</li> <li>- Be able to self-assess one's own resilience and self-esteem and build these qualities in oneself.</li> <li>- Consider strategies for managing big feelings</li> <li>- Recap the RULER technique introduced in Year 7.</li> </ul>
<b>Managing friendships and family relationships.</b>	<ul style="list-style-type: none"> <li>- Understand what behaviour makes a relationship healthy or unhealthy.</li> <li>- Understand rules and principles for healthy relationships.</li> </ul>
<b>Managing romantic relationships:</b>	<ul style="list-style-type: none"> <li>- Understand the need for effective, empathic and compassionate</li> </ul>

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<p>crushes, 'linking', dating, getting physical and what happens when things end?</p>	<p>communication skills in romantic situations.</p> <ul style="list-style-type: none"> <li>- Be able to articulate the rules of respect in flirting and dating.</li> <li>- Understand that sexualised talk or touching or photography – even in a group as joke – is likely to be offensive, and could potentially be considered harassment or assault (upskirting to be considered here).</li> <li>- Be able to stand up to peer-pressure and gossip.</li> <li>- Understand fully what consent means (physical as well as digital).</li> <li>- Understand one’s own boundaries, how to set clear boundaries for others and how to respect another’s boundaries.</li> <li>- Understand the added complexities of online romantic communications and the importance safe texting (reinforcing learning done in Year 7 on the dangers of sexting and the legal consequences of it).</li> <li>- Understand why a relationship might not develop after the ‘linking’ stage and how to manage feelings around break-ups.</li> <li>- Understand the importance of having a grown-up to talk to about your romantic life.</li> <li>- Know how to get support and information safely regarding romantic issues.</li> </ul>
<p><b>Understanding your developing sexuality</b></p> <p><i>Some parents may be concerned about whether we cover topics like sexual behaviour, how sex happens, sexual positions and sexual activities that are a part of human sexuality. If students ask about these topics, the teacher may answer them in an age-appropriate way or gently refer them to their parents, using their professional judgment and training. Research shows that when children as young as 11 are curious about human sexuality, they will look online for answers, and this exposes them to harmful material and incorrect information. The teacher will stress that pupils should speak openly to their parents or other trusted adults if they have any questions about sex and will encourage pupils not to look online for answers. We would</i></p>	<p>-Understand the factors that affect the developing sexuality of young people.</p> <p><u>Topics to be covered:</u></p> <ul style="list-style-type: none"> <li>- Puberty (particularly anxiety around late development and any questions that have arisen since Year 7 lessons on puberty)</li> <li>- Periods (particularly focusing on helpful and unhelpful attitudes to periods).</li> <li>- Sexual activity – what is it?</li> <li>- When is the right time to become sexually active?</li> <li>- The legal age of consent and why it exists.</li> <li>- The dangers and problems of becoming sexually active too early.</li> <li>- Safe age ranges for romantic or sexual relationships (for example, older boyfriends or girlfriends).</li> <li>- Myth-busting: sexual desire, orgasm and masturbation.</li> <li>- The importance of talking to parents or trusted adults if we have questions or worries about our romantic life, sexuality or sexual activity.</li> <li>- Sexuality Q&amp;A: the teacher will set aside time to answer questions the class ask.</li> </ul>

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<p><i>recommend that you research and purchase an age-appropriate well-reviewed book about sex to be kept at home as a valuable - and safe - source of information to your child.</i></p>	
<p><b>Safety Online 1: Cyberbullying</b></p>	<ul style="list-style-type: none"> <li>-To understand the way cyberbullying works and how to deal with it.</li> <li>- To understand the importance of not being a passive bystander when you witness any kind of bullying.</li> <li>- To be confident in the reporting procedures for online bullying.</li> <li>- To understand the importance of talking to someone in your life about any bullying, in any form, involving anybody.</li> </ul>
<p><b>Safety Online 2: Child Sexual Exploitation</b></p>	<ul style="list-style-type: none"> <li>- To know how to identify when you or someone else is being groomed online.</li> <li>- To know how to protect yourself from online child sexual exploitation.</li> <li>- To know how to keep high levels of privacy online and how to report it when things go wrong.</li> <li>- To be able to deal with unwanted images and content accidentally viewed online (building on work done in Year 7).</li> <li>- Understanding the importance of talking about and sharing your online life with parents, trusted grown ups and/or older siblings so that you can get help when you need it; and to understand the dangers of secrecy online.</li> </ul>
<p><b>Your body and life are yours alone</b></p> <p><i>This content is covered in more depth in Year 9 but is introduced in an age appropriate way in Year 8 as there is the potential that girls as young as 11 are at risk.</i></p>	<ul style="list-style-type: none"> <li>- To understand what female genital mutilation, honour based violence and forced marriage are, that they are illegal, and how to identify and report any threat to yourself and others.</li> </ul>

### Year 9 Relationships and Sex Education Overview

The Year 9 curriculum introduces some important topics around sexual relationships, personal safety and boundaries. Our curriculum is designed to introduce and prepare pupils for the important outcomes that occur as relationships progress and take on more physical and mature aspect. There is a focus on informing pupils how the law is designed to protect them and how they can access help and support from trusted adults and external agencies. The curriculum also hopes to develop their communication skills so they can navigate challenging experiences within relationships. We hope that the curriculum will continue to promote self-worth, healthy boundaries and respect and care for others.

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Year 9 RSE themes	Learning objectives
<p><b>Relationships with others:</b> Breakdowns of relationships, healthy boundaries, reconciliation, resolutions and marriage in the eyes of the law.</p>	<ul style="list-style-type: none"> <li>- Explore and identify different forms of commitment and the impact on emotional wellbeing.</li> <li>- Understand the impact of relationships breaking down and learn some resolution strategies as well as ways of asserting healthy boundaries.</li> <li>- Identify what a respectful relationship can look like after a break-up has happened and the importance of respect and civility.</li> <li>- Identify the possible impacts and outcomes of divorce and separation and know what support is available and where to access it.</li> <li>- Know the legal rights that come with marriage and other legally recognised relationships.</li> </ul>
<p><b>Drugs and alcohol:</b> The negative impacts of drugs and alcohol on relationships and health.</p> <p><i>Drugs and alcohol are also covered from a legal and health point of view in the curriculum. Our focus for RSE is to ensure that pupils understand the impact of drugs/alcohol on relationships and that drug use makes them vulnerable in social situations or to exploitative relationships.</i></p>	<ul style="list-style-type: none"> <li>-Understand different types of drug and the laws that apply to those drugs (classification).</li> <li>-Understand how drugs and alcohol can impact decision making and place you at greater risk in your relationships or interactions with others.</li> <li>-Identify risks of addiction and physical and mental impacts on individuals and families.</li> <li>-Identify ways to minimise risk and equip yourself with refusal skills.</li> </ul>
<p><b>Sex and the law:</b> Understanding the risks posed by use of technology and social media, as well as understanding what constitutes criminal sexual conduct.</p>	<ul style="list-style-type: none"> <li>-Understand the laws the apply to sexting (including sending, receiving and sharing sexual images, including images of minors).</li> <li>-Explain what the term ‘grooming’ means and identify what would be deemed an inappropriate relationship and an abuse of power.</li> <li>-Identify where safeguarding concerns regarding grooming can be reported.</li> <li>-Understand what sexual violence is and what constitutes sexual harassment. (This will be discussed in an age appropriate way and strongly lead by the teacher.)</li> </ul>
<p><b>Choices and sex:</b> The importance of consent, the right and the possible reasons to delay sex.</p>	<ul style="list-style-type: none"> <li>-Identify the age of consent and the reason for a legal age requirement.</li> <li>-Explain the importance of emotional and physical maturity when engaging in sexual activities.</li> <li>-Identify reason people might wish to delay sex and explore other ways in which people can be intimate and feel fulfilled.</li> <li>-Understand the role peer pressure plays in shaping our attitudes to sexual activity and how to set healthy boundaries for yourself, as well as communicate your boundaries.</li> </ul>

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<p><b>Sexual Health:</b> How to protect against STIs, STDs, HIV and AIDS. Different forms of contraception.</p>	<ul style="list-style-type: none"> <li>-Understand what an STIs and STDs are and how they can be contracted and spread.</li> <li>-Understand what HIV and AIDS are and learn how people can protect themselves against them.</li> <li>-Explain what different forms of contraception and protection are available and what some of the positive and negatives of using them may be.</li> <li>-Understand the importance of personal responsibility when it comes to contraception, but also the importance of healthy communication and mutual consent.</li> <li>-Understand that just because you know how to protect yourself during sexual activity does not mean you are emotionally ready for sexual activity.</li> </ul>
<p><b>The Law:</b> Equality, diversity and human rights and how the law seeks to protect and promote tolerance. LGBTQ and Gender and identity will be explored.</p>	<ul style="list-style-type: none"> <li>-Know the law regarding hate crimes</li> <li>-Understand the importance and value of: uniqueness, equality, diversity, respect and tolerance.</li> <li>-Understand that sexuality is a spectrum and that love is love no matter what your sexual orientation is.</li> <li>-Be able to explain the difference between gender and sex.</li> <li>-Identify and use appropriate and respectful terminology to describe gender and issues associated with gender.</li> <li>-Explore the Gender Recognition Act and identify ways in which we can seek to make tolerant and safe communities and environments.</li> <li>-Understand where help and support can be accessed for those who have questions around gender or sexual orientation.</li> </ul>

### Year 10 Relationships and Sex Education Overview

Year 10 deals with some mature and challenging subjects areas, particularly pornography, abuse within relationships, miscarriage, abortion and adoption. Our curriculum hopes to equip our pupils with the information and support networks that can help them make informed and mature decisions. Our hope is that they understand the positive elements of sexual relationships, but that they feel empowered in delaying sexual activity until they feel secure, prepared and mature enough to deal with any possible outcomes.

Year 10 RSE themes	Learning objectives
<p><b>Relating to others: skills for successful relationships</b></p>	<ul style="list-style-type: none"> <li>- To be able to self-evaluate relationship and communication skills</li> <li>- To be able to describe the qualities of healthy relationship, how to communicate healthy boundaries and establish a secure sense of self.</li> </ul>
<p><b>Sexual Relationships:</b> exploring what a healthy, safe and fulfilling sexual relationship looks like. Exploring how sexual relationships benefit and</p>	<ul style="list-style-type: none"> <li>-To understand what a healthy, safe and fulfilling sexual relationship is.</li> <li>-To understand the personal importance and benefits of sexual relationships and the responsibility that comes with sexual relationships.</li> <li>-Be able to describe and list a range of ways that people can show love and affection in relationships.</li> </ul>

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<p>require maturity and a sense of responsibility. Identifying biological changes in teenagers. Identifying diversity in sexual preference.</p>	<p><u>Topics and discussions will include:</u></p> <ul style="list-style-type: none"> <li>- Sexual relationships don't necessarily involve sex.</li> <li>- The benefits and the rights to delaying sexual activity.</li> <li>- How do people know when they are ready to have sex/be intimate with my boyfriend/girlfriend?</li> <li>- Spectrum of sexual orientation in including asexuality.</li> <li>- The teenage brain: challenges of self-regulation posed by adolescent brain</li> <li>- Sexual arousal, masturbation and healthy sexual exploration.</li> <li>- How do you tell the difference between love and strong sexual attraction/arousal/desire?</li> </ul>
<p><b>Relationship Abuse:</b> exploring what constitutes sexual abuse and abuse of power.</p>	<ul style="list-style-type: none"> <li>-Be able to recognise and identify: sexual abuse, sexual harassment, grooming, domestic abuse, coercive behaviour.</li> <li>-Understand the impact and effects of abuse and coercive behaviour.</li> <li>-Know how to report abusive behaviour and know where to seek help and support.</li> <li>-Know what professional agencies are available to help people in abusive relationships</li> </ul>
<p><b>Pornography:</b> understanding the physical, mental, emotional and legal implications of online pornography.</p>	<ul style="list-style-type: none"> <li>- Be able to explain the possible long-term and short-term effects of consuming pornography, including the way viewing pornography can impact one's developing sexual identity and tastes in potentially unhealthy ways.</li> <li>- Understand the impacts on sexual health.</li> <li>- Understand the impact on mental health, including the addictive nature of online pornography and the negative impact on body image.</li> <li>- Understand how pornography shapes views of relationships (reality vs staged constructs).</li> <li>- Understand the social impact of supporting the type of pornography that objectifies people, reinforces unhealthy gender roles, supports violence or relies on human trafficking.</li> <li>-Understand what the age of consent is and explain the laws around receiving, sharing and creating sexual images.</li> </ul>
<p><b>What does it mean to be gay, lesbian, bisexual or transgender?</b> Developing an understanding of gender focused language and creating a community of inclusion and equality.</p>	<ul style="list-style-type: none"> <li>-Understand that love means love</li> <li>-Understand the law and homophobia.</li> <li>-Understand the impact of homophobia on people and society.</li> <li>-Understand the realities of life coping with prejudice around gender and homophobia.</li> <li>-Understand the difference between gender neutrality, transgender, transvestite and transsexual.</li> <li>-Know where to access help and support.</li> <li>-Know how to support a friend who is exploring their gender identity.</li> </ul>
<p><b>Menstruation:</b> creating an empathetic and respectful</p>	<ul style="list-style-type: none"> <li>-Understand the menstrual cycle and the impact of women's lives:</li> </ul>

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<p>outlook on menstruation.</p>	<p><u>Discussion will include:</u></p> <ul style="list-style-type: none"> <li>- That periods are a sign of healthy fertility.</li> <li>- Possible problems with managing periods, PMS and hormones.</li> <li>- Amenorrhoea: why isn't my period here yet? Why has it stopped?</li> <li>- Overcoming period stigmas.</li> <li>- Menopause.</li> </ul>
<p><b>Contraception, STIs and protection:</b> The following will be cover in lessons or may be covered in an age-appropriate way by an external provider/NHS professional.</p>	<ul style="list-style-type: none"> <li>-Be able to describe what different types of contraception and protection are available and know the different levels of protection each form will provide.</li> <li>-Learn how to safely select and use a condom.</li> <li>-Know and discuss the importance of finding a contraception method that works for you (considering different types of sexual relationships, physical responses and ease of access).</li> <li>-Know what to do if contraception fails and where to seek help and support.</li> <li>-Understand what the morning after pill is and where it can be accessed.</li> <li>-Understand the difference between the morning after pill and an abortion.</li> <li>-An introduction to sexual health checks and what a physical examination will involve.</li> </ul>
<p><b>Pregnancy choices:</b></p>	<ul style="list-style-type: none"> <li>-Understand early signs of pregnancy and where help and support can be accessed.</li> <li>-Identify different choices that are available including: abortion (different types of abortions) and adoption.</li> <li>-Understand when an abortion may be recommended due to medical reasons and physical risk to the mother.</li> <li>-Know where help and support can be accessed in case of pregnancy.</li> <li>-Explain what a miscarriage is, how common they are, why they happen.</li> <li>-Be able to identify early signs of miscarriage and where to access help and support (importantly, signs of ectopic pregnancy will be discussed here).</li> <li>- Understand legal rights of the mother in making choices.</li> </ul>

### Year 11 Relationships and Sex Education Overview

Year 11 is an opportunity to reflect and revisit learning that has taken place in RSE lessons. Our curriculum hopes to prepare our pupils to gain a sense of personal responsibility and independence when considering their sexual health, sexual choices and their ability to keep themselves and others safe. We also hope to give them an important insight into the early stages of parenting and introduce them to some of the challenges and diverse experiences they may encounter.

Year 11 RSE themes	Learning objectives
<p><b>Gender</b></p>	<ul style="list-style-type: none"> <li>- Have a reinforced understanding of gender identity vocabulary.</li> <li>- Understand different types of transitioning and identification.</li> <li>- Explore how we can ensure our communities are inclusive and</li> </ul>

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	<p>promote equality. Exploring how the law supports equality and what more can be done.</p> <ul style="list-style-type: none"> <li>- To be able to empathise: How does it feel to be in a minority?</li> <li>- To know how to access support that aims at empowering individuals and communities (charities, groups, websites).</li> </ul>
<b>Family Life: identifying and understanding what makes a nurturing parent</b>	<ul style="list-style-type: none"> <li>-Understand different approaches to parenting, including roles of mothers, fathers and LGBTQ parenting.</li> <li>-Understand why being a new parent is challenging.</li> <li>-Understand different birthing experiences and how to be a supportive birth partner.</li> <li>-Understand what Postnatal Depression is and how it can impact individuals and families and know where to seek help and support.</li> </ul>
<b>Being Safe: understanding the dangers of involvement in group criminal activity</b>	<ul style="list-style-type: none"> <li>-Understand how involvement in criminal activity can make young people vulnerable to sexual exploitation and sexual violence (County Lines, gang exploitation / gang culture).</li> <li>-Know what to do when your friends think criminal activity or criminal sexual activity is acceptable and be able to stand up to peer pressure and report it.</li> </ul>
<b>Consent</b>	<ul style="list-style-type: none"> <li>-Revisit the importance of consent, building on extensive work done in earlier years.</li> <li>-Identify what constitutes sexual assault and rape and where to access help and support.</li> </ul>
<b>Taking responsibility for your sexual health</b>	<ul style="list-style-type: none"> <li>-Be able to identify when a sexual health screening test is needed and why prompt action is best.</li> <li>- Be able to explain what a sexual health test will include and rules around confidentiality.</li> <li>- Understand how to access Chlamydia and free home testing (NHS links and Terrace Higgins Trust).</li> <li>- Understand the importance of Informing partners of possible risks of STI's and STD's</li> <li>- Know the law around reckless transmission.</li> </ul>

## APPENDIX 2: REQUEST TO WITHDRAW A CHILD FROM RSE LESSONS

<b>THIS SECTION TO BE COMPLETED BY PARENTS</b>			
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.)			

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Is there any other information you wish the school to consider?

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Parent Signature:

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*Thank you for completing this form. Please email it to [headmasterspa@langleyschool.co.uk](mailto:headmasterspa@langleyschool.co.uk). You will be contacted soon for further discussion.*

**TO BE COMPLETED BY THE SCHOOL**

Details of discussion with parents

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Actions agreed

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Approved by (Staff member signature)

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