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| Full name of policy: | Relationships and Sex Education (RSE) Policy | | |
| Name and post of person responsible: | Sarah Lloyd | | |
| Frequency of review: | Annually | | |
| Dates of previous reviews: | May 21 | | |
| Policy Reference: | All policies can be found in the 'Information for Staff' folder | | |
| Total number of pages: (Including appendices and front sheet) | 8 | | |
| Comments: | This policy should be read in conjunction with: <ul style="list-style-type: none"> • Preparing students for life in modern Britain policy | | |
| | Name (role): | Signature: | Date: |
| Written: | Jessica Amo (Assistant Head, Pastoral/Co-curricular) | J.Amo | 21.08.20 |
| Ratified: | Jan Balon Headteacher | Jan Balon | 21.08/20 |
| Review: | Sarah Lloyd (Assistant Head, Pastoral) | S.Lloyd | 13.02.24 |
| Ratified: | Jan Balon Headteacher | Jan Balon | 19.02.24 |

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Aims

The aims of relationships and sex education (hereafter, RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- To prepare the students for the opportunities, responsibilities and experiences of adult life so that they may make a positive contribution to society;
- To give students an understanding of sexual development and the importance of health and hygiene
- To enable students to develop their self-knowledge, self-esteem, empathy and self-confidence around issues of sexuality and relationships.

The London Academy of Excellence Tottenham (hereafter, LAET) believes that high quality RSE is an important part of schooling which supports young people's development and prepares them for adult life so they can make wise and informed choices (Government Education White Paper, The Importance of Teaching, November 2010).

Statutory requirements

London Academy of Excellence is committed to actively promoting equality of opportunity in everything that it does and to ensuring that differences between all of our learners and staff are valued and respected. This policy complies with the 2010 Equality Act.

Sexual Health and Relationships Education at LAET promotes fundamental British values as part of SMSC, as detailed in 'Promoting fundamental British values as part of SMSC in schools' (departmental advice for maintained schools November 2014).

This policy considers Sex and Relationship Education Guidance DfES 2000, the National Teenage Pregnancy Strategy, National Healthy Schools Programme and the current statutory provisions on sex education as contained in sections 403 and 405 of the Education Act 1996 as amended.

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 LAET we teach RSE as set out in this policy.

Policy development

This policy has been developed in consultation with staff and governors. 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. Ratification – once amendments were made, the policy was shared with governors and ratified

Definition

RSE at LAET provides information and guidance to students on issues of sex, sexuality and sexual health. RSE at LAET supports the spiritual, moral, social and cultural development of students. It is about understanding the importance of stable and loving relationships, respect, love and respect for individual autonomy. RSE at LAET is not about the promotion of sexual orientation or sexual activity.

LAET believes that high quality RSE is an important part of schooling which supports young people's development and prepares them for adult life so they can make wise and informed choices (Government Education White Paper, The Importance of Teaching, November 2010).

Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum considering the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully

For more information about our curriculum, see our curriculum map in Appendix 1.

Delivery of RSE

The RSE programme will be delivered as part of the PSHE programme.

All year 12 students will attend sessions on Positive Relationships & Self-Esteem, Sexually Transmitted Infections and Contraception. In addition, talks from outside speakers will be held during a pastoral Drop Down morning.

The assistant head (pastoral) has responsibility for designing the content of RSE at LAET. Heads of year will be expected to create and lead on the delivery of the content. The content of RSE at LAET will be monitored and reviewed by the headteacher with the support of LAET teaching staff. The content of RSE will reflect LAET's aims stated above and will meet the needs of LAET students as judged by the assistant head (pastoral) in appropriate consultation with students, staff and outside agencies concerned with promoting 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).

Roles and responsibilities

The governing board

The governing board will approve the RSE policy and hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school,

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

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.

Pupils

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

Parents

If a parent / carer wishes to withdraw a child, they are asked to discuss it with the assistant head (pastoral). It should be made clear, however, that LAET considers this aspect of the curriculum to be mandatory, and as such our starting position in these conversations will be to explain why students are required to be present in all of these sessions. If students who are withdrawn from RSE ask questions at other times, these questions will be answered honestly by staff.

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

Parents / carers should be aware that during academic lessons controversial issues may be discussed. As long as any discussion takes place within the context of an academic subject, it will not be deemed part of the RSE programme and therefore not subject to parental right of withdrawal. LAET staff will deal both sensitively and professionally with any issues which arise in the classroom. Issues which may be discussed in academic lessons include:

- Birth, contraception, child-rearing, abortion and technological developments which involve consideration of attitudes, beliefs, values and morality;
- The availability of statutory and voluntary organisations which offer support in human relationships, such as Relate, and advice around sexuality and sexual matters;
- The equality of heterosexual and non-heterosexual relationships;
- Partnerships, marriage and divorce and the impact of loss, separation and bereavement;
- Discussion of issues such as sexual harassment in terms of their effect on individuals.
- The impact of sexuality and sexual activity on relationships.

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 leadership team 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.

Confidentiality Policy (Safeguarding)

Teachers are required to adhere to LAET's policy on confidentiality between themselves and students as described in the safeguarding and promoting the welfare of children. Students should be reassured that their best interests will be maintained. However, teachers cannot offer or guarantee absolute confidentiality. If confidentiality has to be broken, the student should be informed first and then supported, as appropriate. When discussing issues in the classroom, students' disclosures indicating the student is at risk (see below) must be reported by the teacher to the Designated Safeguarding Lead in charge of Child Protection, who will decide whether parents / carers should be informed, and any other action taken. Class teachers will not directly inform parents / carers of disclosures.

Students are deemed to be 'at risk' if they are:

- Involved in situations where they can endanger themselves or others;
- involved in situations where they are being exploited or are exploiting others;
- victims of physical/sexual or emotional abuse.

LAET governors and the senior leadership team will support the staff member in exercising her/his professional judgement about what is in the young person's best interest.

It is only in the most exceptional circumstances that LAET will be in the position of handling information without parental knowledge. Students are encouraged to talk to their parents/ carers and given support to do so. If there is evidence of abuse, LAET's child protection procedures will be followed.

Monitoring arrangements

The delivery of RSE is monitored by the Pastoral team through:

Learning walks, student surveys and student council meetings.

Pupils' development in RSE is monitored by class teachers.

This policy will be reviewed by Sarah Lloyd (Assistant Headteacher, Pastoral) annually. At every review, the policy will be approved by the headteacher and the governing board.

Appendix 1

Personal development curriculum 2023/2024

AT LAET Students have a 10 minute registration session each day and 1 hour of personal development (PSHE) time each Tuesday. Tutors share announcement slides in the registration sessions and follow up on any causes for concern or celebration as indicated by the heads of year.

The following themes are covered across the year mostly during the 1hr PSHE sessions during the week. There is one PSHE drop down day in the summer term in Y12 which focuses on RSE.

The themes of our current two-year curriculum structure is listed below

Year 12:

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| Autumn 1 | <ul style="list-style-type: none"> - Growth mindset & resilience (the A-level mindset; establishing goals and personal motivation) - Community values (tutor group and House communities) - Understanding the LAET values of Aspiration, Endeavour, Community and Reflection |
| Autumn 2 | <ul style="list-style-type: none"> - Looking after my wellbeing - Understanding issues of diversity and tolerance <p><i>Drop Down Day: Physical and mental wellbeing</i></p> |
| Spring 1 | <ul style="list-style-type: none"> - Understanding the LAET Futures' programme - Exploring options for further study and careers |
| Spring 2 | <ul style="list-style-type: none"> - Exploring different viewpoints - Developing ways to disagree positively <p><i>Drop Down Day: Futures (UCAS, alternative pathways, careers)</i></p> |
| Summer 1 | <ul style="list-style-type: none"> - Freedom of expression - Understanding our political landscape - Developing healthy relationships |
| Summer 2 | <ul style="list-style-type: none"> - Developing healthy relationships <p><i>Drop Down Day: Healthy relationships</i></p> |

Year 13:

| | |
|----------|--|
| Autumn 1 | <ul style="list-style-type: none"> - Preparing for UCAS - Building resilience - Celebrating diversity |
| Autumn 2 | <ul style="list-style-type: none"> - Coping with exam pressure - Self-esteem beyond results <p><i>Drop Down Day: Preparing for the future (sustainable habits to promote wellbeing)</i></p> |
| Spring 1 | <ul style="list-style-type: none"> - British values: understanding and appreciating diversity - Political engagement |
| Spring 2 | <ul style="list-style-type: none"> - - Life beyond LAET - - Exploring different viewpoints - - Developing ways to disagree positively <p><i>Drop Down Day: Futures' programme (how to thrive in Higher Education/ alternative pathways)</i></p> |
| Summer 1 | <ul style="list-style-type: none"> - Academic and personal preparation for exams - Becoming alumni |