



Relationships & Sex Education Policy

St Laurence School Academy Trust

Date of last review:	September 2022 Approved C&E 03 10 22	Review period:	Annually
Date of next review:	September 2023	Owner:	Assistant Headteacher



1. Introduction

St Laurence is committed to educating students in relationships and sex in accordance with statutory DFE guidance and the PSHE Association. This will be conducted sensitively, informed by the belief that people are a treasure as a gift from God and, as a result, we value all students equally, whatever their background, disability, ethnicity, gender, identity, learning difficulty, nationality, religion, or sexual orientation. We are committed to embedding a school culture that is fully inclusive, encouraging respect for difference and diversity and ensuring that all students learn in a supportive, caring and safe environment within the Christian values that underpin our ethos as a Church of England School. At St Laurence, Relationship, Sex and Education* is rooted in Christian values and reflects the diverse and inclusive nature of our school and Diocese. Relationship and Sex Education (RSE) is part of a lifelong learning about physical, moral and emotional development. At St Laurence School, RSE is centred on personal safety, caring for others and building strong family relationships. This is coupled with teaching students about sexual health (including safe sex), and sexuality.

Effective relationship and sex education is essential if young people are to make responsible and well informed decisions about their lives. RSE at St Laurence is intended to help students learn about relationships, emotions, sexuality and sexual health. We aim to present relevant facts in an objective and balanced manner. RSE at St Laurence will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

1. Purpose

To enable a clear strategy in the delivery of Relationship and Sex Education by ensuring that all members of the school community understand our moral responsibility to ensure we afford all students the equal opportunity to achieve their personal best educational outcomes and support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society.

The DFE states the rationale of an RSE programme is:

‘To embrace the challenges of creating a happy and successful adult life, students need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Students can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.’

The 2018 SIAMS schedule for inspection also states in the section on ‘Dignity and Respect’ that from 2019, schools should offer “appropriate and coherent relationships and sex education that reflects the school’s Christian vision and supports students to form healthy relationships” (SIAMS 2018). The Relationships part of the PSHE curriculum clearly puts the health of all relationships as the most important factor, particularly the relationships with, and respect for, yourself.

2. Aims

“For Church schools, RSE is about the emotional, social and physical aspects of growing up, healthy relationships, sex, human sexuality and sexual health. It is also about the spiritual and moral aspects of relationships within the context of a Christian vision for the purpose of life.” Church of England Education Office Response to Call for Evidence on RSE Curriculum

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

- Provide a framework in which sensitive discussions can take place

*Hereafter referred to as RSE



- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies

3. Statutory requirements

As a secondary academy school we must provide RSE to all students 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 St Laurence School we teach RSE as set out in this policy.

4. Policy development

This policy has been developed in consultation with staff, students and parents.

The RSE policy and curriculum has been produced in line with statutory guidance from the Department for Education, with input from our expert staff and in consultation with parents. We are clear that parents and carers are the prime educators for children on many of these matters. At St Laurence we aim to work in collaboration with parents and carers, building on what students learn at home. This policy and the RSE curriculum reflect our School's context and diverse nature as well as recognising that the role of educating every student is a partnership between home and school.

The consultation and policy development process involved the following steps:

1. Review: a member of staff or working group collated 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 were invited to consult about the policy
4. Pupil consultation: we investigated what exactly students want from their RSE
5. Ratification: once amendments were made, the policy was shared with governors and ratified

5. Definition

Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being. (Sex Education Foundation <https://www.sexeducationforum.org.uk/>)

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The Sex Education Forum believes that Relationships Education should promote equal, safe and enjoyable relationships and be taught in a way which fosters LGBT and gender equality, in line with the Equalities Act 2010. RSE is not about the promotion of sexual activity or individual lifestyle preferences.

6. Curriculum

The curriculum is required to:

Promote the spiritual, cultural, mental and physical development of students at the school and society.

Prepare such students for the opportunities, responsibilities and experiences of adult life. Education Reform Act – 1988

Under the Academies Act 2010 all schools must provide a balanced and broadly-based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society, and - prepares students at the school for the opportunities, responsibilities and experiences of later life

All maintained secondary schools must provide relationship and sex education (including education about sexually transmitted disease such as HIV and AIDS and child protection issues such as FGM and child sexual exploitation) and must teach human growth and reproduction as set out in the national curriculum. This is a statutory requirement.

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 in consultation with parents, students and staff, taking into account 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 informed and don't seek answers online.

7. Delivery of RSE

RSE is taught within the Personal, 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).

We aim to always deliver content sensitively and inclusively, with respect to the backgrounds and beliefs of students and parents while always with the aim of providing students with the knowledge they need of the law and the legal implications of their actions. In an objective and balanced manner the delivery of RSE will enable all of our students' to comprehend the range of social attitudes and behaviour in modern Britain. This will empower them to consider their own attitudes and actions and make informed, reasoned and responsible decisions while they are at school, at home and in adult life.

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

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

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7.1 Resources

RSE resources are chosen and checked for:

- Being inclusive – acknowledging the full spectrum of diversity in society
- Positive, healthy and unbiased messages

7.2 Language

Staff will:

- Use the correct terms for all body parts
- Use clear, unequivocal language in an objective manner
- Discuss what 'slang' words mean and say that some can be seen as offensive.

Staff will use their judgement in discussion depending on understanding and maturity level of learners.

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).

8. Roles and responsibilities

8.1 The governing board

The Community and Ethos governing board will approve the RSE policy, and hold the Headteacher to account for its implementation.

The named Governor for RSE is [Lindsey Driscoll](#)?

8.2 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 (see section 8).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to 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.

Teaching staff for 2022/23

Miss Charlotte Bryer Head of PSHE-Responsible for all PSHE and RSHE

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Mrs Rebecca Overfield- Assistant Headteacher for Safeguarding and Student wellbeing

Mrs Karen Rhodes-Director of learning for Key stage 3-PSHE Teacher

Lucy Woodley- Careers co-ordinator and PSHE Teacher

Mrs Lisa Howsam- PSHE Teacher

Miss Julie Rose-PSHE Teacher

Mr Niall Abrahams- PSHE Teacher

Mr Owen Vince- PSHE Teacher

Miss Sarah Eyles- PSHE Teacher

Mr Jason Carter- PSHE Teacher

9.4 Students

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

9. 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 and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the pupil'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.

There is no right to withdraw a child from relationships education in primary or secondary schools

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar for PSHE.

The Head of PSHE may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11. Monitoring arrangements

The delivery of RSE is monitored by the Head of PSHE, regularly monitoring and evaluating the PSHE programme to ensure impact.

Monitoring takes place through a variety of methods, including learning walks, department meetings, work sampling, drop-ins and check-ins, scrutiny of lesson plans, and student feedback and student voice. The views of the students and teachers who deliver the programme, will be used to make changes and improvements to the programme on an ongoing basis.

PSHE staff also receive the same teaching and learning monitoring and support as other subjects.

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This policy will be reviewed on an annual basis. At every review, the policy will be approved by the Community and Ethos governing committee and the Headteacher.

Appendix 1

THE ST LAURENCE PSHE THEMES	Relationships and sex education	Families
		Respectful relationships
		Intimate relationships and sex
		Internet safety and online media
	Friendships	Positive friendships
		Bullying
	Careers	Careers and employment
	Social awareness	Human rights
		Diversity
		Prejudice
		Managing risk
		Government and politics
	Character and learning	Resilience
		Behaviour for learning
		Being safe online
		Revision strategies
		Personal development
	Health education	Mental health and well being
		Drugs and alcohol
		Healthy eating
		Physical health
	Economic wellbeing	Managing money
		Banks and banking

	7	8	9	10	11	12	13
	PSHE Term 1- Virtues					Core topics	
1	Welcome to PSHE	PSHE Year 8- value of PSHE	PSHE and the importance of personal development	Your PSHE @ KS4 where do we go?	PSHE this year- How PSHE aids you for life	Welcome and ethos	

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				L1-Mental Health new challenges			
2	Transition to secondary school-KS3-help and support-rules and why we have them	My Values-	Learning to learn-listening/understanding and communication-	Learning to learn- How we learn L2- Resilience reforming negative thinking	Learning to learn-Are you exam ready? Reminder of revision techniques mindset	Study skills	Careers-Next steps
3	How to make and keep friends	Ready to learn- How to make the best of your learning	Drugs- the laws and managing risk-	Exam Stress-every mind matters	Learning to learn- Revision strategies reminder-creating resources	Personal safety	
4	Positive friendships	Being a positive bystander-CEOP	Alcohol and illegal drugs	Learning to learn- Create revision tools and see what style is most effective for you-how we revise	Mental Health-stress-	Study skills 2	Careers-next steps
5	Resilience- 'Deal' resource	Being safe online-media safe-what is the big deal? CEOP	Cannabis and the law-	Mental health- Recognising ill health	Mental Health-mindfulness activities	Consent	
6	School and community	Sexting-online footprint-scenarios	Managing influence-	Mental health-	Careers-Post-16 options	Safe drive	Social media-safety and self-esteem
7	Personal Development	Social media-Digital resilience	Knife crime the impact-punishing those who	Mental Health-	Careers-career pilot	Presentation skills	

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	The emotions		have committed a crime				
PSHE Term 2- Hope							
1	Learning to learn- reflection How and why to reflect	Wellbeing activities-	County lines/gangs-	Careers WEX-	Careers- CV writing	Harassment	Study skills
2	Reflective speech- students	Billy's wish-knife crime	County lines/gangs-	Careers WEX-	Revision Week	Safe drive	
3	Reflective speech- students	Peer pressure-	Causes of crime	Careers- looking to the future	Revision Week	Presentations	Revision presentation
4	Wellbeing activities-5 ways of wellbeing	Gangs/county lines- story	Bullying and cyberbullying	County lines	Cancer-information	Online safety	
5	Learning to learn- organisation	Gangs/county lines- story	Bullying	County lines	Cancer-self-examination	Presentation	Diversity?
6	Learning to learn- creativity-	Drugs- why do people take drugs?	Mental Health	County lines	Money	Dealing with stress	
7	Learning to learn- creativity-	Drugs- alcohol- the effects and risks-	Mental Health	Drugs- substance use and assessing risk	Money	Presentation reflections	Mental health strategies

	7	8	9	10	11	12	13
PSHE Term 3-Prudence							
1	Personal development-	Mental Health-	Careers- competencies and applications to real life	Smoking and vaping	Extremism and radicalisation	Work experience	

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2	Bullying-	Mental Health-	Options process- what is the St Laurence process?	Personal development- Resilience	Abuse-	Study skills 3	Revision
3	Bullying-	Careers-interests- profile and terminology	Options process- How to make decisions for your future	Stalking- Documentary- BBC Stacey Dooley	Violence in relationships-	Careers talk	
4	Bullying- peer pressure	Careers- presentations- what is your dream job?	Careers	Stalking- Documentary- BBC Stacey Dooley	Violence in relationships-	Relationships- personal safety	Mock reflections
5	Online safety- What is ok and not ok.	Careers- presentations- what is your dream job?	First Aid	Sexism and misogyny	Honour based violence-	Gap year and travel safety talk	
6	Social Media- Digital resilience	Careers- GCSE choices/choices/choices	First aid	Sexual scripts and the media	Sexual harassment –	Finance 1	County lines
PSHE Term 4-Benevolence							
1	Mental Health- what is mental health?	Healthy and unhealthy relationships	Healthy lifestyles	Active communication- consent	Sexual Harassment-	Revision methods	
2	Mental Health-	Why do people have relationships	Healthy lifestyles	Teenage pregnancy	Sexual harassment	Teenage homelessness	County lines
3	Careers- What are skills?	Marriage	Body image	Pregnancy- miscarriage and choices	Body Image- Body dysmorphia-	Ucas and apprenticeships	
4	Careers- careers	Types of abuse in relationships	Body image	STI's- facts and testing	Body Image- Body dysmorphia-	Ucas application process	Revenge Porn

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5	Drugs-understanding drugs	Harassment	Principles of a Healthy relationships	Abuse-behaviours-ok or not	Revenge Porn-	MOTIV8	
6	Drugs-Tobacco risks and influences	Safe sex-contraception	Principles of healthy sexual experiences	Abuse- A	Revenge Porn-	Mental health	Understanding cancer and self examinations

	7	8	9	10	11	12	13
PSHE Term 5- Faith							
1	My identity-sexuality-	Sexting	Revision techniques and exams preparation	Abuse-	Impact of viewing harmful content/indecen t images	Ucas 1	
2	Positive relationships	LGBTQAI+-talking about relationships	Domestic Abuse- Myths and realities-	Revision	Mental Health-	Work experience	Sexism and Misogyny
3	Introducing consent	Gender stereotyping-Slurs-homophobia-	Domestic abuse and coercion-	Revision	Mental Health-	Ucas 2	
4	FGM	Body Image	Child sexual exploitation-	Suicide	Mindfulness techniques	Personal statement	Thank you and goodbyes
5	Abuse	First Aid	Sexual harassment	Bereavement-change/loss/grief	Revision	Finance-student finance	
6	Families	First aid	Contraception	Mental Health-	Revision	Personal statement	
PSHE Term 6- Fortitude							
1	Puberty	Causes of racism	Contraception - condom	Mental Health-		Student life	
2	Puberty	Discrimination	Exam revision	Diversity in Britain		Personal statement	

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3	Healthy Lifestyles	Democracy and laws	Sexting- online footprint	Democracy		Mental health	
4	Understanding how the UK is run- Parliament	Precious Liberties	Pornography and the law	Teenage homelessness		Personal statement	
5	British Values	Money- having a bank account	Social media- BBC Olly's story	Fake news and critical thinking		Relationships	
6	First aid	Money- different types of banks and savings	Money	Gambling, addiction and the law		Mental health and wellbeing	
7	First aid	Money- what influences our spending?	Money	Hate Crime		Extra lesson??	

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