



Light Hall School
The best from everyone, all of the time.

Relationships and Sex Education Policy

Policy Reference: LHS/RSEP/01

Policy Ownership:

Committee Board	CUR
School Department	School
Post Holder	Senior Assistant Headteacher

Disclosable Under Freedom of Information Act 2000	Yes
Published on the Website	

Linked Documents:

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Relationships and Sex Education Policy

1. Rationale

1.1. Moral and Values Framework

- 1.1.1. Our relationships and sex education provision is underpinned by our core values as a school. In particular, of equipping our students with a sound moral compass, care and respect for themselves and others. Similarly, to fulfil our respect and responsibility statement of treating everyone and everything with courtesy, kindness, interest and understanding.
- 1.1.2. Under the relationships and sex education provision, all students in the school will be made aware of the value of stable family life and relationships, and the responsibilities of parenthood. We will build on our students' primary school education of healthy, respectful relationships – both of family and friendships - in all contexts, including online. This will sit alongside the essential understanding of how to be healthy, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex. Teaching about mental wellbeing is central to these subjects in all contexts too.

2. Definition of Relationships and Sex Education

- 2.1 Relationships and sex education (referred to as RSE throughout this policy) gives young people the information they need to help them:
 - 2.1.1. Develop healthy, nurturing relationships of all kinds, not just intimate relationships;
 - 2.1.2. Know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship;
 - 2.1.3. Understand the range of contraception available;
 - 2.1.4. Understand what is required when developing intimate relationships and potential resulting pressure to engage in sexual activity (consent);
 - 2.1.5. Know what is acceptable and unacceptable behaviour in relationships;
 - 2.1.6. Understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

3. Legal Framework

- 3.1 The Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, is statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002.
- 3.2 The guidance states that Relationships and Sex Education (RSE) is compulsory for all pupils receiving secondary education. It also make Health Education compulsory in all schools except independent schools.
- 3.3 This guidance replaces the Sex and Relationship Education guidance (2000).
- 3.4 Schools are required to comply with relevant requirements of the Equality Act 2010. Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion



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or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

4. Curriculum Intent for RSE

- 4.1 Our provision should teach young people to understand human relationships and sexuality and to respect themselves and others. The provision does not encourage early sexual experimentation.
- 4.2 Instead, we intend to enable young people to mature, build their confidence and self-esteem and understand the importance of healthy relationships and the reasons for delaying sexual activity.
- 4.3 We aim to deliver an effective provision in order to support our students in future life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.
- 4.4 We intend to impart knowledge about safer sex and sexual health, which remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This occurs at an appropriate age (Key Stage Four and Five).
- 4.5 We aim to deliver our provision in a non-judgemental, factual way and allow scope for our students to ask questions in a safe environment.

5. Objectives

- 5.1. By the end of secondary education, students should know and have an understanding of the following topics:

5.1.1. **Families**

- 5.1.1.1. The different types, characteristics and legal status of long-term stable relationships, including marriage, and their importance for bringing up children.
- 5.1.1.2. Why marriage is an important relationship choice for many couples and why it must be freely entered into.
- 5.1.1.3. The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting.
- 5.1.1.4. How to determine whether other children, adults or sources of information are trustworthy: to judge when friendships and relationships are unsafe and how to seek help or advice, including reporting concerns about others, if needed.

5.1.2. **Respectful relationships, including friendships**

- 5.1.2.1. The characteristics of positive and healthy friendships (in all contexts, including online) and practical steps they can take to improve or support them.
- 5.1.2.2. How stereotypes, in particular ones based on sex, gender, race, religion, sexual orientation or disability, can cause damage.
- 5.1.2.3. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.
- 5.1.2.4. About different types of bullying (including cyberbullying) and the impact of bullying.
- 5.1.2.5. That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- 5.1.2.6. What constitutes sexual harassment and sexual violence and why these are always unacceptable.



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- 5.1.2.7. The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

5.1.3. **Online and media**

- 5.1.3.1. Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- 5.1.3.2. About online risks, including sharing material, and what to do and where to get support to report material or manage issues online.
- 5.1.3.3. The impact of viewing harmful content, especially sexually explicit material e.g. pornography. That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
- 5.1.3.4. How information and data is generated, collected, shared and used online.

5.1.4. **Being safe**

- 5.1.4.1. The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.
- 5.1.4.2. The concepts of intimate and sexual relationships, including sexual health, and how to recognise the characteristics and positive aspects of healthy relationships.
- 5.1.4.3. The facts about reproductive health.
- 5.1.4.4. That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others - that they have a choice to delay sex or to enjoy intimacy without sex.
- 5.1.4.5. The facts about the full range of contraceptive choices, efficacy and options available.
- 5.1.4.6. The facts around pregnancy including miscarriage and the choices in relation to pregnancy.
- 5.1.4.7. How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex, the impact of them and key facts about treatment.
- 5.1.4.8. About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- 5.1.4.9. How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

6. Curriculum Implementation for RSE

6.1. **Delivery**

- 6.1.1. RSE is delivered through personal, social, health and economic education (PSHEC), science, ICT and life and morality lessons.
- 6.1.2. The Subject Leader for PSHEC is responsible for implementing parts of this policy: planning the programme within PSHEC lessons, monitoring cross-curricular provision, and liaising with outside agencies. Where appropriate, the school works with outside agencies and groups to deliver aspects of RSE.
- 6.1.3. PSHEC lessons are timetabled for students, with each student in Key Stages 3 and 4 receiving one lesson a fortnight. In Key Stage 5, PSHEC is delivered



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in tutor time.

- 6.1.4. The PSHEC curriculum is available to view on our website for further details of the provision.

6.2. Assessment

- 6.2.1. Teachers will have the high expectations of the quality of students' work in these subjects as for other curriculum areas.
- 6.2.2. In Key Stage 3, students will be examined in PSHEC (covering RSE) at the mid-year and end year point. Students in Key Stage 4 will not conduct formal assessments, but will receive teacher feedback in line with the marking and feedback policy. Students in Key Stage 5 will receive no formal feedback, though teachers are encouraged to use self and peer assessment in these sessions and a range of assessment for learning strategies.

6.3. Equal Opportunities and Curriculum Entitlement

- 6.3.1. Every student through years 7-13 will have equal access and opportunity to the school's RSE programme, regardless of race, ethnic origin, age, ability, sex or disability.
- 6.3.2. The programme will be sensitive to the lifestyles, beliefs, culture, attitudes and values of all students within the school community.

7. Curriculum Impact of RSE: Monitoring and Evaluation

- 7.1. RSE lessons within the PSHEC curriculum will be monitored by the Subject Leader for PSHEC and the Assistant Headteacher in charge of Personal Development. Relevant stakeholders will be involved in the evaluation process annually in order to review impact, and to act accordingly in order to further strengthen the provision.

8. Parental Withdrawal from the Sex and Relationships programme

- 8.1. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.
- 8.2. Before granting any such request, the head teacher will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.
- 8.3. Once those discussions have taken place, except in exceptional circumstances, the school will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, 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.
- 8.4. Parents are asked to make their objections and reasons in writing to the Headteacher.