



Relationships and Sex Education Policy

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**SLT Responsible: Sophie
Chidwick, Vice Principal**

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1. Aims

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

- Provide a framework in which sensitive discussions can take place.
- 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.
- It is about teaching of sex, sexuality and sexual health and not about the promotion of sexual orientation or sexual activity.
- The curriculum is designed to be age appropriate. With the nature of students' personal background must be considered and, if appropriate, discussed with parent/carers, and social workers before the content is sensitively delivered.

2. Legislation that underpins the Policy

- DFE SRE Guidance
- Education Act (2002)
- Equality Act (2010)
- Keeping Children Safe in Education
- Promoting Fundamental British Values as part of SMSC in schools
- Preventing and Tackling Cyberbullying
- Mental Health and Behaviour in Schools

3. Definition

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

4. Curriculum

Our curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary. SRE is taught as part of the PSHE curriculum and follows the three Core Themes (in line with the Personal, Social, Health and Economic PSHE Association) of Health and Wellbeing, Relationships and Living in the Wider World.

Students have one lesson per week in every class.

Students also touch on SRE matters in other subjects such as religious education and biology (as outlined in Appendix 1).

5. 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).

Students will also receive stand-alone sex education sessions delivered by a trained health professional (when COVID-19 allows).

In Key Stage 2, relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- › Families and people who care for me
- › Caring friendships
- › Respectful relationships
- › Online relationships
- › Being safe

In Key Stage 3 & 4, 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

For more information about our RSE curriculum, see Appendices 1 and 2.

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/carer families, Lesbian, Gay, Bisexual, Transgender (LGBT) parent/carers, families headed by grandparent/carers, adoptive parent/carers, foster parent/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).

6. Roles and responsibilities

6.1 The Governing body

The Governing body will approve the RSE policy and has delegated the approval of this policy to the Teaching and Learning Committee, to be overseen by Sophie Chidwick, Vice Principal for Teaching & Learning and Curriculum.

6.2 The Principal

The Principal 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).

6.3 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 parent/carers 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 principal.

All teachers at Lighthouse School will deliver RSE to the students.

6.4 Students

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

7. Parent/carers' right to withdraw

Parent/carers do not have the right to withdraw their children from relationships education for Key Stage 2.

Parent/carers have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Principal.

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

Parent/carers 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 using the form found in Appendix 3 of this policy and addressed to the principal.

A copy of withdrawal requests will be placed in the student's educational record. The Principal will discuss the request with parent/carers and take appropriate action.

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

In the students' induction packs, they will also receive a PSHE Information Sheet. Due to the background of many of our students it is imperative that there is an open dialogue from the very start of the student's time at the Lighthouse School. Parent/carers are encouraged to provide the school and class teacher with any information they believe might be useful for teaching sensitive topics and any strategies they believe may help when delivering that content.

8. Monitoring arrangements

The delivery of RSE is monitored by Sophie Chidwick through:

The monitoring of planning and learning walks by the senior team and the work they produce. Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Sophie Chidwick every year. At every review, the policy will be approved by the Governing Body.

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Appendix 1: Curriculum map

Relationships and sex education curriculum map

PSHE

CLASS	TERM	TOPIC/THEME DETAILS
Reculver	Term 1	Doing the right thing <ul style="list-style-type: none">•Discuss feelings & emotions•Deal with their feelings in a positive way
	Term 5	Looking after others <ul style="list-style-type: none">•How their behavior affects others•Family and friends should care for each other•Bullying•Peer Pressure•Listen to others and play and work together•Identify and respect the differences and similarities
Rochester	Term 1	Doing the right thing <ul style="list-style-type: none">•Celebrating personal successes•Dealing with emotions•Explain their own views•Recognise how puberty changes emotions

CLASS	TERM	TOPIC/THEME DETAILS
	Term 5	<p>Looking after others</p> <ul style="list-style-type: none"> • Managing risks appropriately- helping people who face a risk • Resisting pressure • Supporting others with their emotions • Respecting others
Deal	Term 5	<p>Puberty & Emotional Wellbeing</p> <ul style="list-style-type: none"> • Keeping good mental health • How can I control my anger? • Puberty • Periods and PMS • FGM
	Term 6	<p>Relationships, Identity & Safety</p> <ul style="list-style-type: none"> • Friendships and toxic relationships • Families & different long-term commitments • Teen relationships • Bullying or banter • Online bullying • Positive relationships • Online radicalisation
Hever	Term 1	<p>Sex, Relationships & Conflict</p> <ul style="list-style-type: none"> • Consent • Contraception • The dangers of pornography • Sexting & image share danger • STIs • Male & Female body Image • Domestic Conflict

CLASS	TERM	TOPIC/THEME DETAILS
	4	<p>My Goals, Behaviour & Emotions</p> <ul style="list-style-type: none"> • Self Confidence & Goals • Personal development & target setting • Managing my behavior to achieve • Emotional literacy: Self Awareness • Mindfulness • Identity
Deal	4	<p>Healthy Relationships with Others & Ourselves</p> <ul style="list-style-type: none"> • Eating disorders • Body Image – girls focus • Child Sexual Exploitation • Abusive Relationships • Peer Pressure • British Community, Religion & Culture • The LGBTQAI
Walmer & Scotney	5	<p>Our Health + Personal Safety</p> <ul style="list-style-type: none"> • Alcohol awareness • Drugs & the Law • Vaccinations, blood donation & hygiene • Acid attacks • Self-harm
Bodiam	3	<p>Relationships</p> <ul style="list-style-type: none"> • Conflict management • Forced & arranged marriage • Harassment & stalking • Revenge Porn • Relationships with Role Models

CLASS	TERM	TOPIC/THEME DETAILS
	4	<p>Relationships + Diversity</p> <ul style="list-style-type: none"> • Same-sex relationships • Gender & trans identity • Community cohesion • Sexism • Parent/caring
Chilham	2	<p>It's My Body</p> <ul style="list-style-type: none"> • Impact of media on health • Risks of poor health • Exercise and healthy eating • Mental health • Managing my behavior/anger/stress/anxiety • Puberty
	4	<p>Growing Up/ Prejudices</p> <ul style="list-style-type: none"> • Managing risks appropriately- helping people who face a risk • Resisting pressure • Supporting others with their emotions • Respecting others • Online bullying
Dover	3	<p>Healthy relationships</p> <p>Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography.</p> <p>Communication in relationships</p> <p>Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse.</p>

CLASS	TERM	TOPIC/THEME DETAILS
	6	Families Different families and parent/careral responsibilities, pregnancy, marriage and forced marriage and changing relationships.

Science

CLASS	TERM	TOPIC/THEME DETAILS
Hever	4	Reproduction
Deal	4	Reproduction
Walmer & Scotney	4	Reproduction
Bodiam	2	Reproduction
Chilham	6	Reproduction
Dover	5	Reproduction

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Appendix 2: By the end of primary school students should know

TOPIC	STUDENTS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none">• That families are important for children growing up because they can give love, security and stability• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none">• How important friendships are in making us feel happy and secure, and how people choose and make friends• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	STUDENTS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 2: By the end of secondary school students should know

TOPIC	STUDENTS SHOULD KNOW
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parent/carers with respect to raising of children, including the characteristics of successful parent/carering • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • 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 • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • 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

TOPIC	STUDENTS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> • 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 • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

TOPIC	STUDENTS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • 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 • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 3: Parent/carer consent form

TO BE COMPLETED BY PARENT/CARERS			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/carer signature			
TO BE COMPLETED BY THE SCHOOL			
Agreed actions from discussion with parent/carers	Include notes from discussions with parent/carers and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom		

Appendix 4 PSHE Information Sheet

PSHE Information Sheet

PSHE (personal, social, and health education) is a statutory subject for the Lighthouse School. As of 2020, RSE (relationships and sex education) has also become mandatory for all primary and secondary school students. Students study these, alongside Citizenship (learning what it takes to become an active citizen), FBV (Fundamental British Values) and Career guidance with at least one hour a week on their timetable. They might also have 'drop-down' days on certain topics, which (when allowed) might include outside speakers.

Whilst it is imperative that we cover this content with the students, some of the topics covered can be very delicate. Below is a list of the topics that we cover across the entire curriculum. The content will be delivered with much care and in line with the PSHE Association and other professional guidance. However, we would like to know in advance if there is anything you feel may need to deal with in a particular way, for example students being taught on their own, rather than a class setting. **Please bear in mind, the content will be completely age appropriate, following statutory guidance.**

Please return this information to Lorna Turner l.turner@lighthouseschools.co.uk.

If we do not hear back, we will presume that you have no concerns with the content or how it is delivered.

Name of student

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Topic

- Drugs
- Nicotine and vaping addictions
- Alcohol addictions/ binge drinking
- Gambling addiction
- Pornography
- Sexting
- STIs
- Child Sexual Exploitation
- Contraception/ safe sex
- Teenage Pregnancy
- Consent/ rape
- E-Safety/ Online Grooming
- Domestic Conflict/ Abusive Relationships
- Revenge Porn
- Harassment & stalking
- Suicide
- Acid Attacks
- Knife Crimes
- Gangs
- County Lines
- Self- Harm
- Eating Disorders
- Body Image
- Homelessness
- Racism
- Gender & Trans-identity

