



Relationships and Sex Education Policy

The Lodestar Academy

Contents

1. What is this Policy About?	2
2. Who Does this Policy Apply to?	2
3. Policy Requirements	2
4. Definitions	5
5. Related Policies	5
6. Appendices	7
7. Equality Impact Assessment	12

This policy will be reviewed annually. The Academy reserves the right to amend this policy, following consultation, where appropriate.

Policy Owner:	Steven Hulme (Headteacher)
Queries to:	Bethany Woodward (Deputy Headteacher)
Date created:	September 2023
Date of last review:	n/a
Date of next review:	September 2024

1. What is this Policy About?

The academy believes that relationship and sex education makes an essential contribution to every student's health, wellbeing and preparation for adult life in society. It is an integral part of the PSHE/Citizenship programme, under the umbrella of the Healthy Schools Scheme.

The aims of relationships and sex education (RSE) at The Lodestar Academy are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Who does this policy apply to?

This policy is for LGB, commissioners, local authorities, headteachers, teaching staff, parents, carers and pupils.

3. Policy Requirements

This policy adheres to the statutory guidance from the Department for Education (DfE) as published in section 403 of the Education Act 1996. In addition, we must provide relationships and sex education to all pupils as per section 34 of the [Children and Social work act 2017](#).

[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 – SLT, in discussion with CLs, reviewed guidance and requirements
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 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 the LGB and ratified

Curriculum and delivery

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, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils 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 from potentially untrustworthy sources.

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 humanities/religious studies (RS).

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

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 details of our RSE curriculum, please see appendices.

Withdrawal

Parents do not have the right to withdraw their children from relationships education or from statutory science curriculum covering aspects of sex education.

Parents do have the right to withdraw their children from the non-statutory (science) 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 headteacher. The headteacher will discuss the request with parents and take appropriate action. A copy of withdrawal requests will be placed in the pupil's educational record.

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

Assessment

Pupils will be assessed by our usual internal assessment systems.

Implementing and monitoring

The LGB have approved this policy and will hold the headteacher to account for its implementation.

The headteacher will manage parental requests for withdrawal and ensure that RSE is delivered effectively and sensitively.

Delivery staff are responsible for

- Delivering RSE in a 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 the non-statutory components of RSE

The staff who deliver RSE at this school are

Georgia Breuilly

Jazz Mitchell

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.

Coverage of the RSE curriculum will be recorded and monitored on Gridmaker (tracking system) and pupil's progress with their learning and their engagement will be by our internal assessment system.

Delivery will be monitored by Bethany Woodward, Deputy Headteacher, through planning audits, learning walks, lesson observations and work scrutiny.

The policy will be reviewed annually by Lodestar Academy SLT, headteachers and delivery staff then ratified by the LGB.

4. Definitions

RSE (relationships and sex education) is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

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

RSE is not about the promotion of sexual activity.

5. Related Policies

Safeguarding Policy

KCSIE

Equality and Diversity Policy

Equality Act 2010 (Advice for Schools)

PSHE Policy

Curriculum Policy

SMSC Policy

6. Appendices

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
7	3	<p>Relationships, Identity and Safety.</p> <ul style="list-style-type: none"> Maintaining genuine friendships and avoiding toxic ones Families – what are the different types and does it matter what kind of family I have? Romance, love, new feelings and teen relationships Bullying or banter – what is and isn't acceptable? How can we prevent online bullying? <p>How can we keep safe and positive relationships?</p>	<p>https://www.tes.com/teaching-resource/friendships-bullying-11704082</p> <p>https://www.tes.com/teaching-resource/family-relationships-types-pshe-11722866</p> <p>https://www.tes.com/teaching-resource/love-dating-relationships-rse-11728329</p> <p>https://www.tes.com/teaching-resource/bullying-or-banter-11481192</p> <p>https://www.tes.com/teaching-resource/safe-healthy-relationships-rse-11191885</p>
8	3	<p>Sex, Relationships and Conflict</p> <ul style="list-style-type: none"> Consent Contraception The dangers of pornography Sexting and image share danger STIs Male body image <p>Domestic conflict</p>	<p>https://www.tes.com/teaching-resource/consent-pshe-rse-11360260</p> <p>https://www.tes.com/teaching-resource/consent-pshe-rse-11360260</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
9	3	<p>Healthy Relationships with Others and Ourselves</p> <ul style="list-style-type: none"> • Eating disorders • Body image • Child sexual exploitation • Abusive relationships • Peer pressure • British Values and identity <p>The LGBTQ+ community</p>	<p>https://www.tes.com/teaching-resource/eating-disorders-anorexia-more-pshe-11260416</p> <p>https://www.tes.com/teaching-resource/body-image-11979200</p> <p>https://www.tes.com/teaching-resource/child-sexual-exploitation-cse-11918415</p> <p>https://www.tes.com/teaching-resource/relationships-domestic-violence-abuse-rse-11706216</p> <p>https://www.tes.com/teaching-resource/peer-pressure-bullying-pshe-11481753</p> <p>https://www.tes.com/teaching-resource/lgbt-rse-transgender-transphobia-11732682</p>
10	3	<p>Relationships and Diversity</p> <ul style="list-style-type: none"> • Consent • Same sex relationships • Gender and trans identity • Sexism <p>Parenting</p>	<p>https://www.tes.com/teaching-resource/lgbt-relationships-11807824</p> <p>https://www.tes.com/teaching-resource/transphobia-11916449</p> <p>https://www.tes.com/teaching-resource/sexism-gender-prejudice-11502519</p> <p>https://www.tes.com/teaching-resource/parenting-pshe-12081813</p>
11	3	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> • Body positivity • Fertility and reproductive health • Consent <p>Abusive relationships and staying safe</p>	<p>https://www.tes.com/teaching-resource/body-positivity-obesity-12029096</p> <p>https://www.tes.com/teaching-resource/fertility-pshe-12166422</p>

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

TOPIC	PUPILS 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 parents with respect to raising of children, including the characteristics of successful parenting • 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	PUPILS 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	PUPILS 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 form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Notes from discussions with parents and agreed actions moving forward regarding arrangements for withdrawal during the sex ed lessons

Annex 1: Equality Impact Assessment

1. Summary

This EIA is for:	Relationships and sex education Policy
EIA completed by:	Head of quality of education
Date of assessment:	28 July 2020
Assessment approved by:	Education SLT

The academy is committed to always: avoiding the potential for unlawful discrimination, harassment and victimisation; advancing equality of opportunity between people who share a protected characteristic and those who do not; and, foster good relations between people who share a protected characteristic and those who do not.

An Equality Impact Assessment (EIA) is a tool for identifying whether or not strategies, projects, services, guidance, practices or policies have an adverse or positive impact on a particular group of people or equality group. Whilst currently only public bodies are legally required to complete EIA's under the Equality Act 2010, The Academy has adopted the process in line with its commitment to continually improve our equality performance.

Policy owners are required to complete or review the assessment indicating whether the policy has a positive, neutral or negative impact for people who it applies to and who share one or more of the 9 protected characteristics under the Equality Act 2010.

Definitions are based on the Equality & Human Rights (EHRC) guidance.

Objectives and intended outcomes
This EIA has been completed in order to ensure that the implications and potential impact, positive and negative, of this policy have been fully considered and addressed, whether or not people share a protected characteristic.

2. Potential Impacts, positive and negative

Equality Area	Positive	Neutral	Negative	Please give details including any mitigation for negative impacts
<p>Age</p> <p>Does this policy impact on any particular age groups or people of a certain age?</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of age. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their age.
<p>Disability</p> <p>Does this policy impact on people who have a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities?</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of any disability. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of any disability.
<p>Gender reassignment (transsexual, transgender, trans)</p> <p>Does this policy impact on people who are transitioning from one gender to another (at any stage)</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of their gender at any given time. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their gender.
<p>Marriage and civil partnership</p> <p>Does this policy impact on people who are legally married or in a civil partnership?</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of marital status. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their marital status.
<p>Pregnancy and maternity (in work this is linked to maternity leave, non-work this is for 26 weeks after giving birth)</p> <p>Does this policy impact on people who are pregnant or in their maternity period</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	It is not considered that the policy positive or negatively impacts on pregnant women or on staff on maternity or paternity leave.

following the birth of their child?				
Race Does this policy impact on people as defined by their race, colour and nationality (including citizenship) ethnic or national origins	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of their race, origin, colour or nationality. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Religion and belief Does this policy impact on people who practice a particular religion or none, or who hold particular religious or philosophical belief or none?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of religion or beliefs. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Sex Does this policy impact on people because they are male or female?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of their sex. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sex.
Sexual orientation Does this policy impact on people who are sexually attracted towards their own sex, the opposite sex or to both sexes?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all staff and pupils regardless of their sexual orientation. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sexual orientation.