



## **Policy for Relationships and Sex Education (RSE)**

The Governors and staff of Lowton Church of England High School are committed to the provision of a high quality education in a Christian context. We aim to provide a school where we can live out our ethos of Caring, Learning and Succeeding on a daily basis. At the heart of the commitment is the notion of the uniqueness of the individual, that every person is valuable in the eyes of God

This policy has been produced in accordance with the Special Educational Needs and Disability Act 2001, the SEND Code of Practice 2014 and the Children and Families Act 2014. It has been reviewed in accordance with all other school policies and related Acts, including the 2010 Equality Act.

**Approved: Faith, Culture and Ethos Committee**

<b>Date effective from</b>	1 June 2023
<b>Date of next review</b>	May 2025
<b>Review period</b>	2 Years
<b>Status</b>	Statutory
<b>Person responsible</b>	Gemma Rullo
<b>Version</b>	1 (in this format)

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## Introduction

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*“You are the light of the world. A town built on a hill cannot be hidden. Neither do people light a lamp and put it under a bowl. Instead they put it on a stand, and it gives light to everyone in the house. In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.” (Matthew 5:14-16 NIV)*

The Governors and staff of Lowton Church of England High School are committed to the provision of a high quality education in a Christian context. We aim to provide a school where we can live out our ethos of Caring, Learning and Succeeding on a daily basis and let our light shine. At the heart of the commitment is the notion of the uniqueness of the individual, that every person is valuable in the eyes of God and that they are, indeed, the light of the world.

We undertake to follow the principles in the Church of England Charter for faith-sensitive and inclusive approach to Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE).

This policy has been produced in accordance with the Equality Act 2010 and the Special Educational Needs and Disability Act 2001, the SEND Code of Practice 2014, the Children and Families Act 2014, Keeping Children Safe in Education 2023 and Working Together to Safeguard Children 2018. It has been reviewed in accordance with all other school policies and related Acts.

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## *Definition of RSE at Lowton Church of England High School*

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Relationships and Sex Education at Lowton C of E High School is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. RSE aims to give our students the information they need to help them to develop healthy, nurturing relationships of all kinds, not just intimate relationships. As a Christian community we will also reflect on the Christian beliefs about relationships and sex and the values that people of a Christian faith place on intimate and non-intimate relationships. The school will provide an environment that promotes self-respect and confidence in all students with regards to healthy personal relationships and will work in partnership with parents, carers, external agencies and other stakeholders, to reflect the wishes and culture of the community we service.

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## *Purpose*

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Relationships and Sex Education at Lowton CofE High School aims at supporting all students to make positive life choices and experience positive, fulfilling relationships through life. We provide students with the information they need to help them to develop healthy, nurturing relationships of all kinds in an age-appropriate and inclusive way. RSE aims to improve the self-worth and confidence of each individual and encourages mutually respectful relationships and empathy for others. It is not about the promotion of sexual orientation or sexual activity.

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## *Aims and Objectives*

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- Recognition of the value of family life, marriage and stable loving relationships for the nurture of both children and adults.
- Encouraging respect for themselves and others' moral and spiritual values
- Tolerance of different values and attitudes to lifestyles
- Exploring moral dilemmas and developing critical thinking skills as part of decision making.
- Developing self-confidence, self –esteem and empathy for themselves and others.
- Managing emotions and developing skills to make effective choices and take responsibility for their actions.

The following key areas will be covered with students at suitable points in the curriculum dependent on our student's age and stage of maturity:

- Emotions and relationships
- Physical development
- Sexuality, reproduction and sexual health
- Healthy and unhealthy behaviour within relationships
- Consent including reasons for delaying sexual activity
- Contraception
- Sexually Transmitted Diseases (STI)
- Local and National Health Services.
- Female Genital Mutilation (FGM)

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## *Implementation*

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RSE will be taught in formal lessons through the PSHE & RE curriculum.

- Year 7, 8, 9 & 11: receive one lesson per week
- Year 10: Receive x4 RE lessons per week within which the RSE curriculum is delivered.

Whole class discussions are encouraged, with the opportunity for questions to be asked and answered, in a sympathetic and sensible environment.

The content deemed appropriate for each age group is reviewed and adapted in light of guidance from the PSHE Association and following consultation between teacher and parent/carer taking individual parents' and classes' needs and situations into account. Each lesson is planned carefully ensuring that it is accessible to all pupils including those with special educational needs and disabilities (SEND). This is done through a variety of strategies such as scaffolded questions, sentence starters and the effective deployment of Teaching Assistants.

The RSE curriculum will be delivered as follows:

### **Y7:**

- Transition and safety - Transition to secondary school and personal safety in and outside school, including first aid.
- Diversity - Diversity, prejudice and bullying
- Health and puberty - Healthy routines, influences on health, puberty, unwanted contact and FGM
- Building relationships - Self-worth, romance and friendships (including online) and relationship boundaries.

### **Y8:**

- Drugs and alcohol - Alcohol and drug misuse and pressures relating to drug use

- Discrimination - Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia.
- Emotional wellbeing - Mental health and emotional wellbeing, including body image and coping strategies.
- Identity and relationships - Gender identity, sexual orientation, consent, 'sexting' and an introduction to contraception.

#### Y9:

- Peer influence, substance use and gangs - Healthy and unhealthy friendships, assertiveness, substance misuse and gang exploitation.
- Respectful relationships - Families and parenting, healthy relationships, conflict resolution and relationship changes.
- Intimate relationships - Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography
- Healthy lifestyle - Diet, exercise, lifestyle balance and healthy choices and first aid

#### Y10:

- Mental health - Mental health and ill health, stigma, safeguarding health, including during periods of transition or change.
- Exploring influence - The influence and impact of drugs, gangs, role models and the media
- Healthy relationships - Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography.
- Addressing extremism and radicalisation - Community cohesion and challenging extremism
- Sexuality and diversity within sexual relationships – Marriage, The role of parents & Abortion.

#### Y11:

- Communication in relationships - Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse.
- Families - Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships
- Building for the future - Self-efficacy, stress management and future opportunities
- Independence - Responsible health choices and safety in independent contexts

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## *Monitoring and Evaluation*

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Monitoring and evaluation of the RSE policy and scheme of work is the responsibility of the Head of PSHE and is conducted and reviewed as part of the monitoring of the RE curriculum that also covers Careers, Citizenship and Personal, Social, Health & Economic education.

There will be the same high expectations of the quality of pupils' work in RSE as for other curriculum areas. The curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress. Lessons are planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Whilst there is no formal assessment in this subject, teaching should be assessed and assessments used to identify where pupils need extra support or intervention. For example, tests, written assignments or self-evaluations to capture progress.

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## *Right to Withdraw*

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Parents have the right to request that their child be withdrawn from some or all of Sex Education delivered as part of statutory RSE. Before granting any such request a discussion with the Headteacher should be arranged to 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. This process will be documented to ensure a record is kept.

Once 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 will make arrangements to provide the child with sex education during one of those terms. This process is the same for pupils with SEND. However there may be exceptional circumstances where the Headteacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

If a pupil is excused from Sex Education, it is the School's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.