



PATRON  
HM THE KING



# Hassocks

## **Relationships and Sex Education Policy**

**Owner: Principal**

**Consulted with parents: 27<sup>th</sup> October 2023**

**Next Review due: December 2025**

## 1. Aims

Relationships and Sex Education (RSE) is part of lifelong learning and preparation for adulthood. In addition, it is an integral part of the 'Keeping Children Safe in Education' statutory guidance (2024). At LVS Hassocks, our aim is to develop the students' understanding of:

- puberty and sexual development along with the importance of health and hygiene
- the correct vocabulary to describe themselves and their bodies
- healthy, nurturing relationships of all kinds, not just intimate relationships
- 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
- the benefits of healthy relationships to their mental wellbeing and self-respect
- human sexuality, LGBTQ+ inclusion and the importance of respecting themselves and others
- safe, fulfilling and healthy sexual relationships, at the appropriate time
- what is acceptable and unacceptable behaviour in relationships is explored as part of the development of students' understanding of consent

LVS Hassocks aims to provide a nurturing environment that models and supports positive relationships between all members of the school and community.

## 2. Statutory Requirements

This school policy is in line with current regulations from the Department of Education's statutory guidance on Relationships and Sex Education, updated September 2021.

LVS Hassocks delivers RSE with regards to 'Keeping Children Safe in Education' statutory guidance (2024) and the Equality Act 2010 requiring observance of protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership and sexual orientation. At LVS Hassocks we believe that all people should have access to RSE that is relevant to their particular needs. To achieve this, we will:

- be mindful of preparing for adult outcomes as set out in the SEND Code of Practice, 2014
- be proactive in combating sexism, misogyny, misandry, sexualised behaviour and sexist bullying
- foster healthy peer-to-peer communication and behaviour between boys and girls
- promote respect for, and understanding of, the views of different ethnic and cultural and religious groups in line the school's duty to keep students safe
- integrate LGBTQ+ content into the RSE programme rather than a standalone lesson or unit to actively tackle homophobic bullying

## 3. Policy Development

It is a statutory requirement that parents are consulted when reviewing and revising the RSE policy; in addition, gathering the **views** of students and staff is recommended. The consultation and policy development process involves the following steps:

- Review – a member of staff or working group will collate all relevant information including national and local guidance
- Staff consultation – all school staff will be given the opportunity to look at the policy and make recommendations
- Parent consultation – parents will be invited to provide feedback
- Student consultation – through the student council, students will have the opportunity to

comment on what they want from their RSE

- Ratification – once amendments are made, the policy will be shared with governors and ratified

#### **4. 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.

#### **5. Curriculum and Delivery of RSE**

The DfE identifies 5 core elements of a relationship and sex education curriculum (see APPENDIX 1):

- Families
- Respectful relationships
- Online and media
- Being safe
- Intimate and sexual relationships

These elements are revisited and explored in greater depth as the students mature through the school. Care is taken to ensure that the content of the curriculum is age appropriate and accessible for LVS students.

RSE is taught principally through the PSHE curriculum, based on three broad themes:

1. Relationships (families, respectful relationships)
2. Health and well-being (online and media – digital well-being; intimate and sexual relationships)
3. Living in the wider world (Being safe; respectful relationships)

In addition, RSE is integrated into subject areas. For instance, biological aspects of RSE are taught within the science curriculum, and other aspects are included in the ASDAN Beliefs and Values course which is taught to Year 7 students. The school uses additional resources collated and endorsed by the PSHE Association included in the curriculum offer.

The pastoral team at LVS Hassocks are central to ensuring a supportive framework is in place so that students can participate in sensitive discussions. Sources of support and guidance are signposted. Students also receive stand-alone sex education sessions delivered by trained professionals. Selected resources, materials and external agencies used to deliver the sex education programme operate within the context of the school's guidelines and the RSE Policy. In addition, students have access to the school nurse if they have any questions or concerns. If the need arises, we also run bespoke courses in small groups for students.

#### **6. Roles and Responsibilities**

##### **The governing board**

The governing board will hold the Principal to account for the implementation of this policy.

##### **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/non-science components of RSE.

### **Staff**

The PSHE Coordinator is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from components of RSE.

All staff are responsible for:

- delivering RSE in a sensitive way
- modelling positive attitudes to RSE
- monitoring progress
- responding to the needs of individual students

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.

### **Students**

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

## **7. Parents' Right to Withdraw**

We recognise the essential role of parents and carers in the development of a child's understanding about relationships and sex. We work in active partnership with parents/carers in the development and review of the RSE.

Parents have the right to request that the Principal withdraw their child from the non-statutory/non-science components of sex education within RSE, up to and until 3 terms before their child turns 16. They do not have a right to withdraw their children from those aspects of RSE that are taught in national curriculum science. Requests for withdrawal should be put in writing using the form found in APPENDIX 2 of this policy and addressed to the Principal. The Principal will discuss the request with parents with the aim of reaching an agreement regarding appropriate action that is in the child's best interests.

## **8. Staff training**

All new staff will receive a copy of the RSE policy. Staff are trained on the delivery of RSE through our continuing professional development programme. Health professionals may be asked to provide support and training to staff teaching RSE.

## **9. Monitoring Arrangements**

The delivery of RSE is monitored by the senior management team and the PSHE co-ordinator through:

- learning walks
- peer observations
- planning reviews
- Student Council feedback
- staff questionnaire/audit

Students' development in RSE is monitored by Form Tutors and the PSHE Co-ordinator as part of our internal assessment systems.

This policy will be reviewed by the Principal on an annual basis. At every review, and following

consultation with parents, the policy will be approved by the governing board.

## **APPENDIX 1** *DfE Statutory Guidance, updated September 2021*

### **The core elements of a Relationships and Sex Education curriculum**

#### **By the end of secondary school**

Schools should continue to develop knowledge on topics specified for primary as required and in addition, cover the following content by the end of secondary school.

#### **Families**

##### **Students should know:**

- 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 – for example, 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), how to seek help or advice, including reporting concerns about others, if needed.

#### **Respectful relationships, including friendships**

##### **Students should know:**

- The characteristics of positive and healthy friendships, in all contexts including online, such as: 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 (for example, how they might normalise nonconsensual 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.

## **Online and media**

### **Students should know:**

- 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, for example 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**

### **Students should know:**

- 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.

## **Intimate and sexual relationships, including sexual health**

### **Students should know:**

- 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, for example 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 and menopause
- 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 and 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: RSE AND PSHE – KEY VOCABULARY

### Year 7

Progress Personal development Active citizen Germs Personal hygiene Lifestyle Zones of Regulation Prescribed medicine Puberty Tolerance Study skills	Morals Values Social media Volunteering Conflict resolution Different families Different relationships Identity Needs Physical activity Mindfulness	Emergencies Emergency response Vaccination Dental hygiene Body awareness British law Tax Legal and illegal Peer pressure Appropriate relationships
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### Year 8

Qualifications Careers Democracy Social media Sexting Internet safety Cyberbullying Bullying Eating disorders Debt Savings Fraud Life goals	Family types – nuclear, extended, reconstituted, single parent, same-sex Culture Conflict resolution First aid Vaccination Infections Sleep deprivation Anger management Nicotine Ethanol Addiction Democracy Political parties	Risk taking Failure Comfort zone Passion Green consumer Vocab relating to puberty Stress triggers Stress reduction strategies Community citizenship Generations Competing for your country
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### Year 9

Human rights Protection Social and cultural pressures Lifelong learning Careers Personal interests Social enterprises Volunteering Dependency Hormones Safe sex	Budgeting Employment rights Security risks Skills for employment Personal development plan Financial exploitation Leisure time Balanced lifestyle Depression Anxiety Self-harm Self-care	Community support Sexual diversity Nutritional value Low-cost meals Rule of law Criminal justice system Asylum seekers Refugees Human rights
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## Year 10

<p>Self-awareness          Personal development          Money management          Respectful relationships          Consent          Coercion          Harassment          Human rights issues          Moral obligations          Environmental protection          Energy recovery facilities          Green economy</p>	<p>Personal responsibility          Sexually transmitted infections          Mental health awareness          Miscarriage          Social media pressure          Abortion          Contraception          Responding in emergencies          Raising the alarm          Neighbourly behaviour          Benefits of being a donor          Multicultural landscape in Britain          Diversity</p>	<p>Democracy          Dictatorship          Sexual diversity          Pornography          Respectful relationships          Nutritional value          Eating for physical and mental wellbeing          Philanthropic businesses          Volunteering          Psychological impact of helping others</p>
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## Year 11

<p>Financial planning at different life stages          Income/savings streams          Attitudes to risk          Monitoring expenditure          Aid projects at home and abroad          Personal hygiene into adulthood          Risky behaviour          Sexual health          Technology for a greener world          Think locally act globally          Energy recovery technology          Preventative action          Tools to safeguard mental health</p>	<p>Home/workplace safety          Health advisory services          Sexual Health Services          Global human rights          Legal protection in the UK          Criminal justice system          Cyber-crimes and scams          London stock exchange          FTSE 100          Consumer spending          Consumer watchdogs          Medical emergencies          Addiction support          Self-image          Controversial Cosmetic surgery</p>	<p>House of Commons          House of Lords          Local/District Councils          Religious/cultural beliefs around marriage          Best diets for longevity          Role models and influencers          Concept of giving back to society          Importance of having goals</p>
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