



LANDAU
FORTE
COLLEGE
DERBY

Policy Name	Relationships and Sex Education
Policy Number	04
Date of Issue	01 October 2023 – Draft
Author	Peter Butler & Hugo Mahalski
Reviewed by	Local Advisory Board
Date of next review	September 2024

1. Scope of the policy

At Landau Forte College Derby we aim to support the development of all students' mental, physical, spiritual and health needs. Our aim is to ensure that students are prepared for the increasingly complex world we live in, equipping them with the necessary skills to manage the challenges and risks they will inevitably face.

Our Relationship and Sex Education (RSE) Curriculum is wide-ranging, carefully planned to take into account students' age, developmental stage and prior understanding. **RSE is a key part of and delivered through our Values curriculum in Years 7-11 and our Learning for Life curriculum in Years 12-13.** We aim to teach RSE sensitively and inclusively, taking into consideration the background and beliefs of students, always providing students with an understanding of the law and legal implications of their actions.

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

2. Purpose of the policy

As a secondary academy we must provide RSE to all students as per section 34 of the [Children and Social work act 2017](#).

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Landau Forte College Derby we teach RSE as set out in this policy.

3. Policy Detail

This policy has been developed in consultation with staff, students and parents/carers during September/ October 2022 we will review the policy in September/ October 2023. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to submit feedback about the policy
4. Student consultation – we investigated what exactly students want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

Policy Number:

Version:

Date of Issue:

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

RSE is delivered through our Values/ Creativity and Learning for Life curriculum in Years 7-11 and our Learning for Life curriculum in Years 12-13

We have developed the curriculum in consultation with parents/carers, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't feel they need to seek answers online.

For more information about our curriculum, please contact Mr Peter Butler, Director of Personal Development.

6. Delivery of RSE

Content is delivered in Values (Years 7-8), Creativity (Year 9) and Learning for Life (Years 10-13) lessons, Science lessons, Gatherings (assemblies), external speakers (including the College Medical Officer, theatre groups, charities) and tutor time activities.

Content is delivered in a sensitive and open manner. Students' age and background are taken into account when dealing with these issues. Some issues are dealt with in smaller groups or on a one-to-one basis. A safe and supportive climate is promoted, with all students' views and opinions being respected, but misconceptions dealt with appropriately.

At Landau Forte College Derby we aim to support the development of all students' mental, physical, spiritual and health needs. Our aim is to ensure that students are prepared for the increasingly complex world we live in, equipping them with the necessary skills to manage the challenges and risks they will inevitably face.

Our RSE Curriculum is wide-ranging, carefully planned to take into account students' age, developmental stage and prior understanding. We aim to teach RSE sensitively and inclusively, taking into consideration the background and beliefs of students, always providing students with an understanding of the law and legal implications of their actions.

Students also receive stand-alone sex education sessions delivered by a trained health professional.

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

Policy Number:

Version:

Date of Issue:

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, LGBTQ+ parents/carers, 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 example: looked after children or young carers).

7. Roles and responsibilities

7.1 The Governor's Local Advisory Board

The Governor's Local Advisory Board will approve the RSE policy, and hold the Principal to account for its implementation.

7.2 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/non-science components of RSE (see section 8).

7.3 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 parents/carers wish them to be withdrawn from the non-statutory/non-science 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.

Our Values Coordinator and Director of Personal Development (PTB/HJM) manage and lead on the delivery of RSE in the College.

7.4 Students

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

8. Parents'/carers' right to withdraw

Parents/carers have the right to request to withdraw their children from the nonstatutory/non-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.

Policy Number:

Version:

Date of Issue:

Requests for withdrawal should be put in writing 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 parents/carers and take appropriate action. Alternative work will be given to students who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Principal will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the Vice Principal through:

- planning scrutinies
- learning walks
- observations

Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

Policy Number:

Version:

Date of Issue:



Date	01 September 2022
Change Made	01 September 2023
Made By	Peter Butler & Hugo Mahalski