



LANDAU
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COLLEGE
DERBY

Policy Name	Relationships and Sex Education
Policy Number	04
Date of Issue	01 September 2024
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Reviewed by	Local Advisory Board
Date of next review	September 2025

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 during June/July 2021, we continue to review the policy on an annual basis. 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 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

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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 curriculum in Years 7-11 and our Learning for Life curriculum in Years 12-13

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, 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, see our curriculum map in Appendix 1.

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 nurse, 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

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

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 families, LGBTQ+ 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 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 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 Coordinators (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.

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8. Parents' right to withdraw

Parents 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.

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 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.

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Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
Year 7*	<p>In year 7 students will explore ‘what is a family?’, different forms of relationships and family, what it means to be a boy/girl, cyber bullying and safety on-line, tackling homophobia and an introduction to the Equality Act, influence of social media and reality TV on relationships, bereavement and dealing with loss. Puberty is explored and personal hygiene.</p> <p>*The issues of consent, sexual harassment and sexual violence are discussed in an age appropriate way with every year group and from part of each year groups RSE curriculum.</p>	<p>https://www.pshe-association.org.uk/</p> <p>https://www.hoddereducation.co.uk/citizenship https://www.hoddereducation.co.uk/pshepshe</p> <p>https://collins.co.uk/collections/your-choice</p> <p>https://www.truetube.co.uk/</p> <p>https://www.bbc.co.uk/bitesize/subjects/z7f3cdm</p>
Year 8*	<p>In year 8 students will explore the issue of grooming through a real life case study, different types of relationships and why friends are important, digital citizenship and consider issues around LGBT. Students will explore, in an age appropriate way, women’s rights, FGM, consent (including nudes/semi-nudes) and forced marriage.</p>	<p>PPT presentations Unifrog Common-sense media Stonewall Religions to Inspire Hodder Themes to inspire Hodder Hoddereducation.co.uk NATRE.org.uk</p>
Year 9*	<p>In year 9 students will explore issues around pornography, online extremism, safe sex and contraception including STD’s, relationships in the work place, managing risk including alcohol/drugs, issues of consent. Students develop their knowledge on women’s rights including ‘honour-based’ violence. In addition we explore the Equality Act, protected characteristics and LGBT+ rights in order to further inform about homophobia and transphobia.</p>	<p>Mindfulness attention program https://www.talktofrank.com/</p>

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YEAR GROUP	TOPIC/THEME DETAILS
Year 10*	In year 10 students will explore issues around consent in relationships and the workplace, rights in the work place, toxic relationships, and domestic abuse, sexually transmitting diseases and infections. Students are made aware of the variety of sexual protective products for all types of relationships and their role of preventing STIs. Emotional well-being, ending of relationships, issues of reproduction are explored.
Year 11*	In year 11 students will explore healthy relationships, sex & gender, sexting, teenage pregnancy, parenting skills, abortion, forced marriage. Common issues surrounding alcohol and staying safe.
Year 12	In year 12 students have the opportunity to explore; healthy relationships, the law regarding nudes and semi-nudes, sexual health including STIs, sexting, sexual violence, harassment and cyber bullying. Keeping safe including First Aid.
Year 13	In year 13 students explore a range of topics including; Anti-bullying, World Aids day, mental health, sleep and well-being, safer internet day, LGBT History Month.

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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 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, sexual violence 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

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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

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Being safe

- 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

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<p>Intimate and sexual relationships, including sexual health</p>	<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.
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Change Made	01 September 2024
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