

Safeguarding Statement

Langley Park School for Girls is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Equality & Diversity Statement

Langley Park School for Girls is committed to valuing and celebrating diversity and promoting equality of opportunity for all its staff and students. We are working to create a learning and working environment which is free from prejudice, discrimination, intimidation and all forms of harassment including bullying. Respect for rights is at the heart of our planning, policies, practice and ethos and we expect all members of our school community to model this in their behaviour and relationships.

LANGLEY PARK SCHOOL FOR GIRLS

RELATIONSHIP & SEX EDUCATION POLICY

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Designated Person (as appropriate):	Assistant Headteacher
Committee with Remit (as appropriate):	Governing Body
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Version History

Version	Approval Date	Summary of Changes

Relationship and Sex Education Policy

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1. Aims

The aims of relationships and sex education (RSE) at our school 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
- Promote our values of Kindness, Equality, Belonging and Respect

2. Statutory Requirements

As a secondary academy, we must provide RSE to all pupils under section 34 of the [Children and Social Work Act 2017](#).

In teaching RSE, we’re required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 80A of the Education Act 2002 and section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Langley Park School for Girls we teach RSE as set out in this policy.

3. Policy Development

This policy has been developed in consultation with staff, students and parents/carers. The consultation and policy development process involved the following steps:

- a. Review – Heads of Key Stage and the Designated Safeguarding Lead pulled together all relevant information including relevant national and local guidance
- b. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- c. Parent/stakeholder consultation – Parents/Carers and any interested parties given the opportunity to review the policy and make comments
- d. Student consultation – we investigated what exactly students want from their RSE through a student voice activity
- e. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE 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 information and exploring issues and values.

RSE is not about the promotion of sexual activity.

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/Carers, adoptive Parents/Carers, foster Parents/Carers/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).

Health Education involves teaching students about physical health and mental wellbeing, providing them with the information that they need to make good decisions about their own health and wellbeing.

5. Curriculum

Our RSE 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/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers upon request.

Our RSE curriculum shows that our school community

- Does not tolerate discrimination or prejudice against any of the protected characteristics or any individual;
- Respects diversity of belief, which may be based on culture, religion, sexual orientation or another factor.
- Teaches its students to practise equality and respect diverse ways of life, and not to tolerate discrimination or prejudice, in line with the LPGS Student Behaviour Policy.
- Endeavours to teach sensitive topics at an appropriate stage in students' education, as shown by the RSE Curriculum map at Appendix B to this Policy.
- Engages its students in conversations about sensitive topics in a way which allows them to express different points of view respectfully, constructively, and maturely.

6. Delivery of RSE

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 religious education (RE). Students also receive stand-alone sex education sessions delivered by trained staff and or health professionals.

Aspects of the health curriculum may be delivered within the Science and Physical Education curricula. Some elements are delivered through main assemblies and the tutor time programme.

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- 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 make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, families headed by grandparents, adoptive parents and foster parents/carers, LGBT parents, 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

RSE does not promote sexual activity and, whilst it encourages equality and respect for all groups, it does not pressure students to adopt beliefs or practices that are inconsistent with their values, which may be linked to their faith, culture or another aspect of their background.

Health Education focuses on giving young people the information they need to make good decisions about their own health and wellbeing including:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body
- Being safe
- Intimate and sexual relationships, including sexual health

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting

- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of Resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

The compulsory subject content is designed to be age appropriate and developmentally appropriate. It is taught with sensitivity and inclusively, with respect to the backgrounds and beliefs of students and parents/carers while always with the aim of providing students with the knowledge they need of the law.

The overall approach to teaching about sexual matters will be to present facts in an objective, balanced and sensitive manner, and at the same time generate a classroom atmosphere within which students can ask questions and discuss sexual matters without embarrassment, guilt or anxiety. Within RSE lessons the methodology applied will vary from teacher-led instruction to student-led small group discussion. It is standard practice in PSHE lessons for students to take an active part in the learning process by leading discussions and challenging each other's ideas.

Various resources are used to support the teaching of RSE, including visits from qualified health professionals and the use of carefully selected videos. The images used in videos relating to human reproduction and contraception are almost entirely in diagrammatic form and occasionally contain a degree of explicit material [eg how to correctly put on a condom]. This method of presentation frequently enables sensitive issues to be approached with accuracy and clarity. Students with SEND will have the same access to the RSE curriculum as all students. During RSE lessons teachers will ensure that material is appropriately differentiated so all pupils can make progress.

7. Use of External Organisations and Materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use are age-appropriate and are in line with students' developmental stage. We will check they comply with:

- This policy
- The [Teachers' Standards](#)
- The [Equality Act 2010](#)
- The [Human Rights Act 1998](#)
- The [Education Act 1996](#)

We will only work with external agencies where we have full confidence in the agency, its approach and the resources it uses, make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum, review any case study materials and look for feedback from other people the agency has worked with

We will be clear on:

- What they are going to say
- Their position on the issues to be discussed

We will :

- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers
- We will not, under any circumstances:
- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and Responsibilities

8.1 The Governing Body

The Governing Body will approve the RSE policy, and hold the Headteacher to account for its implementation.

8.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSE

All form tutors (years 7-13) are expected to deliver components of the RSE curriculum during PSHCE lessons in form time. 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.

The PSHCE Lead is responsible for the planning and delivery of RSE across the curriculum

8.4 Students

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

When appropriate, and to ensure that the RSE Curriculum is accessible for all students, teaching will be differentiated, and content will be adapted to meet the needs of students.

When delivering RSE to students with SEND, teachers will be mindful of:

- The SEND Code of Practice, which includes a set of outcomes on preparing students for adulthood.
- The additional vulnerability that SEND students can face, to exploitation, bullying and other issues.
- The possibility that elements of RSE may be particularly important for some SEND students, because of the nature of a condition or disability.
- The potential need to tailor content and teaching to meet the specific needs of SEND students at different developmental stages.

9. Parents' Right to Withdraw

Parents/carers have the right to withdraw their child from the non-statutory 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.

A copy of withdrawal requests will be placed in the student's educational record. The Headteacher will discuss the request with parents/carers and take appropriate action.

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

10. 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 Headteacher 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.

11. Monitoring Arrangements

The delivery of RSE is monitored by the PSHCE Lead through planning, work scrutinies and learning walks. Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Assistant Headteacher (Curriculum) every 2 years. At every review, the policy will be approved by the Headteacher and the governing board.

12. Concerns and Complaints

Concerns about the delivery of the RSE Curriculum in this Policy will be considered in line with the LPGS Complaints Policy.

Complaints will not be considered if they are based on prejudice or a desire to discriminate against a particular group. If a complaint of this nature is made, appropriate action will be taken to prevent the discriminatory or prejudiced views of the complainant from having a negative impact on the LPGS community and its values.

Appendix 1: Curriculum Map

	Autumn – Health and Wellbeing	Spring - Relationships	Summer – Living in the wider world
Y7	Dealing with change/transition Healthy lifestyle Sleep 1 Puberty What is bullying? Life skills and attributes Basic First Aid Dental Health Wellbeing 1,2,3,4	Building friendships Healthy and positive relationships Families and Marriage 1 Self esteem Social media – child on child abuse Introduction to consent (general) Wellbeing 5 Fire safety Water safety	EPD1 – ‘protected characteristics (Equality, prejudice, discrimination) EPD2 – It’s ok to be me Online safety 1 Media literacy/digital resilience Careers 1 – my future Finance – debt and savings Democracy 1
Y8	Cycle of addiction Smoking and Tobacco Drugs and alcohol Managing risk and personal safety What is bullying 2? Personal healthy and healthy routines 2 HIV/Aids Personal Hygiene Wellbeing 1,2,3,4	Healthy and unhealthy relationships 1 Healthy and unhealthy relationships 2 Grooming Online sexual harassment Sexting/Nudes 1 Body positivity Wellbeing 5 Fire safety Water safety	EPD 3 – differently abled Refugee and asylum seeking Modern day slavery Media reliability Employment rights Rule of law 1 FGM 1 (2025-6)
Y9	Managing unhealthy coping strategies Managing unhealthy thoughts Disordered eating Gangs, County lines, knife crime Peer pressure Addiction Gambling Drugs and alcohol 2 Wellbeing 1,2,3,4	Healthy and unhealthy relationships GBV Addressing relationship abuse Understanding and managing conflict positively Managing relationship conflict and break ups Developing sexuality Feelings about sharing nudes Wellbeing 5 RSE drop down day Consent Reproductive health Fertility Sexual health and Contraception Fire safety Water safety	EPD 4: unconscious bias/micro aggressions EPD 5: Transphobic & homophobic discrimination Challenging extremism HBV – Forced marriage and FGM 2 Finance – Economy 1 Laws and Parliament 2 Barclay’s life

	Autumn – Health and Wellbeing	Spring - Relationships	Summer – Living in the wider world
Y10	Dealing with change 2 Idealised and artificial body shapes Gangs, County Lines 2 Knife Crime 2 Wellbeing 3 Vaping Smoking and Vaping Bill Wellbeing 1,2,3,4	Relationship values Gender double standards Managing unwanted attention Parenting Marriage 2 Wellbeing 5 RSE drop down day Pregnancy Choices Risks of pornography Toxic relationships and violence Commitment and intimacy Drugs and Alcohol (David Dunkley) Fire safety Water safety	EPD 6: microaggressions 2 EPD 7: racism EPD 8: Understanding neurodiversity Modern Day slavery 2 Work experience Careers and online presence Self-care in exams Finance fraud Finance insurance Finance good choices
Y11	Change Wellbeing 1,2,3,4 6th Form focus week Post 16 Choices Alcohol Sleep Vaping bill (2024 only) Diversity activities Feminism activities	Wellbeing 5 Self-care in exams Diversity activities Female Empowerment activities One to one relationships Feelings about sharing nudes (2024 only) Media and body image 3 (from 25/26) Fire safety Water safety	Revision and preparing exams
Y12	Mental Health Alcohol Independence and keeping safe Fake news and indoctrinated images Movember – check for cancer Impact of substance use: Vaping (2024) Positive masculinity	How to use Unifrog Reflection on 2023/24 and how it can affect your future Apprenticeships and training Roles in the NHS Roles in STEM CV writing Interview techniques How to write a personal statement Knowing my employment rights Student finance – can I afford Uni Planning a gap year Water and fire safety	EPD 12: LGBTQ+ Building and maintaining an on line profile for an employer Data protection Trade unions Extremism Recognising signs of abuse Strategies for managing dangerous situations or relationships Conflict resolution Social media and professionalism Self-care in exams Work experience

	Autumn – Health and Wellbeing	Spring - Relationships	Summer – Living in the wider world
Y13	Managing stress and anxiety Revision techniques Diet and exercise (work/life balance) Health - Importance of self-examination Accessing health services and recognising illness Assertive Communication Active consent	Professional relationships Personal safety in new relationships Toxic masculinity Strategies for managing dangerous situations or relationships Managing exam stress and memory retention EPD 10: Cultural diversity and inclusion EPD 11: LGBTQ+ diversity and inclusion Travelling safely around the UK and abroad Basic first aid Sexual Health and contraception Water and fire safety	Global markets Managing finances (expenditure/debt/budget)

	Autumn Term	Spring Term	Summer Term
Whole School	World Mental Health Day Black History Month Diwali Kindness Month Anti-bullying Week European Day of Languages Movember Remembrance Day of the Girl Christmas	Chinese New Year Safer Internet Day Children’s Mental Health Week Holocaust Memorial Day LGBTQ+ History Month Stephen Lawrence Day National Apprenticeship Week/ Careers Month World Book Day National Women’s Day Eid Stress Awareness Month	Pride Deaf Awareness Disability Awareness Walk to School Week Activities Week

Appendix 2: By the End of Secondary School Students Should Know

TOPIC	STUDENTS SHOULD KNOW
Families	<p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>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</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents/carers with respect to raising of children, including the characteristics of successful parenting</p> <p>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</p>
Respectful relationships, including friendships	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>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)</p> <p>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</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>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</p>

TOPIC	STUDENTS SHOULD KNOW
Online media and	<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>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</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>What to do and where to get support to report material or manage issues online. The impact of viewing harmful content</p> <p>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</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>How information and data is generated, collected, shared and used online</p>
Being safe	<p>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</p> <p>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)</p>
Intimate and sexual relationships, including sexual health	<p>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</p> <p>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</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>The facts about the full range of contraceptive choices, efficacy and options available</p> <p>The facts around pregnancy including miscarriage</p> <p>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)</p> <p>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</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>