

Relationships and Sex Education Policy

Lancing College



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1. Purpose

- 1.1 As of September 2020, the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. This statutory obligation extends to independent schools and is laid out in Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (DfE, June 2019). Lancing College is committed to discharging its obligations in respect of RSE, and this Policy explains how it does so.
- 1.2 The afore-mentioned statutory guidance also makes reference to mandatory Health Education. However, independent schools are not bound by this part of the guidance and are being instead required to deliver Health Education in accordance with Part 2 of the Independent Schools Standards Regulations, this Policy makes no mention thereof.
- 1.3 The content and application of this Policy is non-discriminatory in line with the Equality Act 2010. In addition, the College ensures that young people clearly understand what the law does and does not allow in respect of sex and relationships, as well as the wider (e.g. criminal) implications of decisions that they may make.
- 1.4 This policy should be read in conjunction with the following documents:
 - Anti-bullying Policy
 - The Aims of the College
 - PSHE Schemes of Work
 - RSE scheme of work
 - Safeguarding Policy
- 1.5 This policy is subject to a comprehensive annual review year (or more frequently as determined by legislation) by The Assistant Head (Safeguarding) and subject to approval by designated members of the College's Senior Management Team (the Head Master and his Deputies) and ratification by the Board-Level Safeguarding Lead, acting on behalf of the Governing Body. In line with our duty to consult parents regarding the content and delivery of Relationships and Sex Education, the draft version of the reviewed Policy is shared with parents and (through the School Council) pupils together with an invitation to comment. Depending on the results of the consultation, amendments may be made to the draft Policy by the Assistant Head, Safeguarding, and submitted to the Head Master and Governing Body Safeguarding Lead for final approval. The aim of this process is to ensure that the Policy meets the needs of pupils and parents.
- 1.6 The statutory guidance also states that this Policy should reflect the views of teachers at the College. The Policy is accordingly disseminated to all teaching staff at draft stage with an invitation to comment.
- 1.7 In between these periodic reviews, minor changes may be made to the Policy by the Assistant Head (Safeguarding) so that it reflects current practice at the College and the most current statutory guidance.

1.8 Under the relevant statutory guidance, “the religious background of all pupils must be taken into account when planning teaching [of RSE]”. The College routinely collects this information from parents of pupils joining Lancing.

1.9 Key personnel

Mr Richard Dolan (Assistant Head - Safeguarding) - oversight of PSHE/RSE across the College

Mr Alasdair Tobias – Head of PSHE (AXT@lancing.org.uk)

2. Definitions

2.1 Relationships and Sex Education in III Form to UVI (Y9-Y13) is defined as: giving pupils the information necessary for them to develop healthy, respectful and loving relationships (including intimate relationships) that help them to flourish, and how to identify and resist unhealthy relationships; delivering information about human sexuality, contraception and sexual health in a fact-based and non-judgemental manner that emphasises the critical importance of consent and mutual respect.

3. Aims

3.1 The principal aims of RSE in the College are:

1. to equip pupils with the knowledge, understanding, criticality and self-awareness necessary to form healthy and positive age-appropriate relationships;
2. to ensure that pupils have an age-appropriate understanding of human reproduction and sexual relationships, including, for older pupils, detailed knowledge of contraception and sexual health.

3.2 Rather than being taught as a separate subject, RSE is embedded into the framework of Personal, Social, Health and Economic Education (PSHE) at the College. That said, we believe that RSE should be set within a wider College context in which values such as respect, fidelity, tolerance and the importance of family are promoted at every opportunity complementing and supporting the Christian aims and ethos of the College.

3.3 The College also recognises that parents have the key role in teaching their children about sex and relationships, and RSE at Lancing seeks to complement rather than replace this. Accordingly, the College makes available its PSHE Schemes of Work to parents and welcomes the opportunity to engage in discussion and consultation with parents.

3.4 In order to create a collaborative learning partnership between the teacher and their pupils, RSE at Lancing is delivered in a fact-based, non-judgemental manner. Teachers of RSE also take care to generate an atmosphere where questions and discussion of sexual matters can take place without any stigma or embarrassment, as well as one where a range of views can, so long as they are expressed maturely and sensitively, be tolerated and respected. RSE at Lancing is complemented by- but not delivered through- the Science, GCSE Biology syllabus and III and IV Form Religious Studies.

4. Subject Content of RSE at Lancing College

- 4.1 The relevant statutory guidance obliges the College to deliver specific Relationships Education content to its pupils of secondary age.
- 4.2 As with all curriculum subjects, RSE is taught in such a way so that it is accessible to all pupils, including those with special educational needs or a disability (SEN).
- 4.3 RSE in III Form to UVI Form (Y9-13) forms part of PSHE. In 3F and 4F Relationships and Sex Education is delivered by PSHE Tutors to House groups of ~14 pupils. Tutors teach across the entire programme. III Form and IV Form have a timetabled 35-minute session per week 5F and 6F have a timetabled 75 minute session weekly. V Form and VI Forms have a rolling programme of speakers delivering lectures, carousels for interactive group work on topics and small group teaching weekly throughout the year.
- 4.4 The PSHE Scheme of Work details both the topics to be covered and the mode of delivery. Sex Education is delivered by a range of external specialists and by trained senior teachers. In III Form and IV Form, these lessons are 35 minutes in duration; in V Form they are 70 minutes. Content-dependent, these are delivered in a combination of mixed and single sex groups encouraging discussion and understanding and seeking to minimise embarrassment amongst pupils. All pupils are made aware in advance of the key topics to be covered, so that if there are areas which cause anxiety, they are able to discuss this in advance. The school is alert to the need for particular sensitivity when covering this area of curriculum and the sensitive input of HMMs in flagging particular issues is of key importance here.
- 4.5 We acknowledge that there is a significant join of new pupils into the Sixth Form and from a number of different countries and education systems, We are therefore committed to providing opportunities within the PSHE, Sixth Form induction, the Tutorial structure and visiting speaker programme to revise and re-emphasise RSE content which was presented in the III to V Forms in an age-appropriate manner. Effective PSHE education is taught through a spiral programme, revisiting concepts and topic areas, each time extending knowledge, deepening understanding and developing skills. There is also a focus at this point on preparation for life beyond the school, for University and for independent living.
- 4.6 Assessment is carried out at the beginning and end of an RSE topic to assess initial understanding and progress made by the pupils.
- 4.7 The curriculum will be responsive to changing needs of the pupils and the College. There may be College-specific issues that arise or national issues that justify an immediate response being required in terms of RSE content being taught.
- 4.8 The aim of RSE is to give young people the information needed to develop healthy, nurturing relationships of all kinds, not just intimate relationships. Relationships and Sex education provides the knowledge and encourages the acquisition of skills and attitudes which will allow pupils to manage their lives in a responsible and healthy way.
- 4.9 Knowledge and understanding
 - Learning and understanding physical development at appropriate stages.
 - Understanding human sexuality, sexual health, emotions and relationships.

- Learning about contraception and a range of local and national sexual health advice, contraception and support services.
 - Learning the reasons for delaying sexual activity and the benefits to be gained from such delay.
 - The avoidance of unplanned pregnancy.
- Learning and understanding key aspects of the law relating to sex which include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy.

4.10 Attitudes and values

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life, marriage and stable and loving relationships for the nurture of children.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Learning how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage through normalising non-consensual behaviour or can encourage prejudice.
- Developing critical thinking as part of decision making.

4.11 Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect, mutual respect and empathy for others in a variety of different situations.
- Learning to make choices based on an understanding of difference and with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict
- Learning how to recognise and avoid exploitation and abuse through self-management of digital and personal privacy.

5. How RSE is Monitored and Evaluated

5.1 RSE is monitored by the Assistant Head (Safeguarding) and the Head of PSHE through the provision of detailed schemes of work; close working with and assessment of visiting speakers, and evaluated through seeking formal as well as informal feedback from pupils, staff and parents.

5.2 Pupils will be surveyed at regular points in relation to content taught and their feedback may be used to inform future content and teaching.

6. Working with Parents

6.1 The College consults parents regarding this Policy (see Policy Statement above) as well as taking into consideration the religious backgrounds of pupils. The College appreciates that sex education can be a contentious issue for some and that parents may be concerned about what their child may or may not be taught.

6.2 The College aims to be transparent about what it does and does not teach to pupils at various ages, together with the reasons why. An overview RSE Scheme of Work is available to all parents detailing the content taught across year groups. This affords the opportunity to offer parents support in talking to their children about sex education and how to link this with what is being taught in the College. The Head of PSHE welcomes the opportunity to discuss and answer any parental questions. He can be contacted via email on AXT@lancing.org.uk

6.3 Through the PSHE for Parents programme, the College enables parents to access particular speakers, to share in this way the material being delivered to their children and to discuss with the senior staff material being delivered and their role alongside the school in guiding their children in this important developmental area of their education and their life. This programme is delivered via both face to face and online sessions and is open to all parents at the College and those with children in Year 7 and 8 at our Prep Schools.

7. Working with Pupils

7.1 The College regularly consults pupils regarding this Policy and the teaching of RSE.

7.2 Pupil consultation takes the form of each pupil being consulted about potential changes to the Policy, an annual item on the Year Council meeting agenda, promotion by HMMs of participation in consultation, via the annual Lancing Questionnaire, through discussion with the Diversity and Inclusion representatives and with Peer Supporters. In lesson feedback, RSE and PSHE assessment seeks pupils' views on content they regard as needing inclusion, and in their Transition to VI Form programme the views of all in the V Form are sought annually.

8. External Providers

8.1 The College works with a range of external speakers and organisations who bring a level of expertise in a particular issue or topic that a teacher may not have. We also make use of the recommendations and expertise of the PSHE Association.

8.2 ItHappens, Chris Hemmings, Laura Bates, Natasha Devon, Alicia Drummond, Karl Hopwood are organisations or speakers with whom we have developed strong and trusting relationships over recent of years.

8.3 Discussion takes place in advance of talks between the visiting speaker and the Head of PSHE to ensure the message and content is age-appropriate and complements the values of Lancing College. During these pre-talk discussions and slide checks, we discuss the pastoral needs, safeguarding concerns and child-protection issues with each cohort.

8.4 Ithappens engages with pupils in advance of talks through a survey questionnaire. This enables them to develop a bespoke session to meet the needs of the College community. They use Survey Monkey & offer Mentimeter interactivity and/or anonymous questions throughout their bespoke talk with the pupils and parents. The results of the survey and other contributions are shared with the College.

9. Right to be Excused from Sex Education (commonly referred to as the Right to Withdraw)

9.1 Parents have the right to request that their child be withdrawn from some or all of sex education (but not relationships education, which is compulsory for all children in all

schools). Parents who wish to withdraw their child are asked to put their request in writing to the Senior Deputy Head (HRD@lancing.org.uk). She will then typically invite the parents (and, if appropriate, the child) to meet with her to endeavour to assuage their concerns. However, the College ultimately respects the right of parents, other than in exceptional circumstances¹, to determine whether or not their child participates in sex education. If a pupil is withdrawn, the College maintains its responsibility to provide them with appropriate, purposeful education during the period of withdrawal.

9.2 The statutory guidance states that the right to withdraw elapses three terms before the child turns 16. Accordingly, if, at that point, the child freely elects to receive sex education, the College will make arrangements for the child to receive sex education before he/she turns 16.

Author:	Richard Dolan, Designated Safeguarding Lead	June 2021
Annual review:	Hilary Dugdale (Senior Deputy Head), Richard Dolan (DSL) and Alasdair Tobias (Head of PSHE)	June 2023
Next scheduled review:		June 2024

¹ which may or may not include the pupil having a special education need or disability