LONDON NAUTICAL SCHOOL

Relationships and Sex Education Policy

London Nautical School

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Contents

1. Aims

- The aims of relationships and sex education (RSE) at our school are to:

- give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships

- enable them to know 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

- help pupils understand the positive effects that good relationships have on their mental wellbeing

- guide pupils to identify when relationships are not right and understand how such situations can be managed.

- 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

- allow pupils to acquire information about sex, sexual identity, relationships and intimacy

- create a positive culture around issues of sexuality and relationships

- enable our pupils to develop personal and social skills and a positive attitude to sexual health and wellbeing

- help pupils to become responsible for themselves and others, in line with the whole school curriculum intent

- develop our pupils' ability to take responsibility for and accept the consequences of their own actions

- develop our pupils' skills so that they make informed choices about their behaviour and feel confident and competent about acting on these choices

- provide opportunities to understand and accept difference and diversity

- provide opportunities for pupils to develop an understanding of their own bodies, including the use of appropriate vocabulary

- give pupils the ability to know where to seek help and advice

- develop our pupils' self-esteem, self-awareness and emotional health

- develop our pupils' awareness of the rights they have over their own body, and the rights of others

- develop our pupils' ability to respect the rights of others

- develop our pupils' skills to make positive informed choices

- develop our pupils' knowledge to reduce the risks to their own and the health of others

2. Statutory requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made 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. They also make Health Education compulsory in all schools except independent schools.

In teaching RSE, we must have regard for the guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996.

3. Policy development

- This policy has been developed using guidance from DfE and Lambeth. The consultation and policy development process involved the following steps:

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance

- Governor consultation – draft policy shared with FGB.

- Stakeholder input sought – draft policy shared with staff and parents for ratification.

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 does not encourage early sexual experimentation. It teaches young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

5. Curriculum

Our curriculum is designed to fit the whole school curriculum intent, and can be reviewed and updated as necessary.

We have developed the curriculum using detailed guidance at a national and local level, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

Our RSE curriculum is based on the principle of RSE being lifelong learning about physical, sexual, moral and emotional development. It involves acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings.

Our RSE education will be made accessible to all pupils. SEND students will receive an appropriate RSE education, in line with government guidelines.

The statutory guidance states that the curriculum must include (but not only include) at an appropriate age:

- Key aspects of the law relating to sex, including 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.

- Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour.

- The physical and emotional damage caused by female genital mutilation (FGM), where to find support and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM.

- Support to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage)

- Strategies to manage unhealthy relationships or access support for oneself or others at risk, being mindful that for pupils who are or have experienced unhealthy or unsafe relationships at home or socially, the school may have a particularly important role in being a place of consistency and safety where they can easily speak to trusted adults, report problems and find support.

- Pupils should be taught the rules and principles for keeping safe online. This will include how to recognise risks, harmful content and contact, and how and to whom to report issues. Pupils should have a strong understanding of how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available to them.

By the end of secondary school, the guidance states that pupils 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

- 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 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 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

- 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

- 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

- 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 and the legal and financial obligations connected with having a child, such as custody and child support

- 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

- It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

- Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage

- consent, including the age of consent

- violence against women and girls

- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)

- pornography

- abortion

- sexuality

- gender identity

- substance misuse

- violence and exploitation by gangs

- extremism and radicalisation

- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)

- hate crime

- female genital mutilation (FGM)

6. Delivery of RSE

RSE is largely taught within the Personal, Social, Health and Economic (PSHE) education curriculum. Some elements are taught within other curriculum areas. All departments have a responsibility to encourage healthy relationships.

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, LGBT 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 governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory 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 pupils

- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory 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 headteacher.

All teaching staff are responsible for the delivery of RSE at London Nautical School.

7.4 Pupils

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

8. Parents' right to withdraw

Parents have the right to withdraw their children 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 2 of this policy and addressed to the headteacher.

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

9. Training

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

The headteacher/PSHE Coordinator 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 Head of PSHE and Assistant Headteacher for Teaching and Learning through:

Learning Walks and teacher feedback.

Pupils' development in RSE is monitored by class teachers.

This policy will be reviewed by Alison Jewitt (Head of PSHE) and Tallulah Simmonds (Assistant Headteacher) annually. At every review, the policy will be approved by the governing board and the headteacher.

Appendix 1: By the end of secondary school pupils should know

Topic	Pupils should know
Families	• 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	• 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 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	• 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
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)
Intimate and sexual relationships, including sexual health	• 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

Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

Appendix 3: PSHE Year Plan

Year 7		
Topic	**Focus**	All resources in the PSHE folder in the shared drive, and sent out each week.
Mental Health and Emotional wellbeing	Transition	
	Attitudes towards Mental Health	
	What is Mental Health?	
	Managing Challenges and Change	
	Unhealthy Coping Strategies, including an intro to self-harm/eating disorders	
	Spotting the signs	
	Digital resilience	
	Bullying	
	Where to find help/support	
Self-esteem and Body image	Appearance ideals	
	Media	
	Harmful comparisons	
	Coping strategies	
Good Health	Nutrition	
	Dental Hygiene	
	Exercise	
	First Aid/CPR	
Relationships	Consent	
	Healthy Relationships	
	Unhealthy Relationships	
	Getting help	
Growing Up	Puberty - body changes	
	Menstruation, including accurate female anatomy	
	Puberty - other changes (e.g. masturbation, wet dreams)	
Drugs and Alcohol	The risks and effects of a range of substances	
	Attitudes towards the use of alcohol and other drugs	
	About the law in relation to alcohol and other drugs	
	How to assess and manage risk and decision-making in relation to alcohol and other drugs	
	How to manage pressure, influence and seek support for themselves or others in relation to alcohol and other drugs	
	Smoking/vaping	
Managing Risk	What is risk?	
	Managing risky situations	
	Keeping yourself safe	
	Gangs/radicalisation	
Living in the wider world	What makes a good community?	
	Responsible citizenship	
Careers	Provided by careers adviser - 6 sessions per year	

This is a flexible plan, and can be changed in order to reflect current events (for example Covid, BLM etc) or recognition days/weeks (e.g. Parliament Week, Holocaust Memorial Day etc)

Year 8		All resources in the PSHE folder in the shared drive, and sent out each week.
Topic	**Focus**	
Mental Health and Emotional wellbeing	What is Mental Health?	
	Transition to new school year	
	Attitudes towards Mental Health	
	Eating disorders - spotting the signs	
	Eating disorders - Getting help	
	Positive ways to manage mental health	
Good Health	Nutrition	
	Dental Hygiene	
	Exercise	
	First Aid/CPR	
Relationships	Consent	
	Healthy Relationships	
	Unhealthy Relationships	
	Getting help	
	Online relationships	
	Challenging gender stereotypes	
	Bullying	
Sex and sexual health	Decision-making	
	Consent	
	Pornography	
	Contraception, fertility/pregnancy and ramifications	
	FGM	
	Sexual harrassment	
Drugs and Alcohol	The risks and effects of a range of substances	
	How to manage pressure, influence and seek support for themselves or others in relation to alcohol and other drugs	
	Smoking/vaping	
Managing Risk	What is risk?	
	Managing risky situations	
	Keeping yourself safe	
	Gangs/radicalisation	
Living in the wider world	What makes a good community?	
	Responsible citizenship	
	Sexism	
	Racism	
Finances	Managing finances/budgeting	
	Responsible/ethical consumerism	
	Credit and debit	
	Gambling	
	Avoiding fraud	
Careers	Provided by careers adviser - 6 sessions per year	

This is a flexible plan, and can be changed in order to reflect current events (for example Covid, BLM etc) or recognition days/weeks (e.g. Parliament Week, Holocaust Memorial Day etc)

Year 9		
		All resources in the PSHE folder in the shared drive, and sent out each week.
Topic	**Focus**	
Mental Health and Emotional wellbeing	What is Mental Health?	
	Transition to new school year	
	Attitudes towards Mental Health	
	Eating disorders - spotting the signs	
	Eating disorders - Getting help	
	Positive ways to manage mental health	
Good Health	Nutrition	
	Dental Hygiene	
	Exercise	
	First Aid/CPR	
Relationships	Consent	
	Healthy Relationships	
	Unhealthy Relationships	
	Getting help	
	Online relationships	
	Challenging gender stereotypes	
	Bullying	
Sex and sexual health	Decision-making	
	Consent	
	The risks of sharing sexual images	
	Pornography	
	Contraception, fertility/pregnancy and ramifications	
	STIs	
	FGM	
	Sexual harrassment	
Drugs and Alcohol	The risks and effects of a range of substances	
	How to manage pressure, influence and seek support for themselves or others in relation to alcohol and other drugs	
	Smoking/vaping	
Managing Risk	What is risk?	
	Managing risky situations	
	Keeping yourself safe	
	Gangs/radicalisation	
Living in the wider world	What makes a good community?	
	Responsible citizenship	
	Sexism	
	Racism	
Finances	Managing finances/budgeting	
	Responsible/ethical consumerism	
	Credit and debit	
	Gambling	
	Avoiding fraud	
Careers	Provided by careers adviser - 6 sessions per year	

This is a flexible plan, and can be changed in order to reflect current events (for example Covid, BLM etc) or recognition days/weeks (e.g. Parliament Week, Holocaust Memorial Day etc)