



LONGCROFT

— SCHOOL AND SIXTH FORM COLLEGE —

Policy Document	
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1. Introductory Statement

1.1 This policy covers Longcroft School & Sixth Form College's whole school approach to Relationships and Sex Education (RSE).

1.2 We believe that RSE is vital for the personal, social and emotional development of our pupils. It equips children and young people with the information, skills and values they need to have safe, respectful and enjoyable relationships and empowers them to take responsibility for their sexual health and well-being.

1.3 Longcroft School believes that all children and young people have a right to holistic, inclusive and needs-led RSE. We believe that through providing high quality RSE, we are upholding the ethos and values of our school and its commitment to equality and celebration of difference. Our core values of Great Heart, Great Thought & Great Vision guide us in preparing and delivering RSE teaching that encourages the development of an understanding of the importance of healthy, positive relationships that are based on trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and the right to end relationships. In addition, we understand the importance of educating pupils about sex, relationships and their health, for them to make responsible and well-informed decisions in their lives.

1.4 This policy was produced in consultation with our staff, board of governors, pupils and parents. We will ensure the policy is effectively communicated to staff and parents, including through publishing the policy on our school website.

1.5 The information below complies with our statutory obligations to deliver RSE under sections 34 & 35 of the Children and Social Work Act 2017. It will have due regard for the DfE's statutory Relationships Education, Relationships and Sex Education and Health Education Guidance and other relevant guidance.

1.6 We will review the policy on a regular basis to ensure that it is in line with current Government guidance and legislation and to ensure that our RSE programme continues to meet the needs of our pupils.

1.7 The policy should be read in conjunction with other relevant policies such as the Anti-Bullying Policy, The Behaviour Policy, The Teaching And Learning Policy, The Peer on Peer Abuse Policy and the Safeguarding Children Policy.

2. Equality, Inclusion and Social Justice

2.1 We believe that RSE is a key vehicle for promoting equality, inclusion and social justice.

2.2 Our RSE is designed to promote gender equality through challenging gender stereotypes and sexism and sexual harassment in schools. We take these issues seriously and ensure that we embed content on gender equality throughout the curriculum.

2.3 We are also committed to an RSE that makes every pupil feel valued and included and is relevant to them. This means we are committed to an LGBT+ inclusive and SEND inclusive curriculum and are mindful of the preparing for adulthood outcomes, as set out in section 7.38 of the SEND Code of Practice 2014 when planning for this subject.

2.4 We will also ensure that we take into account the religious and cultural background of all pupils when teaching RSE. An inclusive RSE at Longcroft School will seek to challenge all forms of discrimination and prejudice between pupils and promote understanding and respect as outlined under the Equality Act 2010.

3. Definition of Relationships and Sex Education

3.1 We define relationships education as learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life.

3.2 We define sex education as learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health.

3.3 We take the approach that Relationships and Sex Education are best approached in an integrated way and using a gender equity and human rights framework. We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content. Simultaneously, we will seek to nurture children's curiosity about the world around them, supporting their development and their respect for themselves and each other.

3.4 To cover the curriculum content outlined in the RSHE Guidance, we will equip our pupils to build positive and respectful relationships online and offline.

3.5 We seek to ensure that our RSE gives pupils the knowledge, skills, attitudes and values that will help them to:

- realise their health (including sexual health), wellbeing and dignity
- build self-esteem and self-worth
- explore and value their personal and sexual identity and the personal/sexual identities of others
- understand family structures, committed relationships and the legal status of different types of long-term relationships
- understand and make sense of the real-life issues they are experiencing in the world around them
- manage and explore difficult feelings and emotions
- consider how their choices affect their own wellbeing and that of others
- develop as informed and responsible citizens
- understand and ensure the protection of their rights throughout their lives

- manage their online activities including the use of mobile phones, the sharing of sexualised content online, online pornography and resultant attitudes

3.6 We believe that high quality, comprehensive RSE does not encourage early sexual experimentation but in fact builds young people's confidence and self-esteem and helps them understand the reasons for delaying sexual activity. Evidence shows that effective RSE plays a role in behaviour change, including reducing unprotected or unwanted sex and reducing harmful behaviour, including sexual harassment and sexual violence.

4. Subject Content

4.1 The curriculum programme is developed by the PSHE Lead in conjunction with the views of teachers, pupils and parents.

4.2 At Longcroft School we will meet the learning objectives and content outlined in the Relationships Education, Relationships & Sex Education and Health Education Guidance (See 4.5 below).

4.3 All content will be delivered in a timely way and will be age and developmentally appropriate to meet the needs of our pupils, including those pupils with SEND.

4.5 RSE subject overview

RSE will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

4.5a Families - By the end of secondary school, pupils will 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, 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 children, including the characteristics of successful parenting.
- Pupils will also know 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 recognise this in others' relationships.
 - How to seek help or advice if needed, including reporting concerns about others.

4.5b Respectful relationships, including friendships - By the end of secondary school, pupils will know:

- 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 relationships.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- How stereotypes, particularly those 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 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.
- The types of behaviour in relationships that can be criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and violence and why these are always unacceptable.
- The legal rights and responsibilities regarding equality, with reference to the protected characteristics defined in the Equality Act 2010, and that everyone is unique and equal.

4.5c Online and media - By the end of secondary school, pupils will know:

- Their rights, responsibilities and opportunities online, and that the same expectations of behaviour apply in all contexts.
- About online risks, including that any material shared with another person 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 they receive.
- 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 is a criminal offence which carries severe penalties, including jail.
- How information and data is generated, collected, shared and used online.

4.5d Being safe - By the end of secondary school, pupils will know:

- 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 – this includes online.

4.5e Intimate and sexual relationships, including sexual health - By the end of secondary school, pupils will know:

- 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 and 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 both 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 legally and medically 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.

5. Subject Delivery

5.1 The majority of the RSE and health education curriculum will be delivered through PSHE education, with some elements taught via the science curriculum. Additional learning opportunities will be delivered in 'drop down' events.

5.2 The RSE and health education subject leader will work closely with their colleagues in related curriculum areas to ensure the curriculum complements the content covered in national curriculum subjects.

5.3 The curriculum has been developed in line with the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' guidance.

5.4 The school will consider the context and views of the wider local community when developing the curriculum to ensure it is reflective of issues in the local area.

5.5 The school will consider the religious background of all pupils when planning teaching, to ensure all topics included are appropriately handled.

5.6 The RSE and health education curriculum is informed by topical issues in the school and wider community, to ensure it is tailored to pupils' needs, for example, if there was a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue.

5.8 Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of a manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

5.9 RSE and health education complement several national curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching.

5.10 The RSE and health education curriculum will be delivered by appropriately trained members of staff.

5.11 The curriculum will proactively address issues in a timely way in line with current evidence on student's physical, emotional and sexual development.

5.12 RSE and health education will be delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows pupils to ask questions in a safe environment.

5.13 Teaching of the curriculum will reflect requirements set out in law, particularly in the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

5.14 The school will integrate LGBTQ+ content into the RSE curriculum – we will ensure that this content is fully integrated into our programmes of study rather than delivered as standalone units or lessons. LGBTQ+ content will be approached in a sensitive, age-appropriate and factual way that allows pupils to explore gender identity and the features of stable and healthy same-sex relationships.

5.15 Teaching about families will reflect the fact that many forms provide a nurturing environment for children. Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, and foster parents/carers amongst other structures.

5.16 Care will be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

5.17 All teaching and resources are assessed to ensure they are appropriate for the age and maturity of pupils, are sensitive to their religious backgrounds and meet the needs of any SEND, if applicable.

5.18 Classes may be taught in gender-segregated groups depending on the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.

5.19 Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.

5.20 Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils.

5.21 Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning

5.22 Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programmes accordingly.

5.23 Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.

5.24 Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

5.25 In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

5.26 At all points of delivery of the curriculum, parents will be consulted, and their views will be valued. Parents will be informed of the content of the Curriculum.

6. RSE within the PSHE Curriculum

6.1 From September 2021, our PSHE Scheme of Work for Years 7 – 11 will be based on the Programme Builder designed by the PSHE Association. The relationship and sex education elements of this wider programme are outlined here:

- Year 7 –** **Spring 1 - Diversity:** Diversity, Prejudice & Bullying
- Spring 2 - Health and puberty:** Healthy routines, influences on health, puberty, unwanted contact, and FGM
- Summer 1 - Building relationships:** Self-worth, romance and friendships (including online) and relationship boundaries
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- Year 8 –** **Spring 1 - Discrimination:** Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia
- Summer 1 - Identity and relationships:** Gender identity, sexual orientation, consent, ‘sexting’, and an introduction to contraception
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- Year 9 –** **Autumn 1 - Peer influence, substance use and gangs:** Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation
- Spring 1 - Respectful relationships:** Families and parenting, healthy relationships, conflict resolution, and relationship changes
- Summer 1 - Intimate relationships:** Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography
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- Year 10 –** **Spring 1 - Healthy relationships:** Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography
-
- Year 11 –** **Spring 1 - Communication in relationships:** Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse
- Summer Term 1 – Families:** Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships

6.2 Based on the definitions given above in 3.1 and 3.2, the elements of 6.1b that are written in blue constitute statutory relationships education from which parents cannot withdraw their child, whilst those in red constitute sex education, and from which parents can withdraw their child.

6.3 Our teaching of RSE will use the Longcroft Learning Cycle and will involve the full range of educational approaches and activities that are utilised across the curriculum.

6.4 RSE will be delivered in Longcroft School as part of our Personal, Social, Health and Economic (PSHE) education curriculum, which has planned, timetabled sessions across all key stages, using a spiral curriculum approach.

6.5 The Associate SLT PSHE/Careers will work closely with colleagues in related curriculum areas (such as RE, science, computing, PE) to ensure a holistic and joined up approach to what is taught in RSE.

6.6 We also supplement learning through using a whole school approach and utilising time outside of the classroom, such as through topics explored in school assemblies, through art and drama, school celebrations or events. In addition, we may use drop down days to deliver aspects of RSE.

6.7 RSE will address aspects of relationships and sex in an integrated way within a single topic. We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content.

6.8 We also use external agencies where appropriate to deliver aspects of Relationships and Sex Education (see section below).

6.9 The programme will be delivered in a non-judgemental, factual way, using the correct medical terms where appropriate (for example when teaching about external body parts).

6.10 Those teaching RSE should not express or be expected to express their personal views or beliefs when teaching RSE.

6.11 Where appropriate we will use professionally produced resources in the delivery of RSE, recognising the value in the expertise that lies behind these.

6.12 All staff who have responsibility for delivering RSE will undergo training to ensure they are up-to-date with the RSE policy and curriculum requirements regarding RSE.

6.13 In addition to ongoing training, CPD will also be scheduled in response to updates to our RSE scheme of work and any new development in terms of course content

7. Monitoring

7.1 In accordance with our Teaching & Learning Policy, we regularly monitor our RSE scheme of work to ensure that the quality of teaching is consistent, that the curriculum is meeting the new national requirements under the Relationships Education, RSE and Health Education guidance, and that learning outcomes are reflective of pupil need.

7.2 This policy will be reviewed by the school's leadership team in conjunction with the Associate SLT PSHE/Careers and Governors on a regular basis. If changes are needed, members of staff, parents/carers and pupils will be consulted and any subsequent changes made clearly communicated.

7.3 The School's Leadership Team monitors the implementation of the programme through:

- Lesson observations
- Planning scrutiny
- Looking at samples of pupils' work
- Analysing pupil attendance in lessons

8. Evaluation

8.1 Evaluation of our programme is crucial to ensure that we can continue to improve on provision and teaching effectiveness. The evaluation process involves structured and informal pupil and staff feedback including:

- Teacher evaluation of lessons and the overall RSE programme
- Evidence from lesson observations
- Feedback and evaluation by pupils (for example, using pupil interviews, questionnaires/surveys, focus groups or using pupil question boxes.)
- Scrutiny of pupil assessment records
- Sampling pupil work

9. Pupil assessment

9.1 Longcroft School uses a range of assessment methods to get regular feedback on pupil progress in RSE.

9.2 We also use pupil assessment to identify where pupils need extra support or intervention.

9.3 Lessons are planned to ensure that pupils of differing abilities, including the most able, are suitably challenged.

9.4 Assessment methods used may include:

- Project work
- Written assignments
- Pupils' pre and post unit self-evaluation
- Pupils' work in exercise books
- Pupils' contributions in lessons

10. Pupil voice

10.1 Pupil voice is central to the culture and ethos of PSHE & Careers at Longcroft School.

10.2 We will use pupil voice to evaluate how relevant and engaging RSE is to children's lives.

10.3 Throughout our RSE scheme of work we embed pupil voice practices to enable pupils to express their views on the range of topics and issues that RSE covers and to ensure that they listen to other opinions and evidence, reflect on their own perspectives and take a broader view. We want to ensure that all pupil voices are heard but that those views that are hurtful, offensive or exclusionary do not dominate and are addressed.

10.4 We want to ensure a culture where human rights, social justice, inclusion and diversity are promoted.

11. Answering pupil questions

11.1 RSE explores a range of issues that may provoke questions from pupils. We view questions as a positive sign that pupils are engaged with what is being taught and feel able to express natural curiosities about themselves, their bodies and relationships with others.

11.2 As much as possible, where a question is relevant to the whole class, we will answer it to the whole group. There may occasionally be the need to deal with a question outside of the classroom if it is not suitable for the entire class.

11.3 Questions will always be answered in an age and developmentally appropriate way and take into account whether a parent/carer has requested their child to be removed from sex education lessons.

11.4 School staff will not be expected to answer personal questions about themselves or to ask direct personal questions of their pupils that could make either party vulnerable.

11.5 We believe that an open approach to answering questions prevents pupils from learning inaccurate or harmful information online or from peers and older pupils. We believe exploring issues with the whole class helps to reduce the stigma and shame that can surround some of the issues explored in RSE. Importantly, we believe that children are better protected from harm and abuse when they are able to discuss issues openly with trained professionals and in a safe environment.

12. Working with parents/carers

12.1 We believe that the successful teaching of RSE involves parents/ carers and schools working together. We also believe that parents/ carers can play an important role in the RSE of their children through exploring discussions at home that have taken place in school.

12.2 Our RSE policy will be developed through consulting parents and carers.

12.3 We will work with parents/carers to ensure that they are aware of what we teach and when through the following methods:

- Parents' evenings
- Inductions to the school
- Welcome packs
- Sharing copies of the policy in face-to-face meetings and/or through emails
- Letters to parents/carers giving information about when RSE will be delivered and when certain classes (including classes that involve sex education) will take place
- Friends of Longcroft School
- Planned drop-ins

12.4 If parents/carers have any concerns or special circumstances the school should be aware of, or would like any further information about the curriculum, we will have make arrangements to meet with them to discuss these matters further. We may share examples of some of the key resources we use with parents/carers to reassure them of the content and to enable them to continue the conversations started in class at home.

13. Parental right to request their child be excused from sex education

13.1 As outlined within the Statutory Guidance, parents/carers have the right to request their child be withdrawn from all or part of sex education lessons that are delivered as part of RSE (as indicated in red in 6.1b).

13.2 Parents/carers do not have a right to withdraw their child from Relationships Education (as indicated in blue in 6.1b).

13.3 Parents/carers do not have the right to withdraw their child from any sex education delivered as part of the Science curriculum.

13.4 Parents do not have the right to withdraw their child from Health Education.

13.5 All children will have the right to opt into sex education three terms before they turn 16 and the school will make arrangements for this to happen. In practice, this means that when a child turns 15 they have the right to be taught sex education if they want to. Pupils over the age of 15 are considered capable to make their own decisions about whether to receive sex education. After this age, the school will only consider requests for a student to be withdrawn from sex education when the request has been made by them and they have discussed the same with the Head of School.

13.6 Although parents/carers have the right to request to withdraw their child from any or all of sex education as part of Relationships Education, it is our aim to encourage parents to see the value of

RSE learning and its contribution to keeping children safe, developing their emotional, social and physical wellbeing and for promoting equality and social justice.

13.7 Should a parent decide that they do not wish their child to take part in any of these lessons, they should write to the Head of School to request a meeting using a *Parental Request Form - Withdrawal from Sex Education within RSHE* form (See Appendix 1). The Head of School will discuss the request with the parent/carer to fully understand their concerns/objections to the content of the curriculum and will decide how to proceed in line with the school's relevant legal obligations.

13.8 If parents/carers do decide to withdraw their child, they should inform the Head of School in writing and the school will keep a record of this in the student file.

13.9 Except in exceptional circumstances, we will respect the parents' request to withdraw their child up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms.

13.10 We will remind parents annually that the request to withdraw is still in place and invite them to confirm whether they still want it.

14. Working with visitors and external agencies

14.1 From time-to-time Longcroft School may invite external experts and visitors to deliver parts of our RSE scheme of work.

14.2 External visitors will be selected in order to enrich and supplement our RSE by bringing particular skills, methods and expertise to the classroom and the whole school.

14.3 A teacher will always be present throughout these lessons so as to build on the pupil's learning after the session/s as well as answer any questions the pupils may subsequently have.

14.4 Any external visitor will be expected to comply with this policy and other related policies, including the school's confidentiality and child protection policy.

14.5 We will also ensure that:

- There is appropriate planning, preparatory and follow up work for the session.
- The visitor understands the cohort of children involved, including the different ability levels and diversities in identities across protected characteristics. They will also be made aware of any specific issues relating to child protection.

15. Safeguarding and child protection

15.1 Longcroft School acknowledges that RSE is crucial for creating a culture of safeguarding within the school and for meeting our statutory obligations as outlined in Keeping Children Safe in Education.

15.2 RSE helps children to understand the difference between healthy and abusive relationships and to understand how to get help if they are experiencing abuse, or have experienced, abuse.

15.3 We recognise that when discussing some of the issues RSE covers, some pupils could disclose abuse or other harmful experiences. In cases of a disclosure, all staff have statutory training around child protection and will follow the schools safeguarding policy and procedures.

15.4 We also recognise that some children may be vulnerable to some of the content delivered in RSE due to a previous safeguarding concern, ongoing concerns or changes to their personal life. For those children, additional support will be given to prevent them being affected by the scenarios or topics in their planned lessons.

15.5 To meet DfE best practice advice, the Designated Safeguarding Lead will be involved in the formulation of safeguarding-related areas of the curriculum, as their knowledge and resources may help to address safeguarding issues more appropriately and effectively.

15.6 When teaching issues that are particularly sensitive for pupils of all ages, e.g. self-harm or suicide, teachers will be made aware of the risks of inadvertently encouraging, or providing instructions to, pupils. Teaching of these subjects will always prioritise preventing self-harm or suicide as a central goal.

15.7 While Longcroft School wants to create a learning space that feels safe for children and young people to disclose, we also want to protect children's privacy.

15.8 We do this by using a number of teaching techniques including the use of a working agreement, where rights respecting ground rules are created with pupils on what makes a safe and welcoming environment for all.

15.9 Once ground rules have been set, we will check they are in place throughout the scheme of work and actively referred to. Through the use of ground rules and other approaches, such as distancing techniques, we believe the school can create a supportive environment for discussions that can be sensitive or difficult.

16. Statement by the Governing Body/Trust

16.1 The governance board of Longcroft School adopted this policy on _____

16.2 It will review the policy in _____

16.3 In adopting this policy, the Governing Body recognises its responsibility for ensuring the policy is implemented effectively, including that the subjects are resourced, staffed and timetabled in a way the ensures that the school fulfils its legal obligations.

Appendix 1



Parental Request Form - Withdrawal from Sex Education within RSHE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of Parent/Carer		Date	
Reason for withdrawing from Sex Education within Relationships & Sex Education and Health Education			
Any other information you would like the school to consider			
Parent/Carer signature			
Parent/Carer contact details			
Phone number:			
Email address:			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	
Head of School signature	
Date	