

Relationship and Sex Education Policy



Approved by:	Full Governing Board	Date: September 2024
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1. Aims

Leeds Jewish Free School, is a Jewish faith school and our Jewish ethos is core to ensuring our students’ success. We expect all our students to not only know our values but to live our values, whether it be in the relation of teachers to students, students to teachers, students to one another, as well as towards the outside world.

- • Tzedek: Integrity & respect for one another and our different beliefs
- • Chesed: Kindness, especially to the sensitive and the vulnerable
- • Mishpat: Deep respect towards the rules and laws of the school and society
- • Rachamim: Compassion & Forgiveness

They are students of a learning community taught to love and cherish their religion and culture, to explore its rich depths and to be enriched by them; and that recognise that living an ethical life is a privilege rather than a burden. They are also taught to respect people of other faiths (or no faith), those who come from different cultures and those who choose to lead different lifestyles. The area of the curriculum pertaining to sex education and relationships is handled in a very sensitive manner in the context of the school ethos which reflects the Orthodox Jewish point of view based on the Torah and Talmud.

Relationships, Health and Sex Education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It is learning about the physical, social, emotional and legal aspects of human relationships including within peer groups and friendships, as well as within intimate and committed relationships. It should equip young people with the information, skills and positive values to have happy, healthy and safe relationships, to enjoy their impending adulthood and to take responsibility for their personal health and well-being, both now and in the future.

It is also teaching what it means to be in a caring, stable and mutually supportive relationship with another person, and how to control and understand feelings that come with being in a relationship.

Leeds Jewish Free School teaches the importance of marriage for family life and bringing up children as being central to the Orthodox Jewish Ethos of the school. In addition, the school seeks to stress the significance of marriage and stable relationships as key building blocks of community and society whilst ensuring that there is no stigmatisation of children based on their home circumstances nor of other members of society who chose to enter into other types of relationships that are acceptable under UK law.

The school would like to emphasise that by providing comprehensive RHSE we are not encouraging students to become sexually active at a young age. The aim of this policy is to ensure that the right provision is in place so that students may have all the background knowledge they need to make informed decisions and responsible choices as they grow up.

Through the provision outlined in this policy we also aim to raise students' self-esteem and confidence, trying to develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media. We hope to teach students to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them. We want our students to lead a healthy and safe lifestyle, teach them to care for and respect their bodies

and provide them with all the right tools that will enable them to seek information or support, should they need it, both during their school years and after.

Leeds Jewish free School recognise the increasing demands on Relationships, Health and Sex Education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It is learning about the physical, social, emotional and legal aspects of human relationships including within peer groups and friendships, as well as within intimate and committed relationships. It should equip young people with the information, skills and positive values to have happy, healthy and safe relationships, to enjoy their impending adulthood and to take responsibility for their personal health and well-being, both now and in the future.

At the core of RSE is collaboration across the school, but especially with the Jewish Studies department to establish clear Halachic guidance and to ensure that this provision is delivered within the ethos of the school community and support facilities are clearly signposted and available to all our students.

All the statutory requirements of RHSE are included in our programme of study and will be delivered in accordance with the school ethos. This approach is based on government guidelines

“All schools may teach about faith perspectives. In particular, schools with a religious character may teach the distinctive faith perspective on relationships, and balanced debate may take place about issues that are seen as contentious. For example, the school may wish to reflect on faith teachings about certain topics as well as how their faith institutions may support people in matters of relationships and sex” (section 21)

Relationships Education, Relationships and Sex Education (RHSE) and Health Education, June 2019

2. Statutory requirements

As a secondary academy, we must provide RSE to all students 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 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 Leeds Jewish Free School 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:

1. Review – Deputy Executive Headteacher, School Chaplain and Head of LK
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to express views about the policy
4. Student consultation – we investigated what exactly students want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

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

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

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

- › 1 lesson per week as part of Years 7-9 in the classroom, 1 lesson per fortnight in Years 10-11
- › Students will be supported in class by the member of staff (SEND students)
- › Our Sex Education component is delivered through an external provider- Streetwise- that operates within our Jewish ethos and following consultation with the school chaplain
- › The Sex education component will be delivered when the external provider is available so may vary, parents/carers will be advised of a visit in advance and information on content will be shared

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- › Families
- › Respectful relationships, including friendships
- › Online and media
- › Being safe

- › Intimate and sexual relationships, including sexual health

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

These areas of learning are taught within the context of family life, taking care to make sure 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 and 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).

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.

6.1 Inclusivity

We will teach about these topics in a manner that:

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

We will also:

- › Make sure that students 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 students in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our students
- 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 students' experiences and won't provoke distress

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 students. 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
 - Are in line with students' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- 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
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- 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 **won't**, 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 board

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

8.2 The Executive Headteacher

The Executive 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 students from [non-statutory/non-science] 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 students
- › Responding appropriately to students whose parents/carers wish them to be withdrawn from the [non-statutory/non-science] components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Executive Headteacher. Currently, this is S Lawson, T Smith, D Aibi, J Jagger, A Shaw, S Musgrove, H Martinez, A Sefton

8.4 Students

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

9. Parents' right to withdraw

Parents/carers have the right to withdraw their child from the [non-statutory/non-science] components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Executive Headteacher.

A copy of withdrawal requests will be placed in the student's educational record. The Executive Headteacher will discuss the request with parents/carers and advise all relevant teaching staff responsible for the delivery of the programme. Alternative school work will be given to students 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 Executive 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 Sam Lawson (Deputy Executive Headteacher) through planning scrutinies, learning walks, etc.

Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Sam Lawson, annually. At every review, the policy will be approved by the Governing Body.

Appendix 1: Curriculum map

RSHE Curriculum Years 7-11

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Relationships	Summer 1 Living in the wider world	Summer 2 Health & wellbeing
Year 7	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid	Diversity Diversity, prejudice, and bullying	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM
Year 8	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Identity and relationships Gender identity, sexual orientation, consent, 'sexting'	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use
Year 9	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	10x challenge Students will complete the 10x challenge, practising their financial management skills and teamwork.	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation

Year 10	<p>Mental health</p> <p>Mental health and ill health, stigma, safeguarding health, including during periods of transition or change</p>	<p>Revision and wellbeing</p> <p>Revision techniques and how to create healthy habits whilst studying for GCSEs.</p>	<p>Healthy relationships</p> <p>Relationships and sex expectations, including the impact of the media and pornography. Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse</p>	<p>Addressing extremism and radicalisation</p> <p>Communities, belonging and challenging extremism</p>	<p>Preparation for Year 11</p> <p>Preparation for moving into Year 11, future career choices and planning for post-16.</p>	<p>Exploring influence</p> <p>The influence and impact of drugs, gangs, role models and the media</p>
Year 11	<p>Building for the future</p> <p>Self-efficacy, stress management, and future opportunities</p>	<p>Next steps</p> <p>Application processes, and skills for further education, employment and career progression</p>	<p>Next steps</p> <p>Application processes, and skills for further education, employment and career progression</p>	<p>Next steps</p> <p>Application processes, and skills for further education, employment and career progression</p>		

Appendix 2: By the end of secondary school students should know

TOPIC	STUDENTS SHOULD KNOW
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents/carers with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour 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

TOPIC	STUDENTS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

TOPIC	STUDENTS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 3: Parent/carer form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		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/carers	