

Relationships and sex education policy (from 2020)



Kings
Education for Life

Approved by:	Date:
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1. Aims

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

- Provide a framework in which sensitive discussions can take place.
- Help students to navigate puberty, their understanding of sexual development and the importance of health and hygiene.
- Help students develop feelings of self-respect, confidence, and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach students the correct vocabulary to describe themselves and their bodies.

Kings has a multinational, multicultural student body with a diverse range of values and views towards sex and relationships. We aim to work closely with parents, carers and support services and agencies to create an ethos that will ensure all students of compulsory school age receive appropriate, accurate and honest answers to their questions about SRE, while respecting personal beliefs and privacy

2. Statutory requirements

As a secondary school we must provide RSE to all students as per section 34 of the [Children and Social work act 2017](#).

In teaching RSE, we are 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](#).

At Kings we teach RSE as set out in this policy.

3. Policy development

This policy has initially been developed in consultation with other staff from the four Kings schools and our Governors. The type of school we are doesn't lend itself easily for consultation with the majority of our parents, but we will seek to consult those that we can. The consultation and policy development process will involve in the future the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – at first and subsequent reviews all school staff will be given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties will be invited to review the policy and comment.
4. Student consultation – at future reviews we will investigate what exactly students want from their RSE.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definition

The Syllabus for PSHE for KS4 (year 11) is based on the PHSE Association recommendations for KS4 and is relevant to Kings year 11 GCSE students. It focuses on the three core areas,

- 1 personal health and well-being,
- 2 relationships
- 3 living in the wider world.

It builds on students' existing knowledge and awareness of topics relating to these core areas at KS4, including healthy lifestyles, healthy relationships, diversity, keeping safe in the world online safety, first aid, mental well-being and anxiety, and personal development.

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

RSE is not about the promotion of sexual activity.

5. Curriculum

Our 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 students and staff, taking into account the age, needs and feelings of students. If students 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.

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

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Students also receive stand-alone sex education sessions delivered by a trained health professional.

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

- Personal health and wellbeing
- Healthy relationships, including friendships.
- Online and media
- Families
- 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 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 has delegated the approval of this policy to the Group Safeguarding lead in consultation with other appropriate school leads in the four Kings schools. The Principal will be accountable for its implementation in their own school.

7.2 The Principal

The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from 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 students
- Responding appropriately to students whose parents wish them to be withdrawn from 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 Principal.

There will be at least one member of staff who will be responsible for the delivery of the curriculum.

7.4 Students

Students 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 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 Principal.

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

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

9. 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 Principal 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 a nominated person in each school who receives regular training (usually welfare, director of studies or Sen co-ordinator). The syllabus is taught through a variety of different tasks encouraging discussion in a safe environment, videos, scenario building and visual stimulus. Setting quizzes and initiating discussion provide feedback on student's understanding.

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

This policy will be reviewed by Group Safeguarding Lead (welfare leads) and the Operations Director (educational leads) annually. At every review, the policy will be approved by the Operations Director

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TEAM	TOPIC/THEME DETAILS	SUGGESTED RESOURCES
Year 11	Autumn 1	<p>Personal health and well being</p> <ul style="list-style-type: none"> • Values • First aid • Mental first aid • Positive body image <p>Relationships</p> <ul style="list-style-type: none"> • What is a healthy relationship? • Tolerance and bullying • Different types of bullying • Managing Conflict <p>Living in the wider world</p> <ul style="list-style-type: none"> • Values • Rights and responsibilities • Rule of law • Prejudices and stereotypes • Keeping safe in the world- gangs, knife crime • Keeping safe online 	<p>Every Mind Matters</p> <p>First Aid Learning Red Cross</p> <p>Teaching About Body Image</p> <p>Lesson Plan - Mental Health and Emotional Wellbeing</p> <p>Teaching Resource - Every Mind Matters</p> <p>Lesson Pack - Gangs, managing risk and staying safe</p> <p>Tool Kit - Crossing the Line - Online Safety</p> <p>Lesson Plan - Knife free</p>

YEAR GROUP	TEAM	TOPIC/THEME DETAILS	SUGGESTED RESOURCES
Year 11	Spring 2	<p>Personal health and well being</p> <ul style="list-style-type: none"> • Drugs and alcohol • Identity and diversity • Stress and anxiety • Healthy eating • Sleep • Time management • Self-harm and suicide <p>Relationships</p> <ul style="list-style-type: none"> • What is a healthy relationship? • Age of consent • Sex and identity • consent • Moral Dilemmas/ decisions <p>Living in the wider world</p> <ul style="list-style-type: none"> • E safety • Moving on, colleges, universities, and careers • Drugs and alcohol 	<p>Drugs and Alcohol Anti Homophobic</p> <p>Resources - Sleep</p> <p>Resources - Disrespect nobody Powerpoint - Mental Health and Emotional Wellbeing</p> <p>Lesson Plan - Making Sense of Relationships</p> <p>Resources - Sharing Information Safely Online</p>
Year 11	Summer 3	<p>Personal health and well being</p> <ul style="list-style-type: none"> • Healthy lifestyles • Exam stress and coping strategies • Mental health and well being • Resilience <p>Relationships</p> <ul style="list-style-type: none"> • Healthy relationships –friend or foe • Conflict resolution • Consent and contraception • STI / pornography <p>Living in the wider world</p> <ul style="list-style-type: none"> • Gambling • Talk from outside • Life after exams • Careers and university 	<p>Resources - SRE Covered</p> <p>Resources - Relationships</p> <p>Resources - Teaching About Consent</p> <p>Resources for Promoting Resilience to Gambling</p> <p>Resources - Growing Careers for Positive Change</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 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
Health and well being	<ul style="list-style-type: none"> • Students should know about healthy lifestyle choices, including eating, alcohol and drug awareness. • Mental health well-being including how to notice and seek help for anxiety, depression, self-harm and suicidal thoughts. • Promoting Resilience • Stress management techniques for daily life and exams • Sleep routines and exercise • Identity and sexuality - where to access further information in matters relating to identity, sexuality
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 the same expectations of behaviour applying in all contexts whilst online. • About online risks, including knowing and understanding 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)
Healthy relationships including sexual relationships	<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 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	