



## **Relationship and Sex Education (RSE) Policy**



## **Rationale and Ethos**

Relationship and Sex Education (RSE) is an integral element of a broader developmental personal, social, health and economic (PSHE) education programme. The Sex Education Forum defines RSE as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. The aim of RSE is to equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships, and to take responsibility for their sexual health and wellbeing.

Pupils' happiness and well-being are at the heart of life at King's Worcester and the delivery of structured and high quality RSE is integral to this as well as being in line with our wider pastoral plan. We believe pupils thrive at King's and successful RSE is part the broader aims of PSHE of developing the qualities and attributes pupils need to flourish as individuals, family members and members of society.

We will ensure RSE is inclusive and meets the needs of all our pupils, including those with special education needs and disabilities (SEND) by taking into account the ability, age readiness, and cultural backgrounds of our students and those with English as a second language to ensure that all can fully access the PSHE provision. Every child's needs will be considered when planning lessons and activities, working in conjunction with our Learning Skills Department.

The curriculum offered supports equal opportunities, referring to the nine protected characteristics of the Equality Act 2010, and challenges notions of prejudice and discrimination in the range of human experience. We have a duty to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSE will promote understanding and respect. Staff must educate without prejudice or discrimination and promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude and promote this attitude in turn to our pupils.

## **Legislation**

Under the new government statutory guidelines, Relationship and Sex Education will be compulsory for all secondary schools, including independent schools from September 2020. Up until this point, RSE has not been compulsory for independent schools although at King's we have been delivering it is part of our wider PSHE programme.

The new RSE statutory requirements brings England in line with the United Nations Special Rapporteur on the right to education, stating that "the right to education includes the right to sexual education". The Education Select Committee recommended RSE Education as a step to tackle sexual harassment and bullying in schools and as part of safeguarding RSE promotes wider child protection including through content on internet safety and all forms of bullying and harassment. There is evidence that RSE has the potential to influence young people's sexual behaviour; such as delaying initiation of sex, reducing the frequency of sex or the numbers of partners and increasing the use of contraceptives. Moreover, there is evidence that RSE has the potential to mitigate the risk of pornography influencing children and young people's engagement in 'risky behaviours'.

Parents/guardians will have a right to withdraw from Sex Education only (not relationship education or health education, or other elements of PSHE) up to three terms before the child turns 16, then it is the choice of the child. If a parent/guardian wishes to withdraw their child from Sex Education or would like to discuss the contents of the curriculum further, please contact the Deputy Head, Pastoral, Jon Ricketts.

This policy, along with the delivery of RSE, is written to be in line with other relevant foundation and government statements and policies of PSHE Policy, Anti-Bullying, School Rules, Pastoral Care, School and Sexual Relationships, ICT and Acceptable Use, Drugs and Alcohol, Keeping Children Safe in Education 2021, Teaching Online Safety in Schools, Education Act (1996), Learning and Skills Act (2000), Education and Inspections Act (2006), Children and Social Work Act (2017) Equality Act 2010 and SMSC.

## Roles and Responsibilities

The RSE programme will be led by the Head of PSHE and RSE, Catriona Rees. She will produce and regularly review the curriculum, in consultation with the Assistant Head, Pastoral and the PSHE/RSE teaching staff. In the Lower Years and Fifth Forms, pupils are taught within their pastoral Form/House groups in order to provide a connection between the academic and pastoral structures of the senior school and to help to ensure a unified whole-school approach to pupils' spiritual, moral and cultural development. Lower Remove and Upper Remove will be taught in curriculum time, by a team of academic teachers. The Sixth Form RSE delivery is through the Key Skills programme and includes a mixture of King's staff-led sessions and external speakers.

Teaching staff will receive RSE training through resources compiled by the Head of PSHE and RSE, along with INSET time led by both internal staff and external speakers on specific topics within RSE.

## Curriculum Design

Our RSE programme is an integral part of our whole school PSHE education provision, and it has been put together through guidance from the PSHE Association. RSE is both proactive and reactionary and changes may be made due to specific events or circumstances. Parents/guardians will be told of any additions to the programme, if it occurs during the course of an academic year.

Upper Remove and Fifth Form will have off-timetable PSHE Days, in which RSE will be part of this. These will be delivered by expert external speakers, to enhance, rather than replace curriculum time teaching. Details of these days and biographies of our speakers can be found on the PSHE pages in Firefly.

In the Lower Four, RSE will cover:

- Friendships
- Puberty
- Values in romantic relationships
- Consent and coercion
- Sexual attraction and sexuality
- Romantic relationships and communication
- Consent, STIs and Contraception: the purpose and importance
- HPV
- The media and relationships
- Pornography and sharing sexual images
- Safe sex
- Healthy and unhealthy relationships (including forced marriage and Female Genital Mutilation)

- Diversity of sexual attraction
- Consent and the law
- Relationship and online activities
- Sexual exploitation
- Harassment and coercion
- Pregnancy
- Rights of the father and the legal status of relationships

Further details on when this will be taught, learning objectives and lists of resources for all year groups can be found on the Scheme of Work, available in the PSHE section of Firefly.

Our RSE programme will be taught through a range of teaching methods and interactive activities and high-quality resources will support our RSE provision and will be regularly reviewed. They will be available for parents and guardians to view through the Scheme of Work. Most resources will be recommended from either the PSHE Association or the Sex Education Forum. Selected resources, such as books and film clips, will be used which support and promote understanding with a moral/values context, in compliance with the school's ethos and policies.

Learning about relationships and sex education in PSHE education lessons will compliment and link to similar topics in subjects including Biology, Computer Science and Religion and Philosophy. Shared Schemes of Work will inform all departments of cross-curricular learning.

## **Safe and Effective Practice**

We will ensure a safe learning environment by providing staff training and by teachers and pupils agreeing on ground rules at the beginning of each academic year, and if necessary, revisiting these for specific topics. Staff will encourage discussion, but not personal disclosures from either themselves or pupils during a lesson. Through teaching strategies, distancing techniques will be used, such as being in a role play. This allows pupils to explore their feelings safely. Pupils will always be signposted to staff they can talk to and external agencies for each topic and with 'Where to go for help' posters in classrooms and around school.

Before a sensitive topic, pupils will be told of the timings well in advance, both through the programme of study and verbally by the teacher. If a pupil feels uncomfortable or sensitive about a topic, they will be encouraged to speak to either their teacher or a member of their pastoral staff, and, if appropriate, other arrangements will be made for that pupil for that lesson.

Pupils will be able to raise questions anonymously by posting a question on a Form. They will identify their year to enable the answer to be said in each class of that year group. This way the pupil can stay anonymous but will ensure their question is answered. This Form will be found on the PSHE page on Firefly.

## **Safeguarding**

Issues surrounding confidentiality come into sharp focus because of the nature of many topics covered by RSE. Any disclosure, which indicates the pupil is at risk, must be reported to the Designated Safeguard Lead or Deputy, in accordance with the foundation's Safeguarding policy. Teachers must not promise absolute confidentiality to pupils. Teachers are obliged to pass on disclosures only as defined in the Safeguarding Policy and the foundation's policy on Sex and Relationship Education.

For external speakers, they are required to complete a Presentation Form prior to their arrival. This is given to pastoral staff to inform them of any topic that may be sensitive to. All speakers are required to agree to the visitor's regulations and inform a member of staff about any disclosures. A speaker will not be left alone with any pupils, or in a room without a member of staff at any point during their visit.

## **Engaging Stakeholders**

It is important that as a school we work in partnership with parents and guardians on the RSE curriculum. Parents/guardians will be informed of the programme for RSE and PSHE in general before the start of each academic year and of any additions in the course of the year. Both the RSE and PSHE Policies will be available on the foundation's website and the Schemes of Work which set out the timings of the curriculum, learning objectives and resources can be found in the PSHE section of Firefly.

We will communicate to parents/guardians about their right to withdraw before the beginning of each academic year. Legislation states that parents/guardians can choose to withdraw their child (following discussion with the school) from any or all of aspects of Sex Education, other than those which are part of the science curriculum, up to and until three terms before the age of 16. After that point, as if a child wishes to receive sex education rather than be withdrawn, we will make arrangements to provide the child with sex education during one of those terms. Parents/guardians will not be able to withdraw their child from any aspect of Relationship Education or Health Education. Parents/guardians should be aware that sex and relationships topics can arise incidentally in other subjects and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. If a pupil is withdrawn from either all or aspects of Sex Education, they will spend that time supervised in the library.

## **Monitoring, reporting and evaluation**

As per PSHE, pupils will have opportunities to review and reflect on their learning through formative assessment throughout lessons. Feedback is immediate, constructive and positive. In the Lower Years written work is collated in the PSHE section of the Student Profile Books. Marking is less structured with consideration given to the volume of work completed orally.

PSHE and RSE is not included in any reporting cycle. Any behavioural concerns are to follow the school's sanction policy

Teachers will critically reflect on their work in delivering RSE through the school's programme of PDP and regular peer evaluations and observations by the Head of PSHE and RSE and other senior staff.

Pupil voice will be influential in adapting and amending planned learning activities and will be used to inform planning through the academic year.

## RSE policy review date

This policy will be reviewed by parents/guardians and staff before completion. As part of effective RSE provision, the RSE policy will be reviewed every 2 years to ensure it continues to meet the needs of pupils, staff and parents/guardians and that is in line with current Department of Education advice and guidance. It will be reviewed by the Head of PSHE and RSE and the Senior Deputy.

<b>Version</b>	<b>Date</b>	<b>Author</b>	<b>Position</b>
1	03/08/2019	CR Rees	Head of PSHE
2	03/07/2020	JR Ricketts	Senior Deputy Head
3	30/08/2021	JR Ricketts	Senior Deputy Head
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