



**King's  
Worcester**

**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 provision.

Indeed, RSE at King's is fully aligned with our five school **values** of ambition, resilience, humility, creativity and kindness, as we strive to achieve our **vision** that every member of our community will be curious, caring and confident, and fulfilling our **mission** to seek excellence in all we do and provide an outstanding preparation for life.

Framed by the above, 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 ensure RSE at King's 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 pupils and those with English as a second language to ensure that all can fully access the PSHE provision. Every child's context and learning needs will be considered when planning and delivering 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

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 and Sex Education (RSE) compulsory for all pupils receiving secondary education.

This policy, along with the delivery of RSE, is written to be in with and implemented alongside the following policies:

- PSHE Policy
- Anti-Bullying Policy
- School Rules
- Behaviour Management Policy

- Safeguarding Policy
- School and Sexual Relationships Policy
- ICT and Acceptable Use
- Drugs and Alcohol Policy

In addition, this policy, along with the delivery of RSE, is written in line with the following government guidance and statements:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance, June 2019 (with updates in 2020 and 2021)
- Keeping Children Safe in Education 2022
- Equality Act 2010
- Human Rights Act 1988
- Education Act 2010
- Teaching Online Safety in Schools
- SMSC

## **Roles and Responsibilities**

The RSE programme will be led by the Head of PSHE and RSE, Catriona Rees. She produces and regularly reviews the curriculum, in consultation with the Deputy 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 pupil 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. Resources from previous training sessions, and additional signposting for staff training, are linked on the 'staff resources' page on the PSHE section of Firefly.

## **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.

At King's, as part of a spiralled curriculum, 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 these topics are taught and how they fit into the wider PSHE programme are available through the Programmes of Study for different year groups. These can be found on the PSHE section of Firefly – [click here](#). Schemes of Work are available on request, so that the Head of PSHE and RSE can offer contextualisation to parents and guardians.

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. A significant number of resources will be recommended by the PSHE Association. All resources used are carefully selected to be in line with the King's foundation's values, vision and mission.

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. While staff will encourage discussion, it will not be through 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 feeling 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, around school and in pupil lesson resource booklets. See the end of this policy for an example poster.

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 can be made for that pupil for that lesson.

## 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 Deputies, in accordance with the foundation's Safeguarding Policy. Teachers must not promise absolute confidentiality to pupils.

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 pupils. 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 foundation 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 are available on the foundation's website and the Programmes of Study, which set out timings and topics, can be found in the PSHE section of Firefly – [click here](#)

Where parents and guardians have questions, suggestions or concerns about RSE at King's, they are warmly invited to discuss these with the school, in the first instance via the Head of PSHE and RSE, Catriona Rees. It is expected that through open discussion, parents and guardians will be reassured at that stage. That said, for any complaints which cannot be resolved through informal discussion, parents and guardians are advised to follow the school's Complaints Policy.

### Right to withdraw

We will communicate to parents/guardians about their right to withdraw before each RSE unit is delivered. - 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 are not 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 with all aspects of our PSHE curriculum, 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 followed up in line with the school's Behaviour Management Policy.

Teachers critically reflect on their work in delivering RSE through the foundation's programme of professional development and there are regular peer evaluations and observations by the Head of PSHE and RSE and other senior staff.

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

## RSE policy review

The RSE policy is formally reviewed every two academic 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. Additional reviews and updates may also occur any time deemed relevant and necessary. It will be reviewed by the Head of PSHE and RSE and the Deputy Head Pastoral.

<b>Authorised by</b>	Resolution of the Governors
<b>Signature</b>	
<b>Date Adopted</b>	22 May 2023
<b>Revised on</b>	09 May 2023
<b>Review due</b>	01 May 2025
<b>Circulation</b>	Members of Governors/ all staff / parents / pupils [on request]



## NEED SOME SUPPORT?

We all need some help throughout our lives as we face difficult challenges. Here are some places you, or someone you are worried about, can go to for help and advice:

### WITHIN SCHOOL

**House Tutor, Year Group Tutor, Teacher**

**Chaplain:** mdorsett@ksw.org.uk

**Health Centre:** telephone 01905 721711

You can seek an appointment to see the **School Counsellor** through your House or Form Tutor or by emailing [counselling@ksw.org.uk](mailto:counselling@ksw.org.uk)  
This is confidential, unless we are concerned about a pupil's welfare.

**Mr Ricketts (DSL):** jricketts@ksw.org.uk  
**Miss Dyke (DDSL):** hdyke@ksw.org.uk  
**Miss Ellender (DDSL):** rellender@ksw.org.uk  
**Mrs Fellows (DDSL):** afellows@ksw.org.uk

**Peer Support:** Check house board for details

**Ask for help on FireFly:** Check out the **resource** section on FireFly for further external support

### MENTAL HEALTH

(including self-harm, suicidal thoughts, body dysmorphia, bullying)

**The Mix**  
0800 808 4994  
[www.themix.org.uk/get-support](http://www.themix.org.uk/get-support)



**Young Minds**  
Text: 85258  
[www.youngminds.org.uk](http://www.youngminds.org.uk)



**Kooth**

[www.kooth.com](http://www.kooth.com)



**PAPYRUS**  
PREVENTION OF YOUNG SUICIDE

**Papyrus**  
[www.papyrus-uk.org](http://www.papyrus-uk.org)



**In Hand App**

**Samaritans**  
116 123  
[www.samaritans.org](http://www.samaritans.org)



### BEREAVEMENT

**Cruse Bereavement Care**   
0808 808 1677  
[www.cruse.org.uk/bereavement-services/get-help](http://www.cruse.org.uk/bereavement-services/get-help)

### LGBTQ

**Stonewall**  
08000 50 20 20  
[www.youngstonewall.org.uk](http://www.youngstonewall.org.uk)



### DRUGS AND ALCOHOL

**The Mix**  
0808 808 4994  
[www.themix.org.uk/drink-and-drugs](http://www.themix.org.uk/drink-and-drugs)



**Talk to Frank**   
0300 123 6600  
[www.talktofrank.com](http://www.talktofrank.com)

### ONLINE PROTECTION

**CEOP**  
[www.thinkyounow.co.uk](http://www.thinkyounow.co.uk)



### TO TALK ABOUT ANY ISSUE

**Childline**  
0800 1111  
<https://www.childline.org.uk>



**Samaritans**  
116 123  
[www.samaritans.org](http://www.samaritans.org)

