

Relationships and sex education policy

Katherine Warrington School



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1. Aims

Relationship and Sex Education (RSE) is part of a lifelong learning about physical, moral and emotional development. At Katherine Warington School, RSE is centred on personal safety, caring for others and building strong family relationships. This is coupled with teaching students about sexual health (including safe sex), and sexuality. The aims of relationships and sex education at our school are to:

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

In addition Katherine Warington School believes that RSE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.
- Be an entitlement for all young people.
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students

2. Statutory requirements

Under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society

and

- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

We are required to teach RSE as part of statutory guidance that states from September 2020, all schools must deliver relationships, sex and health education (including education about sexually transmitted disease such as HIV and AIDS and child protection issues such as FGM and child sexual exploitation) and must teach human growth and reproduction as set out in the national curriculum. This is a statutory requirement.

As a secondary academy school we must provide RSE to all pupils 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 Katherine Warington we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, governors and parents. The consultation and policy development process involved the following steps:

1. Review – The Deputy Headteacher pulled together all relevant information including relevant national and local guidance
2. Staff consultation – All school staff will be given the opportunity to look at the policy and make recommendations before its implementation in the summer of 2021.
3. Parent/stakeholder consultation – parents will be asked to contribute and provide feedback on the policy before its implementation in the summer of 2021
4. Ratification – once amendments are made, the policy will be shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, 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 curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

If posed with a question of a tricky/sensitive nature, teachers should seek advice from the school's subject lead on how to appropriately answer or respond to a question before entering into discussion.

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 philosophy and religious education (PRE).

Pupils may 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:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our PSHE/RSE curriculum, see Appendix 1

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).

RSE resources are chosen and checked for: Being inclusive – acknowledging the full spectrum of diversity in society Positive, healthy and unbiased messages Age and understanding appropriateness.

Safety and Confidentiality- Within the teaching of RSE, we make it clear to students what our expectations are surrounding respect, safety and confidentiality. Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Staff will consult with the Designated Senior Person (DSP) for child protection or another member of the safeguarding team.

7. Roles and responsibilities

7.1 The governing board

The governing board will hold the headteacher to account for the implementation of this policy.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory 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 pupils

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 headteacher.

RSE will be delivered by all staff allocated to teach PSHE, PRE and science. Responsibility for the intent and implementation of the curriculum lies with the head of PSHE, PRE and science

7.4 Pupils

Pupils 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 do not have the right to withdraw their child from the RSE element of the National Science Curriculum. This is the biological aspects of human growth and reproduction.

Parents have the right to withdraw their children from any non-statutory (statutory components can be found listed in the table in Appendix 2) 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 headteacher.

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

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

9. Monitoring arrangements

It is the responsibility of the Headteacher to oversee and organise the monitoring and evaluation of PSHE+RSE, in the context of the overall school plans for monitoring the quality of teaching and learning.

RSE will be taught across the curriculum but specifically in PSHE and science. The RSE curriculum is led and monitored by the head of PSHE. Members of the pastoral team and external professionals may teach certain aspects of the programme. Where external professionals are invited to deliver aspects of RSE the curriculum team leader will make checks to ensure that content and language used are both appropriate.

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

This policy will be reviewed by the headteacher annually. At every review, the policy will be approved by the Education committee of the governing board.

Appendix 1: KWS Curriculum map for PSHE+RSE

Lesson resources will be available via the KWS student website as they become available. The policy will be updated with the curriculum for Year 10, 11, 12 and 13 as these are developed and confirmed.

Year 7 (37 hours of lessons)

The following are distinct lessons and can be used in any order, however they fall into the PSHE

Association's recommended three categories:

- 1) Introduction to secondary school (Year 7 transition)
- 2) Introduction to PSHE Lesson (introduces PSHE as a subject).

| Health and Wellbeing | Living in the Wider World | Relationships (RSE) |
|---|---|---|
| <ul style="list-style-type: none"> - What do we mean by a healthy lifestyle? Health introduction. - How can I keep healthy? Food groups, diet and nutrition. - Eating responsibly – Food labels and health hazards. - Healthy Living – exercise and keeping active. - Not eating healthily - what are the consequences? - What's the big deal about energy drinks? - The dangers of cigarettes and passive smoking - Puberty – what happens, when and why? - Periods – what happens, when and why? - FGM – what is this and why is it so dangerous? - Introduction to mental health issues – depression focus. - What are drugs? Why are they dangerous? (class A, B and C) - How can we manage our anger? | <ul style="list-style-type: none"> - Living in the Wider World - Being an aspirational student - The importance of self esteem - How can we budget our money? - How can I create a personal budgeting plan? (2x hours) - What are savings, loans and interest? - What are the different types of financial transactions? - What are the different types of financial products? - How can we shop ethically? - What are wants and needs and why do we need to know the difference? - How can we enjoy social media but keep our accounts safe and private? - What is stereotyping and prejudice? Racism focus. - How can we be resilient and face challenges? | <ul style="list-style-type: none"> - Keeping good friendships and avoiding toxic ones. - Family relationships – the different types and why we don't always get along. - Love and relationships – falling in love and dealing with new feelings. - Bullying or banter? Why do people bully others and how can we help stop this? - What is cyberbullying? Why do people bully online? - How do we keep safe and positive relationships (on and off-line)? - What is my personal identity and why is diversity important? - Extremism – why does radicalisation happen and how does it challenge our values? |

Year 8 (37 hours of lessons)

The following are distinct lessons and can be used in any order, however they fall into the PSHE Association’s recommended three categories:

| Health and Wellbeing | Living in the Wider World | Relationships (RSE) |
|--|--|--|
| Personal development and target setting – how can I improve my skills and | Internet Safety – what is online grooming and why must we be so careful? | How do we have safe sex and use different forms of contraception? Avoid STIs? |
| How can self-confidence boost our achievement? | How can we care for our environment and why is it changing? (2 hours) | What is consent and why is it important we know about it? |
| How can I manage my behaviour to achieve targets and goals? | Careers + development focus - how can we develop our communication skills? | What is sexting and why is it so risky to send personal images? |
| Why do teenage parents have it so tough? How we can avoid teenage pregnancy. | Careers + development focus - how can we develop our teamwork skills? | What is pornography and why can it be dangerous? |
| Stereotyping, discrimination and prejudice. Disability focus. | How can we become entrepreneurs? | How can we prevent radicalisation and recognise the signs of extremism? |
| How can we look after ourselves and others in an emergency? Personal safety and first aid. | LGBT+ focus: Homophobia | Who are the extremist groups and why are they so dangerous? |
| What is vaping and is this as bad as smoking? | Finance – what is income and expenditure? | Where does extremism come from? |
| What is mindfulness? How can this aid positive mental health | Finance – budgeting and saving personal finances | How do religious extremists attract converts? |
| Emotional literacy – self-awareness | Careers + Finance - What are national insurance and income | Islamophobia – do Muslims really want Sharia Law in Britain? |
| Cancer Awareness | Careers + Finance - What are tax? Reading payslips | Stereotyping, discrimination and prejudice. Religion focus. |
| | Why do we pay tax and how is this spent? | How can British Values teach us tolerance and respect for others? |
| | Stereotyping, discrimination and prejudice. Teens and the media focus. | Domestic conflict – why do people run away from home and why is this so dangerous? |
| | | Body image and the media part 1 with a focus on boys. |

Year 9 (37 hours of lessons)

The following are distinct lessons and can be used in any order, however they fall into the PSHE Association's recommended three categories:

| Health and Wellbeing | Living in the Wider World | Relationships (RSE) |
|--|---|--|
| <ul style="list-style-type: none"> - Why do we need to keep to rules in order to succeed? - How can we foster a Growth Mindset to succeed and achieve? - How can I develop interpersonal skills to help me succeed? - How can we manage the stress of school and exams? - Why do people take illegal drugs and what does the law say about drug use? - Why do people become selfie obsessed and consequences can this have? - What are the short and long-term consequences of excess alcohol drinking? - What is self-harm and why do people do this? - Why can't some people access education? - How are we protected from prejudice and discrimination? - Mental health – how can I deal with and manage anxiety? - Acid attacks – why are these on the increase and what can we do if we witness one? - Responsible health choices – blood donation, stem cells, vaccinations | <ul style="list-style-type: none"> - How does knife crime impact on our communities, why do teens get involved and what are the consequences? - How does the law deal with young offenders? - How can we be self-disciplined to achieve our aims at school and in the wider world? - Employability Skills – preparing for and applying to the world of work and careers - What other skills do we need to develop for the work environment? - What does it mean to be 'enterprising' and what is an 'enterprising personality'? - What is sustainability and why is this essential to our environment? - Navigating accounts, savings loans and financial institutions. - What rights do we have as shoppers and consumers? - How can I stay financially savvy and avoid debt? - What can we learn from successful business people and entrepreneurs? - Should we send aid to foreign countries, is aid the answer? - How can extreme views lead to human rights abuses and atrocities? - How do charities like UNICEF help across the world? | <ul style="list-style-type: none"> - Who are the LGBT+ community and what would they like us to know? - Why are British communities so diverse? Immigration and diversity focus. - What are domestic violence and abusive relationships? - Healthy and unhealthy relationships. - Child Sexual Exploitation (CSE) – how are children and young people lured into dangerous relationships and what do these look like? - Body image and the media 2 – focus on girls - Body image and the media 3 – Does the media contribute to eating disorders? - Can we respect and celebrate British values and the religion and culture of our choice? - What is peer-pressure – why is it so powerful and how can we overcome this? |

Appendix 2: Statutory guidance from the Department for Education

By the end of secondary school pupils should know;

| TOPIC | PUPILS 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 |
| 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 |
| 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) |
| 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 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 | |