

RELATIONSHIPS & SEX EDUCATION (RSE) POLICY

The King's CE School

Date of policy: June 2019

Date for policy review: September 2020

Signed: (SLT/HT/Governor) Linda Guest

Mission Statement 'Aspire, Believe and Achieve Together'

So that all members of the School community can...

- Learn and worship in the name of God - Father, Son and Holy Spirit - revealed in the life, death and resurrection of Jesus Christ and value, respect and celebrate all faiths and cultures.
- Believe in themselves and become successful adults – developing their vision, faith, ambition and aspirations.
- Develop a resilience and inner strength to overcome life challenges.
- Embrace life-enriching experiences and make well-informed lifestyle choices that promote health and wellbeing.
- Develop thinking skills and transferable skills, working in partnership to become life-long learners.

The school's core values are empathy, respect, responsibility and forgiveness.

As Church of England school, we ensure that pupils are secure and able to make excellent progress whatever their background. They are invited into a school that aims to provide an education that leads to an abundant life. Every person in the school community is a child of God. At the heart of Christian distinctiveness in schools is an upholding of the worth of each person: all are *Imago Dei* – made in the image of God – and are loved unconditionally by God. The hallmark of authentic, life-giving relationships is recognition of the sacredness of the other so that all are welcomed wholeheartedly and with reverence. Each person in all their unique difference should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socioeconomic background, academic ability, disability, sexual orientation or gender identity.

In addition, all Church of England Schools and Academies are subject to English Law, including the Equality Act 2010. This protects people from discrimination (both direct and indirect) and harassment in various fields on the ground of certain 'protected characteristics'. These include: gender reassignment (gender identity) and sexual orientation.

THE DEVELOPMENTAL PROCESS

The school participates each year in the 'Wolverhampton Children and Young People's Health Related Behaviour Survey', which is conducted annually by the Director of Public Health in Wolverhampton, as it provides the school with valuable contextualised data concerning the health and well-being of our students in a number of areas.

This policy has been created in conjunction with the Head Teacher, the PHSE Co-ordinator, the Assistant Associate Principal for Science, the School Nurses team, Parents, Governors and S4S Schools Services, who were all consulted in the creation of this document.

WHAT IS RELATIONSHIPS AND SEX EDUCATION (RSE)?

RSE is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of family life, stable and loving relationships, including marriage, respect, love and care. It is also about the teaching of sex, sexuality and sexual health with a focus on dealing with emotions and managing personal relationships. RSE also gives young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. It provides opportunities for young people to reflect on their own attitude's values and beliefs and those of their peers and others.

Extract from Supplementary Guidance SRE for the 21st century (2014)

What is high quality relationships and sex education?

The principles of high quality RSE in our school – are set out below.

Sex and relationships education:

- *is a partnership between home and school*
- *ensures children and young people's views are actively sought to influence lesson planning and teaching*
- *starts early and is relevant to pupils at each stage in their development and maturity*
- *is taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender identity, sex and consent*
- *includes the acquisition of knowledge, the development of life skills and respectful attitudes and values*
- *has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills, and accessing services*
- *helps pupils understand on and offline safety, consent, violence and exploitation*
- *is both medically and factually correct and treats sex as a normal and pleasurable fact of life*
- *is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience*
- *uses active learning methods, and is rigorously planned, assessed and evaluated*
- *helps pupils understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media*
- *teaches pupils about the law and their rights to confidentiality even if they are under 16 and is linked to school-based and community health services and organisations.*
- *promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs*

It contributes to:

- *a positive ethos and environment for learning*

- *safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school*
- *a better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships*
- *helping pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice*
- *reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, FGM, domestic violence and bullying*

Statutory RSE and Health Education - position statement (February 2019):

In July 2018, the Government announced that Health Education would join Relationships & Sex Education in becoming a statutory curriculum requirement for secondary schools from September 2020. As a school, we welcome this and recognise that this will further strengthen our ability to help our students be safe, happy and prepare for life beyond school.

We already address much of the new proposed statutory guidance within our current curriculum offer, but in the interim we will take the opportunity to review our practice and prepare accordingly, with the support of external specialist advice.

POLICY AIMS

This policy aims to clarify our schools' approach to RSE and any curriculum provision so that it is clear to all of our school community.

The aim of RSE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. For example, students should:

- Develop skills to respect themselves and others for who they are, not what they have and what they can do
- Understand the positive benefits of loving and responsible relationships
- Develop and use communication skills and personal safety skills to cope with the influences of their peers and the media by learning how to resist unwanted pressures to be sexually active
- Learn about and understand the impact of exploitation, coercion and violence in order to understand that consent is critical in a relationship
- Develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity
- Have enough information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV

- Be aware of local and national sexual health advice and contraception support services available sources and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- Know how the law applies to sexual relationships

LEGISLATION AND LINKED POLICIES

All primary and secondary schools, including special schools and pupil referral units / alternative provision, are required by section 404 of the Education Act 1996 to have an up-to-date policy for RSE.

Current regulations and guidance from the Department for Education state that RSE will become compulsory for all secondary schools from September 2020. We recognise that this will be an opportunity for us to further develop our practice and provision to ensure that our students are best prepared for experiences now and in later life.

The school RSE policy supports/complements the following school policies:

Anti-Bullying Policy, Behaviour Policy, Equality Policy, Safeguarding and Child Protection Policy, Values and British Values Policy.

Documents and legal requirements that inform the school's RSE policy include:

Education Act (1996)

Learning and Skills Act (2000)

Education and Inspections Act (2006)

Equality Act (2010)

Supplementary Guidance SRE for the 21st century (2014)

Keeping children safe in education – Statutory safeguarding guidance (2018)

Children and Social Work Act (2017)

Valuing all God's Children (2017)

VALUES FRAMEWORK

This RSE policy and our approach to the subject is reflective and supportive of the ethos of The King's CE School. Because of the personal and social nature of the topics covered in RSE, values and attitudes are a central part of learning and moral development.

There are clear values that underpin RSE including:

- Mutual respect
- The value of family life, marriage* and of loving and stable relationships in bringing up children
- Rights and responsibilities, for self and others
- Commitment to safety and wellbeing
- Gender equality
- Acceptance of diversity, and
- That violence and coercion in relationships are unacceptable

(*As part of sex and relationships education, children & young people should be taught about the nature and importance of marriage for family life and bringing up children. However, the Government recognises – as in the Home Office, Ministerial Group on the Family consultation document Supporting Families - that there are strong and mutually supportive relationships outside marriage, therefore children & young people should learn the significance of marriage and stable relationships as key building blocks of community and society. Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances. School will also be mindful of our responsibilities under law, such as those within the Equalities Act).

The personal beliefs and attitudes of staff delivering RSE will not influence the teaching of the subject in Kings CE School.

THE ORGANISATION AND CONTENT OF SEX AND RELATIONSHIPS EDUCATION COORDINATION AND PLANNING

Extract from 'Valuing all God's Children:

Opportunities to discuss issues to do with self-esteem, gender identity, and anti-bullying including HBT bullying should be included in physical, social, health and economic education or citizenship programmes. The curriculum should offer opportunities for pupils to learn to value themselves and their bodies. Relationships and sex education should take LGBT people into account. Sexual orientation should be included within RSE in the secondary phase. The Church of England's teaching on human sexuality and a range of Christian views should be taught, as well as a range of perspectives from other faiths and world views.

RSE is not currently a separate National Curriculum subject but will become a compulsory requirement from September 2020. The only current statutory content is included in the programmes of study for Science (Key Stages 1-4)

At The King's CE School, RSE is embedded in the PSHE curriculum as an explicit programme of study, organised by the Head of PSHE and delivered by a team of teachers. Content is taught so that learning can be built up in a way that is appropriate to the age and maturity of each child. There may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages

and/or those with SEND. Programmes of study will reflect the needs of students as identified in consultation with the Safeguarding Team and School Nurse. Where necessary external agencies will be involved in order to support work and curriculum development etc.

The school uses the local Wolverhampton 'Delivering RSE in the Modern World' Resource for years 7-11. The resources we use in school are designed to provide a framework in which children & young people can develop their knowledge, skills, attitudes and understanding about RSE and appreciate the benefits of a healthy lifestyle, relating this to their own and others' actions.

Curriculum content will build on prior learning from primary school and will introduce new content to older pupils at appropriate points. This should enable pupils to understand how their bodies are changing, how they are feeling and why, to further develop the language that they use to talk about their bodies, health and emotions and to understand why terms associated with mental and physical health difficulties should not be used pejoratively. This knowledge should enable pupils to understand where normal variations in emotions and physical complaints end and health and wellbeing issues begin.

Students will be taught in mixed gender classes in both KS3 and KS4 unless any specific lessons/topics require pupils to be separated by gender.

Prior to beginning the RSE programme of study, parents and carers will receive a letter detailing the nature of the topic being studied and are invited to discuss or raise concerns with a designated member of staff.

TEACHING STRATEGIES

A range of teaching methods which involve children and young people's full participation are used to teach effective RSE.

Ground rules are set at the beginning of each RSE module and inappropriate questions or behaviour will be dealt with individually after the lesson. Teaching staff will endeavour to answer questions as openly as possible but if faced with a question they do not feel comfortable answering within the classroom (or in line with the school's RSE policy), provision would be made to meet the individual young person's needs.

This may involve referring the student back to their parent/carer or seeking advice from the PSHE Coordinator, or the Senior Pastoral Lead or the Safeguarding Manager)

All teaching resources will be evaluated to ensure that they are consistent with the values set out in the RSE policy.

MONITORING AND EVALUATION OF RSE

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

The educational and personal needs of our pupils develop in line with varying factors. Our aim is to provide RSE that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we regularly review the RSE curriculum and will inform

parents of any revisions to the school policy or sex education curriculum as required. Any staff development needs will also be identified and addressed as required via either in-house training or specialist support from external providers.

CONFIDENTIALITY AND SAFEGUARDING

The classroom is never a confidential place to talk, and that remains true in relationships and sex education. Students must be reminded that lessons are not an appropriate place to discuss their personal experiences and issues, this should be reinforced through the establishment of clear ground rules.

Any visitor to the classroom is bound by the school's safeguarding policy, regardless of whether they, or their organisation, has a different policy; visitors will be made aware of this.

Teachers cannot offer unconditional confidentiality. Members of staff and the Child Protection Officer/Deputies are not legally bound to inform parents of any disclosure unless the Head teacher has specifically requested them to do so. Students will be made aware that teachers cannot offer unconditional confidentiality. Safeguarding issues will be considered by the Safeguarding Manager under the school's relevant procedures.

VISITORS AND OUTSIDE AGENCIES

Visitors to school, health professionals and members of voluntary organisations may be invited to plan and contribute to SRE lessons. A teacher/member of staff will always be present during the lesson.

All visitors to the classroom should be familiar with and work within the school's RSE policy. The PSHE coordinator/teacher should ensure that the contribution of visitors fits within the scheme of work for RSE and enhances learning. Responsibility for RSE lies with the school, and the input from a visitor will never be a substitute for a planned and coordinated school RSE curriculum.

SPECIFIC ISSUES STATEMENTS

- **INCLUSION**

It is our intention all students can experience a programme of RSE at a level which is appropriate for their age, cognitive and physical development, with differentiated provision if required.

- **IDENTITY AND SEXUALITY**

We aim to deal sensitively and honestly with issues of gender identity and sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing identity or sexuality need to feel that RSE is relevant to them and, as such, staff will ensure resources refer to a range of identities and relationships.

As part of our efforts to teach about the diversity that exists in the world today, teaching about people with different protected characteristics, including LGBT people, makes sure that all children and young people see their family and identities reflected in what they learn, ensuring that they feel welcome and included. Teaching about all the protected characteristics, including LGBT people and people of different faiths, also supports schools to meet their legal equalities duties.

Students that consider themselves transgender or are transitioning from one gender to another will be treated in school in accordance with the gender identity that they assign themselves. This includes access to the relevant toilets. Any bullying around gender identity (including transgender), sexual behaviour or perceived sexual orientation arising from this prejudice will be dealt with as a serious matter as all students and staff are protected under the Equality Act 2010.

- **RELIGIOUS AND CULTURAL BELIEFS**

Teaching and resources will be differentiated as appropriate to address the diverse needs of students for them to have full access to the content of RSE. We intend our policy to be sensitive to the needs of different ethnic groups. For some young people, it is not culturally appropriate for them to be taught particular topics in mixed groups. We will respond to parental requests and concerns as appropriate.

SOURCES OF ADVICE AND SUPPORT

Students can access support in school and are also signposted to appropriate national and local sources. The role of the School Nurse is to provide confidential and impartial health help and advice to students and staff within the remit of local child protection guidelines. They can give specific contraceptive advice and can assist students in accessing local services. They are under no legal obligation to discuss information with any member of staff. In addition, students have access to the Vice-Principal – Personal Development and Well-being, the Heads of Year, and their own form tutors.

WITHDRAWAL OF STUDENTS FROM SEX AND RELATIONSHIPS EDUCATION AND COMPLAINTS PROCEDURE

Hundreds of faith schools, church schools and schools with faith pupil majorities are already teaching about people with all different backgrounds, including LGBT people, to help meet their legal duties and ensure that all pupils feel included. They're committed to tackling anti-LGBT bullying, and promoting respect for people with all different backgrounds, because of the values of love, respect, tolerance and understanding that lie at the heart of all major religions.

Current legislation states that *"parents have the right to withdraw their children (up to age 19) from any and every aspect of sex education that is not taught as part of the statutory curriculum"*.

The guidance states at secondary level, 'before granting any such request it is good practice for the head teacher to discuss the request with parents' – including 'discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in classes'.

Our school seeks to work in partnership with parents and carers to provide effective RSE /PSHEe support for children and young people. The school's RSE programme endeavours to complement and support parent's and carer's roles.

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the relationship and sex education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative arrangements for students who are withdrawn elsewhere in the school in such cases.

Parents are encouraged to discuss their decisions with designated staff at the earliest opportunity. Parents are welcome to review any RSE resources the school uses.

Should a parent or carer want to make a complaint regarding the SRE programme, the complaints procedure should be followed. This is freely available on the school website.

DISSEMINATION OF THE POLICY

A hard copy of the policy can be found in the school office. All staff will have access to an electronic copy, and it is made available on the school website for parents and other stakeholders to refer to if needed.