



**KINGSDOWN
SCHOOL**

Relationship and Sex Education Policy

Aims and Objectives

The aims of relationship and sex education (RSE) at Kingsdown 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.

Statutory Requirements

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 Kingsdown School we teach RSE as set out in this policy.

Other related policies and document include the Spiritual, Mutual, Social and Cultural (SMSC), Anti-Bullying Policy, Drug Education Policy and Child Protection Policy.

Policy Statement

Relationship and sex education (RSE) is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings.

Effective RSE can make a significant contribution to the development of the person skills needed by students if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

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.

Moral and Values Framework

The RSE programme at Kingsdown School reflects the school ethos (Kingsdown Beats) and demonstrates and encourages the following values:

- Respect
- Responsibility
- Pride
- Stretch
- Challenge
- Ambition

Equal Opportunities Statement

The school is committed to the provision of RSE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths, sexual preferences and family backgrounds. Equal time and provision is allocated for all groups but there may be occasions where pupils with Special Educational Needs are given extra support from SEN staff. Please refer to the Equal Opportunities Policy.

Curriculum

In key stage 3 students learn how good relationships can promote mental well-being, how to manage their feelings positively and how to manage changing relationships. They learn the law relating to sexual behaviour, how to develop skills of assertiveness in order to resist peer pressure and stereotyping, sources of advice and support and when and where to get help.

In key stage 4 students learn to recognise the influences and pressures around sexual behaviour and respond appropriately and confidently seek professional health advice. They learn how HIV and other sexually transmitted infections affect the body, how different forms of contraception work, the risk of early sexual activity and the link with the use of alcohol. Arguments around moral issues such as abortion, contraception and the age of consent are also considered.

Age and cultural backgrounds of the pupils are regarded in relation to images used. The range of material used is available to parents/carers and informative books are available to students in the library.

Delivery of RSE

RSE is not delivered in isolation but firmly embedded across specific curriculum areas such as the Personal Development curriculum and during tutor time. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Religious Education (RE)

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 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, and 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).

Roles and responsibilities

The governing board

The governing board will approve the RSE policy, and hold the Headteacher to account for its implementation.

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/non-science components of RSE. (See parents right to withdraw).

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
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science 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 Headteacher.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parents' right to withdraw

Parents' have the right to withdraw their children from the non-statutory/non-science 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.

Child Protection

The school has a separate Child Protection Policy. Effective RSE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

Disclosures

If a member of staff learns that an under 16 year old is sexually active or contemplating sexual activity the school will ensure that:

- The young person is encouraged to talk to their parent/carer;
- Child Protection issues are addressed;
- The young person receives adequate counselling and information;

- The Progress Leader and Designated Safeguarding Lead (DSL), Deputy Designated Safeguarding Lead (DDSL) are informed.
- The DSL will monitor the frequency of cases where they handle information without parental knowledge.

Controversial and Sensitive Issues

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others who may have a different opinion.

Dealing with Questions



Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the student concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use discretion in this area and refer to the DSL if they are concerned.

Dissemination

The policy is posted on the School's website. Training is regularly delivered to staff on the policy content. Copies are available from the school office on request from parents.

The DSL facilitates policy feedback from parents, staff and pupils every two years. Topics and themes taught are subject to changes in Government policies.

Appendix 1 gives an overview of the topics and when they are taught.

<p>Signed by : </p> <p>Emma Leigh-Bennett Headteacher</p> <p>Date : 9th July 2019</p>	<p>Signed by : </p> <p>Lynne Scragg Chair of Governors</p> <p>Date : 9th July 2019</p>
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Appendix 1

	Autumn 1 Health and Wellbeing	Autumn 2 Relationships	Spring 1 Living in the wider world	Spring 2 Health and Wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 7	<p>Transition to secondary school. Making healthy choices,</p> <p>Diet, exercise and how to make healthy choices</p>	<p>Diversity, prejudice and bullying including cyber bullying. (Prevent)</p> <p>Managing on- and off-line relationships.</p>	<p>Enterprise skills and introduction to careers.</p> <p>Challenging career stereotypes and raising aspirations.</p>	<p>The risks of alcohol, tobacco and other substances</p> <p>Managing puberty and issues of unwanted contact and FGM</p>	<p>Self- Esteem, romance and friendships.</p> <p>Exploring family life</p>	<p>Making ethical financial decisions</p> <p>Saving, spending and budgeting our money</p>
Year 8	<p>First aid and personal safety. Alcohol and drug misuse and managing peer influence</p>	<p>Tackling racism and religious discrimination. Promoting human rights.</p> <p>Identifying extremism</p>	<p>Rights and responsibilities in the community</p> <p>Tackling age and disability discrimination</p>	<p>Introduction to contraception including condom and pill</p>	<p>Mental health and emotional wellbeing, Managing loss</p>	<p>Evaluating value for money and services</p> <p>Risks and consequences making financial decisions.</p>
Year 9	<p>Peer pressure, assertiveness and risk gang crime.</p> <p>Dieting, lifestyle balance and unhealthy coping strategies</p>	<p>Tackling homophobia, transphobia and sexism.</p> <p>Managing conflict at home and the dangers of running away from home</p>	<p>Understanding careers and future aspirations</p> <p>Identifying learning strengths and setting goals as part of the GCSE options process</p>	<p>Relationships and sex education including healthy relationships and consent.</p> <p>The risks of STI's, sexting and pornography</p>	<p>Managing peer pressure in relation to illicit substances</p> <p>Mental Health and Wellbeing</p>	<p>Personal values and assertive communication in relationships.</p> <p>Managing finance and tax</p>
Year 10	<p>Mental health, tackling stigma</p>	<p>Personal Values and communities.</p> <p>Identifying prejudice and extremism.</p>	<p>Understanding the causes and effects of debt</p> <p>Understanding the risks associated with gambling</p>	<p>Exploring the risks of Revenge porn.</p> <p>Exploring different types of Relationships.</p> <p>Relationships and breakups. Healthy relationships</p>	<p>Understanding different families and parenting skills</p> <p>Managing change, grief and bereavement.</p>	<p>Diversity and prejudice</p>
Year 11	<p>Promoting self- esteem and coping with stress</p> <p>Learning and revision skills to maximise potential</p>	<p>British values, human rights and community cohesion.</p> <p>Challenging extremism and radicalisation</p>	<p>Understanding the college application process and plans beyond school.</p> <p>Skills for employment and career progression.</p>	<p>Health and safety in independent contexts.</p> <p>Taking responsibility for health choices.</p>	<p>Tackling domestic abuse</p>	