



**KINGSDOWN
SCHOOL**

Kingsdown School Relationships and Sex Education Policy

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1. Aims

The aims of relationships and sex education (RSE) 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

2. 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.

3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was 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 in consultation with parents, pupils and staff, 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.

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 religious education (RE).

Pupils 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 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, 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).

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/non-science] components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modeling 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. Tutors and science staff are responsible for teaching RSE

7.4 Students

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 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.

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the headteacher through:

- planning scrutinies, learning walks, etc.

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

This policy will be reviewed by the Personal Development Coordinator every two years. At every review, the policy will be approved by the governing board

Signed by :



Emma Leigh-Bennett

Headteacher

Date

: 15/3/23

Signed by :



Lynne Scragg

Chair of Governors

Date : 15/3/23

Appendix 1: Curriculum map

Relationships and sex education curriculum map

	Term 1 Living in the wider world (Being Me in my world)	Term 2 Relationships (Celebrating difference)	Term 3 Living in the wider world (Dreams and goals)	Term 4 Health and Wellbeing (Healthy Me)	Term 5 Relationships	Term 6 Changing me
Year 7	<p>Big question: How do I fit into the world we live in?</p> <p>Identity – what makes a person? Is fitting in more important than being unique?</p> <p>Influences/ peer pressure That happiness is linked to being connected with others.</p> <p>Maintaining positive relationships with people who are different to me</p> <p>Online identity and relationships</p>	<p>Big Question: Do we need to feel 'the same as' to belong?</p> <p>Challenging prejudice and discrimination</p> <p>Protected characteristics</p> <p>Assertiveness</p> <p>Role of a bystander</p> <p>Stereotypes</p> <p>Bullying</p> <p>Assertiveness</p> <p>Relationship skills</p>	<p>Big Question: Can my choices affect my dreams and goals?</p> <p>Identifying personal dreams and goals</p> <p>Skills for the 21st century workplace</p> <p>Steps to achievement</p> <p>Managing set-backs</p> <p>Basic first aid in emergency situations</p> <p>Responsible choices and keeping safe e.g. gang culture, knife crime, coercion and exploitation, drugs and alcohol.</p>	<p>Big Question: To what extent am I responsible for my mental and physical health?</p> <p>Recognising and describing emotions</p> <p>Strategies for positivity</p> <p>Managing stress</p> <p>Link between mental health and activity</p> <p>Taking responsibility for health</p> <p>Substances and their effects</p> <p>Nutrition</p> <p>Vaccinations</p> <p>Sleep</p>	<p>Identifying my relationships</p> <p>Values and qualities in healthy relationships</p> <p>Relationship changes</p> <p>Managing my responses to keep my relationships healthy and safe</p> <p>Discernment</p> <p>Media portrayal of relationships</p> <p>Assertiveness</p> <p>Sexting</p> <p>Rights and responsibilities (including consent)</p>	<p>Puberty and body development (Re-cap from primary)</p> <p>Conception and childbirth (Re-cap from primary)</p> <p>Choices with pregnancy (IVF, surrogacy, contraception)</p> <p>Different types of parenting and families</p> <p>Self and body-image</p> <p>FGM, breast ironing</p> <p>Brain changes in adolescence</p> <p>Emotional changes in adolescence</p>
Year 8	<p>Big question: Can I choose how I fit into the world?</p> <p>How have I changed?</p>	<p>Big Question: How different are we really?</p> <p>Planning for the year ahead</p>	<p>Big Question: Can the choices I make now influence my future?</p> <p>Recognising similarities</p>	<p>Big Question: Can I become more responsible for my health and happiness?</p>	<p>Big Question: Because I'm worth it...or am I?</p> <p>Relationship with self</p> <p>Negative self-thoughts</p>	<p>Big Question: What factors can make an intimate relationship happy and healthy?</p> <p>Boyfriends and girlfriends</p>

	<p>Family, what does that mean to me?</p> <p>Different types of committed stable relationships</p> <p>Does my family influence me?</p> <p>Active listening</p> <p>Stereotyping (in families)</p> <p>What do I choose to 'hear' about myself?</p> <p>Faith and beliefs</p> <p>Cultural diversity</p>	<p>Prejudice and discrimination</p> <p>Protected characteristics</p> <p>Social Injustice and inequality</p> <p>Hate crime</p> <p>Making a positive contribution to community</p> <p>Making a difference and links to wellbeing</p> <p>Blood and organ donation</p>	<p>Short-, medium- and long-term goals</p> <p>Resilience</p> <p>Employability skills</p> <p>Career choices</p> <p>My online 'footprint'</p> <p>Budgeting</p> <p>Debt</p> <p>Gambling inc links to mental health</p> <p>Positive/negative role of money in society inc links to mental health</p>	<p>Taking personal responsibility for health</p> <p>Stress triggers</p> <p>Managing stress</p> <p>Substances and their effects</p> <p>Drug supply and possession</p> <p>County lines/exploitation/gang culture</p> <p>Role of medicines and vaccines</p> <p>Dental health</p>	<p>Body-image including online and in media</p> <p>Competing relationships and how to manage these demands</p> <p>Personal space inc online</p> <p>Media portrayal of relationships Media manipulation</p> <p>Components of positive relationships</p> <p>Personal space</p> <p>Social media and online safety</p> <p>Illegal aspects of social media</p> <p>Recognising negative relationships and skills to manage them</p>	<p>Different types of committed stable and loving relationships/partnerships</p> <p>Positive aspects of healthy intimate relationships</p> <p>Negative factors that can make an intimate relationship unhealthy e.g. power and control/STIs</p> <p>Choosing to 'come out'</p> <p>Pornography</p> <p>Alcohol and relationships</p> <p>Accessing support</p>	<p>Big Question How can change affect mental health?</p>
Year 9	<p>Big Question To what extent does the world I live in affect my identity?</p> <p>Personal identity and intimate relationships</p> <p>Peer approval</p> <p>Social media</p> <p>Self-identity</p> <p>Perceptions/misperceptions e.g. sexual exploitation, grooming, risk within sexual relationships, consent, risky experimentation</p>	<p>Big Question Is being different a good thing?</p> <p>Sexism and homophobia</p> <p>Perception of others</p> <p>Positive and negative language,</p> <p>banter and verbal bullying</p> <p>Types of bullying</p> <p>Recognising prejudice</p> <p>Stereotyping</p>	<p>Big Question Who do I dream of becoming?</p> <p>Personal strengths and weaknesses</p> <p>SMART planning</p> <p>Mental health and body image, self-esteem;</p> <p>Recognising mental ill-health self-harm & suicide, eating disorders, depression, anxiety pressure (online, social media)</p> <p>Maintaining mental health.</p>	<p>Big Question How can substances impact on wellbeing?</p> <p>What does the media say about teenagers?</p> <p>Dental health</p> <p>Alcohol and decision making</p> <p>Drugs and decision making</p> <p>Emergency first-aid</p> <p>Substances and mental health</p>	<p>Big Question Is choice important within intimate relationships?</p> <p>Power and control in relationships</p> <p>Consent and assertiveness</p> <p>Contraception</p> <p>Sexually Transmitted Infections</p> <p>Am I normal?</p> <p>Common concerns around adolescence</p>	<p>Changing perceptions and opinions</p> <p>Mental Health</p> <p>Common mental health issues</p> <p>Skills for change and 'pressure'</p> <p>Adapting to change</p> <p>Self-reflection and evaluation</p> <p>Transition (to next year group)</p> <p>Sleep</p>	<p>Big Question How can change affect mental health?</p>

		Accessing mental health support		
Year 10	Big Question: Is managing my online and off-line world within my control? Freedom and safety Safe relationships Online safety and cultural norms Personal safety with technology Staying safe off line Managing threats to safety in the wider world	Big Question: Does everyone in society have the right to equality? What does equality mean to me? Equality in the workplace Equality in society Equality in relationships Equality and vulnerable groups Power and control	Big Question: Is success only possible when physical and emotional needs are in balance? Dreams for myself and the world; balance and perspective; relationships and community. Jobs - legislation around work for young people Managing setbacks/ resilience building Planning for success	Big Question: When it comes to health to what extent am I in control? Physical health; screening, vaccination, personal hygiene. Health MOT Achieving mental health Threats to health e.g. addiction, substance and alcohol use , lifestyle choices, loneliness, diseases, cancer, heart disease, infection
RE 10	Q1. How should people respond to prejudice? How can we challenge stereotypes?	Q2. How should people respond to issues of poverty and wealth? How can we challenge stereotypes?	Q3. The origins of life <small>How can we challenge stereotypes? How can we challenge stereotypes? How can we challenge stereotypes? How can we challenge stereotypes?</small>	Q4. How do Christians, Muslims and Hindus celebrate festivals? <small>How can we challenge stereotypes? How can we challenge stereotypes? How can we challenge stereotypes? How can we challenge stereotypes?</small>
Year 11	Big Question: Are we in the adult world at 16? Entering the adult world Ok at 16, Legislation affecting 16-year olds Managing adult on-line relationships		Big Question: Can I rely on myself to achieve my goals or do I need luck or destiny? Dreams and goals including; financial, jobs, relationships (e.g. marriage, parenting) Resilience	Big Question: Should relationships, sex and sexual health be discussed more openly? Big Question: Without sufficient knowledge can we avoid misuse of power in our relationships? Sexuality spectrum Respect and equality in relationships (recognising conflicts and power-based relationships)

	Emergency response, e.g. medical emergency, drugs , alcohol , diabetes, allergies, head injury	Contingency planning	choices and consequences. (e.g. pregnancy, being a young parent, termination choices, protected sex, delay etc)	Individuality in relationships Stages of relationships Sexual relationship checklist Gender/honour-based violence FGM
RE	Q1. Is there life after death?	Q2. The problem of evil and suffering	Q3. Does God exist?	Q4. Do miracles prove the existence of God?

Appendix 2: 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	