



RSE Parental Engagement

2021-2022 School Year

**Information for parents and carers about
what King's Lynn Academy are doing to
comply with statutory requirements**



As the DfE statutory guidance states:

‘Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSE. Good communication and opportunities for parents to understand and ask questions about the school’s approach help increase confidence in the curriculum.’




Therefore we aim to:

- **Communicate with our parents/carers** about PSHE education. To highlight the guidance and give you the opportunity to comment and feedback on our intended delivery of topics to our students
- Give opportunity to consult on the Relationships and Sex Education **Policy (attached to this information)**
- Conduct a **Parent voice** – establishing parents/carers current understanding of RSE, giving opportunity to raise any questions and concerns
- Highlight any particular needs you feel your child has when learning about RSE or PSHE topics
- **Providing advice** on how to talk to children about relationships and sex at home
- Direct you to the **PSHE education curriculum** on the school website
- Directing you to the **FAQs** on PSHE education, including RSE, on the school website



9. Would you like more information about what the school teaches on sex and relationships?

[More Details](#)

 Insights

 Yes	104
 No	65
 Not Sure	16



What does the statutory guidance cover?



The Department for Education published [statutory guidance for Health Education, Relationships Education and RSE](#) which outlines what schools must cover.

- **This covers broad areas of particular relevance and concern to children and young people today.** It should ensure that every child is guaranteed a PSHE education that covers mental health and wellbeing; physical health (including healthy lifestyles and first aid); learning about safe, healthy relationships and sex (including understanding consent, negotiating life online, intimate relationships).

PARENT

VOICE

1. I think RSHE education is an important part of the school curriculum

[More Details](#)

 [Insights](#)

185

Responses



1.57 Average Rating

PARENT

VOICE

2. RSHE topics taught in school can make a real difference to young people's lives.

[More Details](#)

 [Insights](#)

185

Responses



1.66 Average Rating

Why is this all so important?



- PSHE education has [proven impact](#) on life chances and academic success when delivered well.
- This strengthening of PSHE education's status can have a **major impact** on the quality of PSHE in all schools for all pupils.
- These developments mean that all pupils can benefit from an education that keeps them safe, healthy and prepared for the realities of modern life.

"The evidence shows that personal, social, health and economic (PSHE) education can improve the physical and psychosocial well-being of pupils. A virtuous cycle can be achieved, whereby pupils with better health and well-being can achieve better academically, which in turn leads to greater success."

Department for Education [review](#) of PSHE education impact and effective practice

[An extensive 2017 literature review](#) by leading economists found 'Very strong evidence' that PSHE (personal, social, health and economic) learning has a positive impact on **health, wellbeing and academic attainment.**



3. I understand and agree with the content of the KLA PSHE/RSE policy

[More Details](#)

 Insights

185

Responses



1.66 Average Rating



All secondary schools are required to have a Relationships and Sex Education policy in place. This must be freely available for parents to access, and include:

- an outline of what will be taught to children within the RSE curriculum
- a rationale for this learning (for example in relation to safeguarding)
- a clear procedure for withdrawal from sex education
- reasons why the school believes children should not be withdrawn from these lessons



I think the teaching has to be age appropriate but some parents are unable or do not feel comfortable with discussing sex with their children so school is a healthy place for children to learn. Some parents themselves are not in healthy relationships themselves so this will help the children also to understand from a different perspective and gives them their own beliefs.

What does age-appropriate mean?



- The Statutory Guidance gives content for primary and secondary, but not by key stage or year
- This is because the 'age and developmentally appropriate' judgement will vary by school and context
- This means that we consider the guidance and teach topics that we believe through our experience with our students is appropriate for them to learn about

What does age-appropriate mean?




- For example – in Sex Education we teach about consent and the law regarding consent in Year 9 whereas in year 7, we look at consent in term of giving permission for your picture to be used by someone.
- In addition, the parent/carer voice will offer the opportunity to agree or disagree with our topic delivery



6. I am aware of the topics covered by RSHE sessions at KLA

[More Details](#)

 Insights

185

Responses



1.89 Average Rating



My child doesn't open up to this subject, so if possible I would like more information about what they teach for this class, thank you.



- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health
- Mental well-being
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

For all of our topics we maintain the link between curriculum based learning and PSHE learning. We invite students to make that link where possible.

For examples – the reproductive system is studied in Biology and elements of PSHE. We entice students to bring their theoretical knowledge forwards in order to understand the context used in PSHE.



More needs to be taught about online grooming learning firsthand in are household this is something that has happened recently and more needs to be taught about the signs and manipulation used to intice these young children into online sexual acts

Year 7

- British Values
- Sexting - "Just send it"
- Tobacco - How we are influenced by people

Year 8

- Digital resilience
- What rights are children entitled to
- Rights & Responsibilities
- Send Me A Pic (4 lessons)
- Intimate Relationships
- Abusive Relationships
- Sexual pressure

Year 9

- Healthy coping strategies
- Keeping yourself safe online / digital footprint
- Online Grooming
- Capacity to consent

Year 10

- Recognising mental ill health and when to get help
- Perceptions (of Islam)
- Looking at right wing extremism
- What is Exploitation?
- Exploited: Power Games
- Exploited: Making Choices, Getting Help
- Exploitation Case Study Project



I strongly recommend to always mention healthy relationships Vs domestic abuse and consent.

Year 10

- What is Exploitation?
- Exploited: Power Games
- Types of relationship & intimacy - ready for sex

Year 11

- Healthy & Unhealthy Relationships

Year 9

- Keeping yourself safe online / digital footprint
- Grooming
- Gambling
- Long term commitments
- "The legal status of marriage"
- Parenting
- Startig out romantic relationships
- Capicity to conset
- Drugs - Managing influence

Year 8

- Promoting emotional wellbeing
- Digital resilience
- What rights are we entitled to?
- Rights & Responsibilities
- Send me a pic (4 lessons)
- Types of Relationships
- Intimate Relationships
- Abusive Relationships
- Sexual pressure

Year 7

- Understanding Mental Health
- How our emotions shape our personality
- Individual Liberty
- Mutual Respect and Tolerance
- Positive Relatonships
- Maintaining friendships and avoiding toxic ones
- Abusive Relationships
- Peer Pressure - "Back Me Up"
- Cyberbullying "Gone To Far"
- Sexting - "Just send it"



i would like the children to understand the inappropriate language used to sexualize people regardless of gender. How there actions, both physical and verbal have an impact on peoples feelings which could lead to them feeling pressurised to take part or perform a sexual act.

Year 7

- How our emotions shape our personality
- Mutual Respect and Tolerance
- Positive Relationships
- Maintaining friendships and avoiding toxic ones
- Abusive Relationships
- Peer Pressure - "Back Me Up"
- Cyberbullying "Gone To Far"
- Sexting - "Just send it"

Year 8

- Digital resilience
- Media Messages
- Device Addiction
- What rights are we entitled to?
- Rights & Responsibilities
- Send me a pic (4 lessons)
- Types of Relationships
- Intimate Relationships
- Abusive Relationships
- Sexual pressure
- How Can Language Divide Us?

Year 9

- Keeping yourself safe online / digital footprint
- Grooming

Year 10

- Reframing negative thinking
- Recognising mental ill health and when to get help
- Types of relationship & intimacy - ready for sex
- Importance of sexual health
- What is Exploitation?
- Exploited: Power Games



I feel it is extremely important and gives pupils the opportunity to discuss and explore RSE topics amongst peers in a safe environment. Young people are exposed to more sexual content than ever before so they need to be informed of how to remain safe and reality versus media.



My concern is that children are given thorough guidance on how to process and handle the information they have been given and that they have a full understanding of what is deemed appropriate/inappropriate behaviour - be it spoken or physical - when it comes to sharing their knowledge with others.

Show respect

- By listening
- Not interrupting
- Only 1 person talking at a time

Personal

KING'S LYNN ACADEMY

Development



Don't make assumptions about people's values, attitudes, behaviours, life experiences or feelings

CLASSROOM RULES

Don't show the fact you are embarrassed through silliness

Conversations stay in the room unless it is a **safeguarding issue**

Be open and honest but **no personal comments** – Discussions will be about '**general situations**'

Use the agreed appropriate Language (**Avoid slang terms**)

You don't have to say things about yourself if you don't want to (**You have the right to pass**)

It's OK to get things wrong

There are **no stupid questions**. A question box for anonymous Questions

Have a **non-judgemental approach**. No Put downs and challenge the opinion not the person

Enjoy the lesson, Challenge your perceptions and **understand how to seek further advice and support**



My child has spoken to me in regards to the content of the topic, however was slightly confused as to where pornography comes in to it??? Please enlighten. Thank you 😊

Year 7

Screen time – How much is too much and why does it matter?

Sexting - "Just send it"

Year 8

Sexual pressure

Send me a pic (4 lessons)

Startig out romantic relationships

Capicity to conset

Year 10

- Recognising mental ill health and when to get help
- Screwball Film
- What is Exploitation?
- Exploited: Power Games
- Exploited: Making Choices, Getting Help
- Exploitation Case Study Project

Year 11

- Healthy & Unhealthy Relationships
- Pornography

Statutory Guidance from the DfE



Relationships and Sex Education will build on the teaching at primary school. It aims to give young people the information they need to help them develop healthy, nurturing relationships of all kinds.

Our school will cover content on what healthy and unhealthy relationships look like and what makes a good friend, colleague and successful marriage or committed relationship. At the appropriate time, the focus will move to developing intimate relationships, to equip your child with knowledge they need to make safe, informed and healthy choices as they progress through adult life.

By the end of secondary school, pupils will have been taught content on:

- families
- respectful relationships, including friendships
- online media
- being safe
- intimate and sexual relationships, including sexual health



Health Education aims to give children the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

At KLA, Health Education is covered in many other subjects as well as Personal Development

By the end of secondary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body



As a school we are working towards meeting the following statements:

- the school prepares pupils for life in modern Britain by
 - equipping them to be responsible, respectful, active citizens who contribute positively to society
 - developing their understanding of fundamental British values
 - developing their understanding and appreciation of diversity
 - celebrating what we have in common and promoting respect for the different protected characteristics as defined in law
 - how curriculum areas such as personal, social, health and economic education, and relationship and sex education contribute to pupils' personal development
- provision rather than impact



What tripe of relationships are taught? Is lgbtqia an approachable subject at kla?



- The statutory guidance states that all pupils should receive teaching on LGBT relationships during their school years. The guidance is clear that secondary schools should include LGBT content in their teaching
- We are constantly developing our delivery on this to accommodate student needs
- Our aim is to embed LBGT themes throughout our curriculum topics as well as PSHE, so lessons are inclusive to all student identities



We do have some concerns around potential 'trigger points' for children who have been in an abusive situation



- **We understand that many of the topics in PSHE are sensitive for a number of different reasons**
- **We want to ensure that students feel safe and confident within lessons**
- **Currently we take the following steps to support our students during these lessons:**
 - **Students are informed at the start of the year what topics they will be studying**
 - **They have the opportunity to raise any concerns they have about any particular topics with their teacher/house leader/PSHE coordinator**



- **Staff members are then able to plan accordingly for these lessons by sharing resources or content with the student prior to the lesson, discussion with home or discuss redirection possibilities**
- **Students are reminded of topic content at the start of each rotation as new experiences may have arisen since the start of term, the same process occurs**
- **Students with SEND mentors will take time to discuss topics with their students and raise any concerns with their class teacher prior to learning**
- **This process is anticipated to prepare SEND for learning and settle any anxiety about learning sensitive topics**



7. Has your child ever talked to you about something they learnt at school to do with growing up, sex and relationships?

[More Details](#)

Insights

Yes	133
No	45
Not Sure	7



We are happy for our daughter to be taught this subject, we are comfortable talking to her about this subject and she is comfortable asking us things she doesn't understand. We like knowing what she is being taught so we are fully aware of what she is being taught so we can answer her questions.



How to engage with a student at home

- Discuss topics over dinner
- Ask open questions not leading ones “What did you learn today in PD?”, “Did you hear any words you don’t understand?”, “Did anything worry or concern you today? Would you like to talk about it?”
- Drawing/mind mapping what was learnt
- Writing a statement of learning
- Presenting ideas
- Showing resources



no ive always thought children should always be given a straight forward and true answer to any question regardless of the topic

Answering student questions



Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting. It will be a matter of common practice that:

- no-one (teacher or student) will have to answer a personal question
- no-one will be forced to take part in a discussion
- the correct names for body parts will be used most of the time
- sensitivity will be shown towards those of particular faith backgrounds
- nothing should be said that could be construed as embarrassing or offensive to other pupils or students.

If a question is too personal, the student will be reminded of the ground rules. The student may then be referred to the appropriate health professional or outside agency via the Pastoral Leader for that student.

If a question is too explicit, seems too old for the student, is inappropriate for the whole class or raises concerns about sexual abuse, it will not be answered in front of the whole class. The member of staff will discuss their concerns with the Designated Safeguarding or Child Protection Officer as appropriate.

In cases of concern over sexual abuse, the Trust's Child Protection Procedures will be followed.

It is important to recognise the power and confusion of informal learning from, for example, television, magazines, newspapers, gossip, jokes and the wider community. Teachers can do much to dispel myths, reduce fear and anxiety, clarify understanding and counteract prejudice.



- Parents will not be able to withdraw their child from any aspect of **Relationships Education or Health Education**.
- Parents will be able to withdraw their child (following discussion with the school) from **any or all 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, the guidance states that 'if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.'
- Where pupils are withdrawn from sex education, schools should document the process and will have to 'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.'

What topics are
exclusively sex
education?

Relationships

Sex

Health

Possible topics include:

1. Mental health
2. Cyberbullying
3. Pornography
4. FGM
5. Puberty
6. 'Sexting'
7. Consent
8. STIs
9. Pregnancy
10. Contraception
11. Same sex marriage
12. Drugs & Alcohol
13. LGBT
14. Sexual Exploitation

For more information:



Promotional material

**Relationships, sex and health
education: guides for parents**

Search 'RSE FAQ' on GOV.UK

Search 'RSE Parent Guide' on GOV.UK

Any questions or
concerns:

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