



| | |
|-------------------|---|
| | |
| Policy: | Relationship and Sex Education (RSE) |
| Author: | Brian Reeve-Hayes |
| Date of Approval: | June 2023 |
| Approved by: | Academy Council |
| Review Date: | May 2024 |

Contents

| | |
|---|-------------------------------------|
| 1. Aims | 3 |
| 2. Statutory requirements | 3 |
| 3. Policy development..... | 3 |
| 4. Definition | 3 |
| 5. Curriculum | 3 |
| 6. Delivery of RSE | 4 |
| 7. Roles and responsibilities | 4 |
| 8. Parents' right to withdraw | 5 |
| 9. Training | 5 |
| 10. Monitoring arrangements..... | 5 |
| Appendix 1: Curriculum map | 6 |
| Appendix 2: By the end of primary school pupils should know | Error! Bookmark not defined. |
| Appendix 2: By the end of secondary school pupils should know | 9 |
| Appendix 3: Parent form: withdrawal from sex education within RSE | 12 |

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](#).

The Eastern Multi Academy Trust RSE policy can be found here: [download.asp \(eastern-mat.co.uk\)](download.asp (eastern-mat.co.uk))

At King's Lynn Academy 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.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught by the Personal Development team 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.

While PSHE education can be found in all subjects and offerings at KLA, the timetabled lessons cover the following topics:

- Mental Health
- Internet safety and harms
- Online and Media
- Drugs alcohol and tobacco
- Respectful relationships, including friendships
- Intimate and sexual relationships, including sexual health
- First Aid skills

Students in year 7-10 receive an hour PSHE lesson each week, while year 11 will focus on filling in any gaps to students learning as well and follow up on new and pressing issues, reinforcing positive skills and ensure all have access to the support they need.

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 Academy Council will approve the RSE policy, and hold the Principal to account for its implementation.

7.2 The Principal

The Principal and the Academy's Leadership Team 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
- › 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.

PSHE at King's Lynn Academy is coordinated by the PSHE Specialist and taught primarily by teachers in the Humanities department. In addition to timetabled lesson RSE, HE, and PSHE in general is taught by all staff in various ways and lessons.

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 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 PSHE Specialist 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 Brian Reeve-Hayes (PSHE Specialist) through:

- Class Observations
- Work scrutiny
- Annual reviews

The Trust Board is responsible for overseeing, reviewing and organising the revision of the Sex and Relationship Education Policy. This may be delegated to a committee or other appropriate group.

Ofsted is required to evaluate and report on the spiritual, moral, social and cultural development of pupils or students. This includes evaluating and commenting on the Trust's SRE Policy, and on support and staff development, training and delivery.

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

Appendix 1: Curriculum map

Relationships and sex education curriculum map

| Topic | Year 7 | Year 8 | Year 9 | | Year 10 | Year 11 |
|---------------------------|--|--|--|---------------------|--|--|
| Introductions | Introduction to PSHE | Introduction to PSHE | Introduction to PSHE | Intro | Introduction to PSHE | Focus on filling in any gaps to students learning as well and follow up on new and pressing issues, reinforcing positive skills and ensure all have access to the support they need. |
| Recovery Curriculum | Questionnaire and Dealing with covid19 | Questionnaire and Dealing with covid20 | Questionnaire and Dealing with covid21 | Recovery Curriculum | Questionnaire and Dealing with covid22 | |
| | Scenarios | Scenarios | Scenarios | | Scenarios | |
| Mental wellbeing | Inside Out Lesson 1: How to Express our emotions | Attitudes to mental health | Unhealthy coping strategies (self-harm and eating disorders) | Mental wellbeing | New Challenges | Topics may include but are not limited to: <ul style="list-style-type: none"> • My body • My bits • A girl or boy thing • Sex – what drives us? |
| | Inside Out Film | Promoting emotional wellbeing | Healthy coping strategies | | Reframing negative thinking | |
| | | Digital resilience | | | Recognising mental ill-health and when to get help | |
| | Inside Out Lesson 2: Understanding Mental Health | Mental Health Quiz | Sleep Factor | | Mental Health Quiz | |
| Internet safety and harms | Peer Pressure - "Back Me Up" | Media Messages | Online Grooming | Really? | Really? Film | |
| | | Online Sexual Harassment | | | Peer on Peer Violence | |
| | Screen time – How much is too much and why does it matter? | Device Addiction | Oline Gambling | | Healthy Lifestyles | |
| Online and Media | Cyberbullying "Gone To Far" | Send me a pic - Session 1 | Online Stress and FOMO | | | Sexting, Nudes + Dick Picks |

| | | | | | | |
|---------------------------|---|---|--|-------------------------------|--|--|
| | | Send me a pic - Session 2 | | | Healthy Relationships | |
| | Sexting -"Just send it" | Send me a pic - Session 3 | Pornography | | Domestic Abuse + Domestic Violence | |
| Citizenship | What is the difference between government and parliament? | What rights are we entitled to? | What is the Equality Act 2010? | Citizenship | What is democracy? | |
| | | What does a right to education really mean? | | | Is direct democracy better? | |
| | How do elections work? | What can I do as a citizen to protect the rights of others? | What is discrimination and prejudice? | | Are elections truly fair? | |
| | | How do we protect the right to health? | | | Why is media freedom necessary in a democracy? | |
| | What do political parties do? | Are you getting your right to reliable and accurate information? | What are the effects of discrimination on individuals and groups in society? | | How can we improve democracy in the UK? | |
| | | Deliberative Debate: How well are children's' rights protected and supported in the UK? | | | Deliberative Debate: What are the strengths and weaknesses of democracy in the UK? | |
| | Health & Wellbeing | Alcohol and risk | Staying Positive | First Aid & CPR | Introduction to the Red Cross – story of an idea | |
| | Dealing with anger | Immunization & Vaccinations | Immunization & Vaccinations | | Unresponsive and breathing | |
| Drugs alcohol and tobacco | Understanding drugs | Understanding drugs | Understanding drugs | Relationships & Sex Education | Sexting, Nudes + Dick Picks | |
| | RE | Drugs, the law and managing risk | RE | | Healthy Relationships | |

| | | | | | | |
|--|--------------------------------|---|---|--------------|------------------------------------|--|
| | Tobacco – risks and influences | Drugs and their effects: Alcohol and cannabis | Drugs and their effects: Alcohol and cannabis | | Domestic Abuse + Domestic Violence | |
| | RE | Managing influence | RE | | Sexual Assault + Relationships | |
| | Alcohol and risk | Substance use and assessing risk | UNITS AND GUIDELINES | | Alcohol and Bad Choices | |
| | RE | Substance use and managing influence | RE | | Importance of Sexual Health | |
| | Exploring Attitudes | Help seeking and sources of support | Alcohol and the law | | STD's | |
| Intimate and sexual relationships, including sexual health | RE | Conflict and Relationships | RE | PSHE Project | Introduction | |
| | Your bits | Exploring Sexual Orientation | Relationships & Partners | | Planning | |
| | RE | Healthy Relationships | RE | | Research | |
| | Puberty | Love | Why have sex? | | Research | |
| | RE | Communication and Consent | RE | | Research | |
| | Puberty | Safer Sex | STI STD's & Clinics | | Presentation | |
| | RE | Quiz/Reward Day | RE | | Presentation/Awards | |

Appendix 2: 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 |

| TOPIC | PUPILS SHOULD KNOW |
|------------------|--|
| 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) |

| TOPIC | PUPILS SHOULD KNOW |
|--|--|
| 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 | <p>Include notes from discussions with parents and agreed actions taken.</p> <p>Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</p> |
| | |