

Relationships and Sex Education Policy

Reviewed by: Community and Wellbeing Committee

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1.0 Statutory Requirements

- 1.1 As a secondary academy school we have a responsibility to 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.
- 1.2 At Katharine Lady Berkeley's School we teach RSE as set out in this policy, in line with the Department for Education's statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2019, updated 2021). The school fully recognises its responsibility to provide relationship and sex education that prepares students to lead safe, fulfilling and enjoyable lives.

2.0 Definition

- 2.1 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. It is not about the promotion of sexual activity.

3.0 Aims

- 3.1 Provide a framework in which sensitive discussions can take place
- 3.2 Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- 3.3 Help pupils develop feelings of self-respect, confidence and empathy
- 3.4 To ensure opportunities are available for young people to develop the social skills to enable them to make informed choices
- 3.5 To emphasis respect and consideration for others
- 3.6 Create a positive culture around issues of sexuality and relationships
- 3.7 Teach pupils the correct vocabulary to describe themselves and their bodies
- 3.8 To acknowledge the role that the parent/guardian may play and to work in partnership with them
- 3.9 To encourage students to seek advice and guidance from the School Nurse

4.0 Content and delivery

4.1 The teaching of Relationship and Sex Education

4.1.1 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 across the curriculum. RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships.

4.1.2 The school ensures that explicit sexual content is only introduced from Year 9 onwards.

4.1.3 In each year group, PSHE is delivered by the PSHE teaching team and also staff who have expressed an interest in delivering the programme. Training is provided for teachers as necessary to support them and to ensure content and methodology are in line with current guidelines and best practice. Overall responsibility for the PSHE programme is taken by an Assistant Headteacher. Coordination of Programmes of Study, assessment and aspects of monitoring are undertaken by the KS3 and KS4 PSHE coordinators.

4.1.4 Teaching about sensitive or contested issues will be factual, objective, and age-appropriate. Pupils will be taught to understand the law and different perspectives without promoting any particular ideology.

4.1.5 Details of the PSHE elements of RSE will be published on the school's website so that parents can access course content. Parents have the right to request access to all RSE teaching materials. The school will facilitate parental viewing of these materials on request.

4.2 RSE has five main elements:

4.2.1 Families:

4.2.1.1 That there are different types of committed, stable relationships;

4.2.1.2 How these relationships might contribute to human happiness and their importance for bringing up children;

4.2.1.3 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;

4.2.1.4 Why marriage is an important relationship choice for many couples and why it must be freely entered into;

4.2.1.5 The characteristics and legal status of other types of long-term relationships;

- 4.2.1.6 The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting;
- 4.2.1.7 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.
- 4.2.2 Respectful relationships, including friendships:
 - 4.2.2.1 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;
 - 4.2.2.2 Practical steps they can take in a range of different contexts to improve or support respectful relationships;
 - 4.2.2.3 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);
 - 4.2.2.4 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;
 - 4.2.2.5 About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help;
 - 4.2.2.6 That some types of behaviour within relationships are criminal, including violent behaviour and coercive control;
 - 4.2.2.7 What constitutes sexual harassment and sexual violence and why these are always unacceptable;
 - 4.2.2.8 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.
- 4.2.3 Online and media:
 - 4.2.3.1 Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online;

- 4.2.3.2 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;
 - 4.2.3.3 Not to provide material to others that they would not want shared further and not to share personal material which is sent to them;
 - 4.2.3.4 What to do and where to get support to report material or manage issues online;
 - 4.2.3.5 The impact of viewing harmful content;
 - 4.2.3.6 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;
 - 4.2.3.7 That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail;
 - 4.2.3.8 How information and data is generated, collected, shared and used online.
- 4.2.4 Being safe:
- 4.2.4.1 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;
 - 4.2.4.2 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).
- 4.2.5 Intimate and sexual relationships, including sexual health:
- 4.2.5.1 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;
 - 4.2.5.2 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;
 - 4.2.5.3 The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women;
 - 4.2.5.4 That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others;

- 4.2.5.5 That they have a choice to delay sex or to enjoy intimacy without sex;
- 4.2.5.6 The facts about the full range of contraceptive choices, efficacy and options available;
- 4.2.5.7 The facts around pregnancy including miscarriage;
- 4.2.5.8 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);
- 4.2.5.9 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;
- 4.2.5.10 About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment;
- 4.2.5.11 How the use of alcohol and drugs can lead to risky sexual behaviour;
- 4.2.5.12 How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

4.3 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).

5.0 Confidentiality

- 5.1 The school's work in Relationship and Sex Education will result in sensitive issues being discussed, either with groups of pupils or with individuals. We will:
 - 5.1.1 reassure pupils that their best interests will be maintained;
 - 5.1.2 encourage pupils to talk to their parents/carers and provide support in this if necessary;
 - 5.1.3 ensure that pupils are aware that teachers cannot offer unconditional confidentiality;
 - 5.1.4 inform pupils that if an external agency needs to be informed, they will be told first and supported appropriately;
 - 5.1.5 pursue the Child Protection guidelines and procedures if there is any possibility of abuse;

5.1.6 ensure that pupils are informed of sources of confidential help.

6.0 The use of outside visiting speakers and health professionals

6.1 Visitors will only take part in sex education lessons with the agreement of the SLT line manager of relationships and sex education.

6.2 Visitors are made fully aware of the school's Relationship and Sex Education Policy.

6.3 All visitors are subject to the school's safeguarding policy.

7.0 The right of parents to withdraw their child from Sex Education

7.1 Parents have the right to withdraw their children from the non-statutory 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 made, in writing, to the Headteacher. The Headteacher will discuss the request with parents and take appropriate action. A copy of withdrawal requests will be placed in the pupil's educational record.

8.0 Links to other policies

8.1 Safeguarding

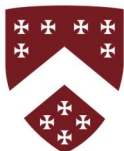
8.2 Child Protection

8.3 Confidentiality

8.4 Anti-Bullying

8.5 Online Safety

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