



Relationships, Sex and Health Education policy

King Edward VI Community College

Approved and adopted by the Standards Committee: November 2021

Due for Review: November 2022

This policy is an in-house College policy

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Policy context and rationale

This relationships, sex and health education policy covers King Edward VI Community College's approach to teaching relationships, sex and health education (RSHE). This policy has been subject to consultation with the whole-school community including pupils, parents/carers, staff, school governors and where relevant appropriate members of the wider community such as medical professionals. Pupil consultation has ensured that the needs of all pupils can be met through the delivery of an age and stage appropriate RSE curriculum that addresses relevant issues, informed by analysis of public health data and pupil priorities. Consultation methods have included a range of student voice studies on a variety of key themes. Pupil consultation has been used to inform the creation of the school's RSE curriculum and this policy where appropriate.

Policy values, aims and objectives

Since September 2020, the secondary Relationships and Sex Education (RSE) (secondary) aspects of PSHE education are compulsory in all schools.

RSE is delivered through the college's PSHE curriculum. The delivery of RSE is underpinned by a clear set of embedded values and principles that complement the school ethos and permeate through the teaching practice, resources and classroom management of PSHE/RSE lessons. Our school values are Kindness, Commitment and Inclusivity. The aim of our staff is to support our young people to flourish, both now and in the future.

RSE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health in an age and stage appropriate manner. RSE equips young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their sexuality and to take responsibility for their health and wellbeing. We recognise the importance of RSE in preparing children and young people to live safe, fulfilled and healthy lives. The overarching objective of RSE is to support children and young people through a journey of physical, emotional and moral development via the teaching of essential knowledge, skills and values within the framework of the law.

Effective RSE can make a significant contribution to the development of personal skills needed by pupils to establish and maintain relationships. RSE will ensure children and young people are encouraged to understand the importance of stable, loving relationships, respect, love, and care. It also enables young people to make responsible and informed decisions about their health and wellbeing.

RSE will be approached through evidence-based, best practice principles to ensure the highest impact on improving pupil health, wellbeing, safeguarding and lifelong outcomes. The following principles are based on research evidence, supported by a wide range of leading organisations including the NSPCC, Barnardo's, The Children's Society and education unions.

RSE provision at KEVICC:

- Is an identifiable part of our PSHE school curriculum, which has planned, timetabled lessons across Key Stage 3 and 4.
- Is taught by staff regularly trained in RSHE (with expert visitors invited in to enhance and supplement the programme, where appropriate).
- Works in partnership with parents and carers, informing them about what their children will be learning and how they can contribute at home.
- Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
- Gives a positive view of human sexuality with honest and medically accurate information so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity.
- Gives pupils opportunities to reflect on their values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex and nurture respect for different views.
- Includes learning about how to get help and treatment from health and advice services including reliable information online.
- Fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in everyday school life.
- Meets the needs of all pupils with their diverse experiences including those with special educational needs and disabilities.
- Seeks pupils' views about RSE and PSHE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.
- Takes into account local and national contexts and reflects on emerging stories and reports relevant to the students personal learning.

Entitlement and equality of opportunity

All pupils are entitled to access a broad and balanced curriculum delivered in an age and stage appropriate manner. Teachers will include a range of teaching styles and groupings to allow all children to make progress. Every child will be given opportunity to develop their skills independently and in groups, enhancing their own confidence and self-esteem.

We actively celebrate the diversity of our pupils, their families and the wider whole-school community. RSE and PSHE will always be taught in a non-judgemental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law to ensure all pupils have equal access to our curriculum. We do not use RSE or PSHE as a means of promoting any form of sexual orientation or belief system over another.

Through consultation, continual assessment and regular reviews of the curriculum we ensure that we continually recognise and respect pupils' different abilities, levels of maturity, personal

circumstances (including gender identity, faith or culture and that of their family, friends and the wider whole-school community).

Teaching and learning

The RSE and PSHE programme will be led by Kirsty Matthews, taught by designated teaching staff and supported by school nurses, visitors and outside agencies. All staff involved in the delivery of RSE have received training and a departmental handbook to ensure that pupils receive clear and consistent approaches to RSE and PSHE throughout their time at KEVICC. Whole staff and individual training needs will be identified through the faculty review process.

On occasions external visitors, experts and agencies may be invited to contribute to the delivery of RSE or PSHE to enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with children and young people. When this happens, KEVICC staff will:

- Check the visitor or visiting organisation's credentials.
- Ensure the teaching delivered by the visitor fits with our planned programme and our published policy.
- Discuss the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils.
- Ask to see in advance the materials visitors will use as well as a lesson plan so that collectively we can ensure it meets the full range of pupils' needs (e.g. special educational needs).
- Agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with our school's policy.
- Arrange for the visitor to be always supervised/supported by a member of school staff.
- Monitor and evaluate the visitor input to inform future planning.

RSE and PSHE will be taught through a range of teaching methodologies, including story-telling, drama, discussions, individual private reflection, quizzes and fact finding, value spectrums, debating, independent research and artistic presentations etc. This wide range of teaching strategies promotes engagement by all pupils. Home learning tasks are not set for RSE and PSHE but the annual curriculum map is shared with parents and carers to support input and discussion at home.

Curriculum

The majority of elements of the RSE curriculum are a statutory requirement to teach to meet latest government RSE guidance, June 2019 and The Equalities Act, 2010.

RSE and PSHE will be taught through a 'spiral curriculum'. This approach means that pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes (detailed below) and to build on prior learning. RSE will support the school's commitment to safeguard pupils through an age-appropriate curriculum that prepares them to live safely in the modern world.

Our intended RSE curriculum may vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning. If this is the case, parent/carers will be provided with appropriate notice before the amended programme is delivered. Where appropriate the curriculum will be complemented by themed assemblies, topic days/weeks and cross curricular links.

Core Theme 1 – Health & Wellbeing

This Core Theme covers mental, physical and emotional wellbeing. Enriching understanding of what mental ill health can look like, healthy coping mechanisms that can be used to manage mental ill health and how to promote positive mental wellbeing in yourself and others. The topics developed further into looking at the links between physical and mental health and the impacts this can have on emotional wellbeing in the now and in the future.

Core Theme includes; Anti Bullying, Mental Health & Wellbeing, Tolerance, Diversity in the Media, Drugs Education, Food and Nutrition.

Core Theme 2 - Relationships

This Core Theme covers the development of healthy relationships and incorporates the statutory requirements of **Sex and Relationships Education**. The topic explores how to build healthy relationships with family and peers before looking at romantic relationships, consent, contraception/pregnancy choices and development of the family unit. The aim is to equip students with knowledge to make informed choices, behave in a respectful and appropriate manner and understand the law around Sex, Relationships and Media.

Core Theme includes; Sex and Relationships Education (SRE), Community, Relationships & The Abuse of Power.

Core Theme 3 – Living in the Wider World

This Core Theme covers the development of students as part of their wider community. Developing awareness global issues, different cultures and of how developmental stages can influence personal change, students look to enhance their understanding of broader topics and gain practical and useful understanding of topics covered to develop healthy discussion, make informed and appropriate decisions and contribute positively to their local and wider community.

Core Theme includes; Personal Finance, The Legal System, Social Justice, Medical Ethics, Careers, Values & Global Education, Personal Safety and Diversity & Awareness.

Careers Overview

Important statutory careers education is covered in PSHE, including work experience research and preparation, uni-frog access and engagement and 'Morrisby Careers'.

Assessment

Pupils' learning will be sampled to ensure that pupils are making sufficient progress to build on prior teaching and learning and that teaching strategies and resources remain relevant and effective. Assessment activities will be implicit, forming part of a normal teaching activity to ensure that pupils

do not feel under pressure and will include self-assessment tasks that will confirm pupils understanding of the topics.

The quality of RSE teaching and learning will be monitored through the faculty review process and the wider review of personal development and wellbeing. Observations and findings from these reviews will be used to identify and inform future staff training needs, resource allocation, curriculum design and any other relevant influencing factors.

Confidentiality, signposting and handling disclosures

The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to our curriculum content, teaching methodologies and supporting resources.

At the beginning of RSE teaching the class will discuss and create a 'working agreement'. Confidentiality will be included within this agreement so pupils are clear of the **limits** of confidentiality that can be guaranteed by a teacher.

Openness – We will be open and honest without discussing our own or another (identified) person's personal/private life. Instead we could say 'I know someone who' or 'person X'. Keep the conversation in the room – We will feel safe to discuss RSE, and we know that the teacher will not repeat what we say unless they are concerned we are at risk. We cannot guarantee other pupils will not talk about what we have said, so we need to think before we speak!

Non-judgemental approach – It is OK not to agree with each other's opinions, but we will challenge the opinion and not the person.

Right to pass – Taking part is my choice; if I feel uncomfortable, I have the right to pass.

Make no assumptions – We will not assume what other people think and feel, based on what we think we know about them (such as religion, culture, life experience, disability, etc.)

Listen to others – We will listen fully to what each other has to say, and we will expect to be listened to.

Appropriate language – We will use the correct terms when talking about the body, sexuality, etc. If we don't know them, our teacher will tell us or find out for us.

Questions – We can ask questions 1:1, in class Q&A. We will not ask personal questions of anyone, and no one can ask us personal questions (this includes our teacher).

Help and advice – If we need help and advice about anything, we will seek it (inside or outside school). We will help our friends to get help if we think they need it.

Distancing techniques such as the use of characters within RSE and PSHE avoids pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes RSE and PSHE more accessible to all pupils including those who may have experienced unhealthy relationships and/or abuse.

Teachers will signpost pupils to information relevant to the topic being taught to ensure safe sources of information, advice and guidance are provided. Teachers will also work closely with the school's pastoral system to advise on topic coverage so that the school can be responsive to pupil's pastoral needs and safeguarding arrangements can be actioned efficiently if required.

Teachers will conduct RSE and PSHE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will immediately inform the named person for child protection issues about their concerns. The designated safeguarding lead will then deal with the matter in line with our school's safeguarding policy.

Involving parents and carers

We believe that parents are the primary educators of their children in RSE and PSHE. An effective approach to these topics is best achieved in collaboration between school and home. We therefore wish to build a positive and supporting relationship with parents and carers of children and young people at our school through mutual understanding, trust and cooperation.

The vast majority of RSE is compulsory. There is no right to withdraw from Relationships Education or Health Education. Parents and carers are only able to request that their child is excused from Sex Education, taught outside of the national curriculum for science. If a parent wishes their child to be excused from some or all of the non-statutory Sex Education, they should discuss this with the College Principal, making clear which aspects of the programme they do not wish their child to participate in. Parents and Carers are signposted to this process on an annual basis via a letter sent through Weduc outlining the RSE curriculum and attaching a withdrawal request form to be used as appropriate.

On receipt of any withdrawal request the College Principal will outline to parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded as well as the likelihood of the child hearing their peers' version of what was said in the classes rather than what was directly said by the teacher (although detrimental effects may be mitigated if the parents/carers propose to deliver sex education to their child at home instead).

Once these discussions have taken place, except in exceptional circumstances, our school will respect a parent/carers' request to have their child excused from non-statutory sex education up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education, rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms.

The school will document this process.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the SENDCO/DSL/College Principal may want to take a pupil's specific needs arising from their SEND into account when making this decision.

If a pupil is excused from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Links to other school policies and curriculum

This policy complements the following policies:

- Behaviour Policy
- CP and Safeguarding Policy
- Equality Policy
- Online Safety Policy
- SEND Policy
- Careers Plan Policies