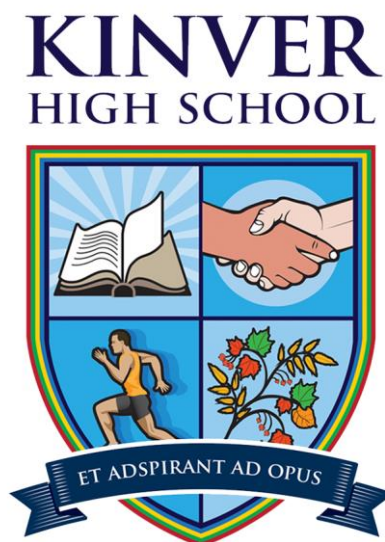


# Relationships and sex education policy (from 2020)

Kinver High School



ENGAGE, SUCCEED, ASPIRE TO LEAD

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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
- › To enable our students to better understand the nature of relationships
- › To teach what is acceptable and unacceptable behaviour in relationships
- › To give young people the information they need to develop healthy, nurturing relationships of all kinds and know what these relationships look like.
- › To enable students to see the importance of marriage and stable loving relationships for the bringing up of children.
- › This will help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed
- › To prepare students for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood
- › It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure).
- › To know about the risks of being online and how to stay safe
- › To support all young people to stay safe and prepare for life in modern Britain.

Our RSE provision is in keeping with our school vision and values to allow students to develop into well-rounded confident, independent and resilient young people. We are committed to nurturing the moral, social and emotional intelligence of our students to allow them to succeed outside of the classroom. We focus on attitudes and values, skills and as well as knowledge and understanding. This will include developing self-esteem, the skills to manage relationships and most importantly keep themselves safe in all their relationships.

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about relationships and sex, are more likely to be discerning in their relationships and sexual behaviours and to have fulfilling relationships.

As a school we recognise the impact of social media, the media and the digital world on our children and young people. We aim to deliver an RSE programme that recognises and addresses this to ensure that pupils know how to keep themselves and their personal information safe.

At Kinver we believe that,

- Learning extends beyond the academic and should be engaging, challenging and inspiring
- Every student is a valued member of our community, to be nurtured, developed and encouraged to reach their full potential.

- All students can be successful in a wide variety of ways and that the recognition and celebration of such achievements drives forward further success.
- The views of parents and students are vital in providing an outstanding education for our students
- High expectations of behaviour, dress and effort are the foundations on which every students can build success

## 2. Statutory requirements

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, require all schools from September 2020 to deliver Relationships Education (in primary schools) and Relationships and sex education (in secondary Schools). Health Education is compulsory in all schools except independent schools.

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 Kinver High School we teach RSE as set out in this policy.

Documents that inform this RSE policy include: Education Act (1996) Learning and Skills Act (2000) Education and Inspections Act (2006) Equality Act (2010) Keeping children safe in Education – Statutory safeguarding guidance (2016) Relationships and Sex Education RSE Secondary- Statutory Guidance July 2019

## 3. Policy development

This policy has been developed in consultation with staff, pupils and parents.

## 4. Definition

Relationships and Sex Education is defined by the PSHE Association as *‘learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health’*.

RSE is about the cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. This content is delivered in an age appropriate way in our school with regard to the age and stage of pupils.

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 and staff, considering 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

The majority of RSE is taught through an Ethics Tutor time programme and through RE and Ethics lessons, where fitting. Every year group will also have an Ethics day in which they will cover aspects of the RSE and

Health requirements. Where necessary, students may receive some RSE sessions from trained health professionals or external visitors.

Some aspects of RSE may be taught in the Science and ICT curriculum.

We do not deliver any stand-alone sex education lessons, rather often they sit alongside lessons concerning relationships and consent.

For more information about our RSE curriculum, see Appendices 1 and 2.

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 approve the RSE policy, and hold the headteacher to account for its implementation.

### 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 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-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.

The lead for RE and Ethics is responsible for the planning of the RSE and Health curriculum and all form tutors will be responsible for teaching RSE within their Ethics form time.

Where included, humanities staff will be responsible for teaching elements of RSE that fall into RE and Ethics 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.

We have a classroom code on conduct to ensure that all students are fully supported and the classroom is a safe learning environment, in which students can safely discuss and articulate different viewpoints. Students should respect people's privacy, listen to others, not be judgmental, express the right to pass on questions and discussion, ask questions and to be understanding of those topics in which there is a sensitive nature.

As with all other subject areas across the curriculum, there are high expectations of students work and conduct within RSE.

## 8. Equality

This school delivers RSE with regards to the Equality Act 2010 and observance of the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership and sexual orientation, We recognise that children have varying needs regarding RSE depending on their circumstances and background. The school believes that all people should have access to RSE that is relevant to their particular needs

- Some pupils may have learning, emotional or behavioural difficulties, or special educational needs or disabilities (SEND) that result in particular RSE needs at times which we will support. We will ensure that RSE is accessible to all pupils through high quality teaching. We will also be mindful of preparing for adulthood outcomes as set out in the SEND code of practice when teaching these subjects to those with SEND.
- Different ethnic, cultural and religious groups may have different attitudes and beliefs with regard to RSE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for and understanding of the views of different ethnic, cultural and religious groups in line with safeguarding and school's statutory duty to keep pupils safe and deliver certain elements of the statutory RSE curriculum.
- We recognise that our pupils may come from a variety of family situations and home backgrounds. We will take care to ensure that there is no stigmatisation of children based on their home circumstances and deliver the curriculum sensitively and inclusively.

## 9. 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.

The Headteacher will respond to all withdrawal requests and arrange for alternative work to be given to pupils who are withdrawn from sex education.

## 10. 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 may 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 KHA through:

This will include:

- Learning Walks
- Work Scrutiny
- Student Voice

They will:

- Monitor the use of teaching and learning styles
- Monitor the use of teaching materials
- Evaluate the effectiveness of the schools programme
- Ensure the content is age appropriate.

Pupils' development in RSE is monitored by the class teacher, through progress activities.

This policy will be reviewed by KHA annually. At every review, the policy will be approved by the governing board and the Headteacher.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7 RE and Ethics	<b>Jesus: Human or Divine?</b> An introduction to key Christian Beliefs	<b>Sikhism:</b> An introduction to key Sikh beliefs	<b>Buddhism:</b> An introduction to key Buddhist beliefs	<b>Did Jesus rise from the dead?</b> <b>How do Christians celebrate Easter today?</b>	<b>The Five Pillars of Islam:</b> An introduction to key Muslim teachings	<b>How does the Gurdwara reflect Sikh beliefs?</b>
7 Tutor Time	<b>Who am I?</b> Self-Identity Stereotypes Common emotion Talking about emotions Where to get help	<b>Healthy and positive relationships</b> Different types of relationships Healthy and positive relationships (inc. friendships) Conflict and managing it Ending relationships Improving relationships	<b>Making the Right Choices</b> Happiness and being connected to others Positive and negative actions The impact of actions How can we evaluate our own actions	<b>Puberty: What might change?</b> What is puberty and key facts Menstruation and wellbeing Physical changes from puberty Emotional changes Getting help	<b>Democracy in the UK</b> Democracy and dictatorship UK Democracy Political Parties Elections Monarchy Citizens and their role in the UK British Values	<b>What is 'normal'?</b> Qualities in a partner Expectations Different partnerships and attractions Appropriate boundaries and behavior Attraction and love
Forensic Reading	<b>The Spirit of Life – Culture and Identity</b>	<b>Women, Suffrage and Misogyny – The Role of Women</b>	<b>Fragile Earth</b>	<b>Deconstructing Masculinity</b>	<b>Diverse Britain</b>	<b>Change and Development</b>
8 RE and Ethics	<b>How do religious believers put faith into action?</b>	<b>An inclusive world: Respect and Tolerance</b> Media representation of religion Trusting internet sources Extremism and Radicalisation Racism	<b>Life after Death: A study of Christian &amp; Hindu beliefs about life after death.</b>	<b>How do religions celebrate marriage?</b> Types of relationships Marriage and the Law Relationships and Human Happiness	<b>Inspirational Religious figures: A study of key religious figures and their influence on believers.</b> Hate Crime	<b>What are our Human Rights?</b> FGM Justice Wealth and Poverty Exploitation Trafficking Gender discrimination Violence against W&G
8 Tutor Time	<b>Mental Wellbeing: Recovery</b>	<b>Bullying</b> Types of bullying Role and responsibility of the bystander Impact of bullying Kinver Policy Reporting and getting help	<b>How should we treat people?</b> Stereotypes and their impact How should we treat people and how should we be treated? Positions of authority Respecting others The Law	<b>Trustworthy Relationships and Parents</b> What does trustworthy mean Unsafe relationships Domestic Abuse Reporting and finding help The role of parents Bringing up children	<b>Healthy Relationships</b> Intimate relationships and intimacy (not sex) Communicating a healthy relationship Challenging unhealthy relationships Conflict and pressure in a relationship Changing relationships	<b>What is right?</b> Coercive control Signs of coercion What is 'wrong' in a relationship Grooming Getting help
Forensic Reading	<b>The Spirit of Life – Bonded Child Labour</b>	<b>Women, Suffrage and Misogyny – Equality and Discrimination</b>	<b>Fragile Earth</b>	<b>Deconstructing Masculinity – Challenging Masculine Stereotypes</b>	<b>Diverse Britain</b>	<b>Change and Development</b>
9 RE and Ethics	<b>The Nature of God: A study of Christian beliefs.</b>	<b>What do Sikhs believe about God?</b>	<b>An inclusive world: Respect and Tolerance</b>	<b>What are our Human Rights?</b> Exploitation Violence People Trafficking Law on sexual violence, rape and harassment	<b>How do religious people celebrate marriage?</b> Forced and arranged marriage	<b>Ethical Issues in the World today</b> Contraception Abortion Adoption IVF Euthanasia



						Drugs and Alcohol
9 Tutor Time	<b>Mental Wellbeing</b> Common emotions Early signs of mental health illness Common mental health illnesses Mental Wellbeing What can affect our mental wellbeing Help in and out of school	<b>County Lines</b> What is county lines Criminal Exploitation Who is at risk Signs of exploitation Dangers Reporting concerns	<b>Drugs and Alcohol</b> Legal and Illegal Drugs Risks of drugs Prescription Drugs Alcohol Consumption Physical and psychological risks Addiction and Dependency	<b>Delaying Sex</b> Consent and the Law The right to delay sex Sexual pressure Challenging pressure Reproductive Health Female and Male reproductive health and the impact	<b>What is right?</b> What is a healthy, intimate relationship Intimacy (not sex) Why is intimacy important What behavior is not appropriate The impact of inappropriate behavior The positive impact of healthy relationships	<b>Sexual Health</b> What is sexual health and positive sexual health STI's and their impact Safe Sex Advice and help about safe sex and STI's
Forensic Reading	<b>The Spirit of Life – Teenage Cancer</b>	<b>Women, Suffrage and Misogyny – Attitudes towards Women</b>	<b>Fragile Earth</b>	<b>Deconstructing Masculinity</b>	<b>Diverse Britain</b>	<b>Change and Development</b>
10 RE GCSE	<b>Paper 1: Sikh Beliefs</b>	<b>Paper 1: Christian Beliefs</b>	<b>Paper 2: Theme E Crime and Punishment</b>	<b>Paper 2: Theme D Peace and Conflict</b>	<b>Paper 2: Theme A Relationships and Families</b>	<b>Revision and Exam Practice</b>
10 Key skills	<b>Sexual Ethics</b> Contraception choices Emergency contraception Pregnancy and Miscarriage Other options to pregnancy IVF Including religious perspectives		<b>My Finances</b> Budgeting and Savings Payslip explained Influences on financial decisions Good financial choices Gambling and debt			
10 Tutor Time	<b>Mental Wellbeing: Recovery</b>	<b>Types of Relationships</b> Different types of relationships Legal status of relationships Gender Identity Stereotypes and prejudice and their impact Treating others with respect How can we expect to be treated	<b>The Media and its impact</b> Issues with the media What does it tell us about relationships? Body image Why is it damaging Harmful online content Trusting online sources	<b>Relationships: What is acceptable?</b> Healthy, mature relationships Controlling behaviour Consent Violence Harassment Stalking	<b>Self-Health</b> Sexual Health STI's Impact of STI's Safe Sex Help and advice about safe sex and STI's	<b>First Aid</b> Basic first aid Emergency incident Lifesaving skills CPR Defibrillator Mental First Aid Drugs and Alcohol Emergencies
11 RE GCSE	<b>Paper 1: Christian Practices</b>	<b>Paper 1: Sikh Practices</b>	<b>Paper 2: Theme B Religion and Life</b>	<b>Revision</b>		
11 Key Skills	<b>Sexual Ethics</b> Contraception choices Emergency contraception Pregnancy and Miscarriage Other options to pregnancy IVF Including religious perspectives		<b>The Workplace</b> Young people's employment rights and responsibilities Behaviour in the workplace: discrimination, harassment, confidentiality Professionalism Stereotypes Contracts Financial Exploitation			
11 Tutor Time	<b>Mental Wellbeing: Recovery</b>	<b>First Aid</b> Basic first aid Emergency incident Lifesaving skills CPR	<b>Pornography</b> What is porn Issues with porn What does it promote Why is this damaging	<b>Sexual Morals</b> Values and morals and respecting others choices Sexual stereotypes and prejudice Sexual Assault and Victim blaming	<b>Self-Health</b> Misconceptions and barriers about sexual health Responding to STI's Sexual Health Clinics	

		Defibrillator Mental First Aid Drugs and Alcohol Emergencies	Reporting harmful content online	Getting help	Practicing good self-health	
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## Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• 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</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• 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</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• 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)</li> <li>• 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</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• 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</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• 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</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• 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)</li> <li>• 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</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

### 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	