



## **Kesteven and Sleaford High School**

**A Robert Carre Trust School**

### **Relationships and Sex Education Policy**

#### **INTRODUCTION & AIMS**

Schools are required to provide a balanced and broadly based curriculum which promotes the spiritual, moral, social, cultural and physical development of all pupils in the school and prepares them for the opportunities, responsibilities and experiences of adult life. Effective Relationships and Sex Education is essential if young people are to make responsible and well-informed decisions about their lives.

PSHE and Science lessons are a framework for the delivery of the statutory and non-statutory aspects of the National Curriculum for Relationships and Sex. This policy must be viewed in conjunction with the following policies:

- Anti-Bullying Policy
- Behaviour Policy
- Careers Education, Information, Advice and Guidance Policy
- Child Protection and Safeguarding Policy
- Equal Opportunities Policy
- PSHE and Citizenship Education Policy
- Drugs Policy

This policy has been written and reviewed in line with the guidance from the PSHE Association, the Sex Education Forum (Principles of Good RSE), the OFSTED framework for PSHE and Acts of Parliament.

The aims of this policy are:

- to identify and share with all stakeholders the aims and objectives of our programme and the intended outcomes
- to identify the responsibilities of the school's staff

#### **AIMS, OBJECTIVES & INTENDED OUTCOMES**

As a school within the Robert Carre Trust our values are Respect; Commitment to Excellence and Trust and we aim for students to achieve their potential by:

- Putting our learners at the heart of everything we do
- Promoting independence, confidence and resilience
- Encouraging self-esteem and respect for others



Ensuring our students are equipped to meet the challenges of the future

We believe that safe, effective Relationships and Sex Education is paramount in preparing young people for the choices of adult life.

As a school we need to recognise and respond to the societal issues relating to areas of RSE (such as Public Sexual Harassment; the work of groups such as *Everyone's Invited*; and the *Me Too* movement). Our taught PSHE programme looks at the issue of Relationships and how to cultivate positive relationships and manage unhealthy relationships in all aspects of our students' lives. This starting point then enables the programme to look at age-appropriate issues (such as sexting; good sexual health; coercive behaviour; abusive relationships etc) from a developed understanding of what a good relationship is.

Our programme is increasingly inclusive as we adapt to the changing demographics within society that are reflected within our own school community.

Students are given the opportunity to realise the nature and consequences of discrimination, bullying and aggressive behaviours, amongst others, and how to respond and ask for help. Our programme incorporates age-appropriate learning about LGBTQ+ issues and this is fully integrated into our programme of study.

In Key Stage 3, students are provided with a comprehensive body of knowledge about what constitutes healthy relationships (within a variety of spheres such as the family; the school community and romantic relationships. Students also learn about good sexual health as they learn about their changing bodies.

In Key Stage 4, students build on the knowledge acquired at KS3 to learn more about dynamics of healthy and unhealthy relationships and the importance of good sexual health.

In Science lessons, students will learn about:

- reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle, gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta
- hormonal and non-hormonal methods of contraception

In PSHE lessons, students will learn about:

- Puberty and menstruation
- Healthy Relationships (What a healthy relationship looks like in a number of contexts; how to nurture relationships, etc.)
- Unhealthy relationships (What these can look like; how they can affect us both physically & emotionally; how we can overcome unhealthy relationships
- Consent – what this is and why it is important
- Self-awareness and Self-esteem
- Alcohol and drugs and their effects on the body and relationships
- Contraception and Sexually Transmitted Infections (STIs) including where to access confidential sexual and reproductive health advice
- Pregnancy and different pregnancy choices including adoption and abortion
- Sex in the Media including online safety, harmful content online, pornography and sharing explicit content

- Gender identity
- Bullying and cyberbullying
- Female Genital Mutilation
- The law relating to the above topic areas

For further information about which content is covered in which year groups, please refer to the curriculum maps available on the school website or by contacting the PSHE Co-Ordinator, Mr Ally Shivas.

### **CONFIDENTIALITY**

Confidentiality is discussed in all lessons about Relationships and Sex, wherever these may occur in the curriculum. Students are made aware of what can be kept confidential; no one working with children can agree confidentiality if a child is thought to be at risk. Visitors to the classroom are bound by the same rules as employees of the school. Students are offered confidential support, if appropriate, after lessons have been delivered by visitors to the classroom. When visitors are invited into school, the guidance from Lincolnshire County Council is used to inform the planning, execution and review of this and its impact.

### **WITHDRAWAL FROM RSE**

Parents of all students in our school have the legal right to withdraw their children from all or part of our RSE programme, with the exception of the biological aspects necessary under the National Curriculum for Science. Parents who choose to exercise this right are offered support to ensure their children are not disadvantaged in any way. A letter will be sent out to parents of all students who will be studying topics covered within the area of RSE that will advise on topics to be studied and how parents can support this important area of their child's education through discussions at home. Students who are withdrawn at parental request will be given alternative work to complete under teacher supervision. Students who are three months before their 16<sup>th</sup> birthday may also decide for themselves whether they attend lessons on Relationships and Sex Education.

### **RESPONSIBILITIES OF SCHOOL STAFF**

#### **Head of School**

The Head of School is responsible for the overall development and implementation of the programme

#### **Leadership Group**

The Leadership Group is responsible for the provision of time and financial support for the delivery of the programme

#### **PSHE & Citizenship Co-ordinator**

The PSHE & Citizenship Co-ordinator is responsible for the development of the programmes of study in each key stage. They are responsible for ensuring that all statutory elements of the National Curriculum are delivered and that appropriate guidance from Government and sponsored associations is applied appropriately. The PSHE and Citizenship Co-ordinator is responsible for monitoring and evaluating the programme in the school's context. They are also responsible for liaising with visitors to the classroom whose expertise will be used to enrich learning and to address specific national and local health priorities.

## **Head of Science**

The Head of Science is responsible for the development of the programmes of study in each key stage. They are responsible for ensuring that all statutory elements of the National Curriculum are delivered and that appropriate guidance from Government is applied. The Head of Science is responsible for monitoring and evaluating the programme in the school's context.

## **Classroom teacher**

All classroom teachers are expected to contribute to the pastoral care of students and to support their spiritual, moral, social and cultural development and to undertake the duties of Form Tutor, supporting the ethos of the school and offering support to their tutees where necessary.

## **Timetabled Classroom teacher**

All timetabled classroom teachers are expected to deliver the PSHE programme to their allocated classes in line with the guidance from the PSHE & Citizenship Co-ordinator. All timetabled classroom teachers are expected to take part in the monitoring and evaluation of the PSHE programme and to contribute to its contextual development. All timetabled classroom teachers are expected to support the delivery of elements of the Relationships and Sex Education programme either by delivering the lessons prepared by the PSHE & Citizenship Co-ordinator or by supporting an approved external professional. Questions from students will be answered by the timetabled classroom teacher if they feel able to give an unbiased, factual answer. They may need to consult with the PSHE & Citizenship Co-ordinator or the schools' leadership team before answering and should ensure students are aware of this. If a timetabled classroom teacher has any reason to believe that a pupil is at risk, they will follow the Child Protection and Safeguarding Policy guidance and contact the Assistant Headteacher (Pastoral) in the first instance. A safe learning environment will be established by the timetabled classroom teacher and ground rules will be referred to in appropriate RSE lessons.

## **ASSESSMENT**

Students' knowledge will be assessed using baseline assessments then end of topic assessments (e.g. quizzes on MS Teams). The quality of pupils' work is monitored by the Classroom Teacher and PSHE & Citizenship Co-ordinator through different media in lessons and through work scrutinies.

## **INTERACTION BETWEEN SUBJECTS**

The knowledge and skills about Relationships and Sex are enhanced by other subject areas within the school. For example:

- Computing (online safety)
- English
- Ethics & Philosophy

The present and future well-being of our pupils and their learning needs are essential elements of all subject areas and therefore this list is not exhaustive.

**Reviewed by DC/AS**

**Approved by the KSHS Local Governing Body on 8 July 2021**

**Review date: July 2022 (Annual)**