



Kesteven and Sleaford High School

A Robert Carre Trust School

Relationships and Sex Education Policy

RATIONALE & ETHOS

This policy covers our school's approach to Relationships and Sex Education (RSE). We define RSE as being about the emotional, social and cultural developments of students, 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, but rather providing students with information.

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 and effective RSE is paramount in preparing our students for the choices of adult life.

We ensure RSE is inclusive and meets the needs of all our students, including those with special educational needs and disabilities (SEND), and those with different religions, faiths, or beliefs. We also ensure that the delivery of RSE fosters equality for all those students with protected characteristics as well as gender and LGBT+ equality. We achieve this through a broad and balanced curriculum that promotes dialogue and questions and uses varied and inclusive resources tailored to students' individual needs, within our lessons.

Our school's overall aims and intended outcomes of our relationships and sex education programme at our school are that students will:

- Develop effective and safe relationships of all kinds, including
 - Families
 - Friendships
 - Peers
 - Teachers and other authority figures or educators
 - Online
 - Intimate and sexual relationships.
- Develop independence and responsibility
- Develop feelings of self-respect, confidence, empathy, self-awareness and positive self-esteem
- Understand how to keep themselves and others safe
- Learn to respect the differences between people
- Learn how to live a healthier and safer lifestyle
- Make a positive contribution to society

We hope to achieve the above aims through:



- Providing a framework in which sensitive age-appropriate discussions can take place and students feel empowered and guided to make healthy choices
- Preparing students for adult life, by giving them an understanding of sexual development and the importance of health and hygiene
- Creating a positive culture around issues of sexuality and relationships
- Teaching students the correct vocabulary to describe themselves and their body
- Embedding British Values of democracy, individual liberty, rule of law, and mutual respect and tolerance, into our RSE curriculum.

ROLES & RESPONSIBILITIES

The Local Governance Tier

The Local Governance Tier will approve the RSE policy and hold the Headteacher to account for its implementation.

Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school.

PSHE & Citizenship Co-ordinator

The PSHE & Citizenship Co-ordinator is responsible for the development of the programmes of study. They are responsible for ensuring that statutory requirements relating to RSE are adhered to. The PSHE & Citizenship Co-ordinator is responsible for monitoring and evaluating the programme in the school's context. They are also responsible for engaging suitable visitors to the school whose expertise will be used to enrich learning and to address specific health priorities.

Head of Science

The Head of Science is responsible for ensuring that the biological aspects of RSE are taught within the Science curriculum.

Classroom teacher

At KSHS, 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 PSHE teacher

The timetabled PSHE teacher is expected to deliver the PSHE programme to their class in line with necessary 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 student 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.

LEGISLATION & STATUTORY GUIDANCE

As a secondary academy we must provide RSE to all students 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](#), to ensure that statutory obligations are met.

Parents of all students in our school have the legal right to withdraw their children from the sex education elements of the PSHE/RSE programme.

Students who are withdrawn at parental request will be given alternative work to complete under teacher supervision. Students who are three months before their 16th birthday may also decide for themselves whether they attend all lessons on Relationships and Sex Education. From three terms ('short' or 'half' terms)

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CURRICULUM DESIGN

We have developed our curriculum in consultation with staff, students and parents taking into account the age, needs and feelings of students.

High quality and relevant (up-to-date) resources support our RSE provision and are regularly reviewed. Selected resources, such as film clips, will be used which support and promote understanding within a moral/values context.

Students will be encouraged to reflect on their own learning and enabled to make progress from their own, unique starting points on any given topic.

An overview of the curriculum can be seen on the school website. Please look at the PSHE section of the curriculum page and consider our Learning Journey or Knowledge Sequence Maps.

SAFE & EFFECTIVE PRACTICE

We will ensure a safe learning environment by using resources developed and quality-assured by relevant nationally accredited organisations (such as the PSHE association).

Within lessons students and teachers will agree on ground rules to ensure that discussions are kept focussed and promote healthy attitudes around material covered.

All staff involved in the delivery of RSE will be supported by the PSHE & Citizenship Co-ordinator.

SAFEGUARDING

The effective delivery of RSE elements within a PSHE curriculum can, at times, lead to the disclosure of a child protection issue. In such instances teachers will consult with the designated safeguarding lead and in their absence their deputy.

Visitors and external agencies which support the delivery of RSE will always be supported in class by a named teacher at KSHS who will be available to action the reporting of any safeguarding concerns.

External providers will share any session aims prior to delivery to ensure that they are appropriate.

ENGAGING STAKEHOLDERS

Parents will be informed about the policy through the regular communication channels (including the school newsletter; social media feed etc). The policy will also be available on the website. The curriculum map will be available on the website.

As we continue to improve our RSE offer we will work closely with parents and carers to communicate effectively what students are being taught; when they are being taught it; and how they can add to their child's learning by discussing their learning with them.

MONITORING, REPORTING & EVALUATION

Teachers are encouraged to critically reflect on their work in delivering RSE through self-evaluation and teaching team meetings.

Students will have opportunities to review and reflect on their learning during lessons and sequences of lessons.

Student voice will be used to adapt and amend the RSE programme to ensure that it remains culturally relevant and appropriate.

RSE POLICY REVIEW DATE

Reviewed by AN/JSm

Approved by the KSHS Local Governors on 29 June 2024

Review date: June 2025 (Annual)