



Kirkbie Kendal School Academy Trust

Policy Title:	Relationships & Sex Education
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Member of Staff Responsible for review:	Assistant Headteacher (JSd)
Governors' Committee/SLT Responsible:	Curriculum
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"Kirkbie Kendal School promotes the safeguarding and welfare of children in its care; all policies support the Child Protection Policy."

Review Sheet

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

<u>Version</u>	<u>Date</u>	<u>Description</u>
1.1	16 May 17 Curriculum Committee	Changes to all sections to update legislative responsibilities re safeguarding
1.2	17 Jul 19 FGB	Changes to all sections to bring in line with legislative changes
1.3	May 2020	Updated to reflect statutory RSE and Health from September 2020.
1.4	SLT 20.06.22 Curric 22.06.22	Updates to reflect legislative changes
1.5	SLT 07.05.24 Curric 11.06.24	Updated to reflect legislative changes

KIRKBIE KENDAL SCHOOL ACADEMY TRUST

RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

1. BASIC INFORMATION

Staff responsible: JSd (Assistant Headteacher)
NBs (HoD Life Skills)
AHn (Assistant Headteacher)
MHs (Headteacher)

2. BACKGROUND INFORMATION

Kirkbie Kendal School is an Academy catering for students aged 11-18. Students come from a variety of social, economic and cultural backgrounds.

3. WHAT IS RELATIONSHIPS AND SEX EDUCATION (RSE)?

RSE assists young people to prepare for adult life by supporting them through their physical, emotional and moral development, and helping them to understand themselves, respect others and form and sustain healthy relationships.

4. AIMS OF RELATIONSHIPS AND SEX EDUCATION

Kirkbie Kendal School believes that RSE is an entitlement of all students and an integral part of each student's emergence into adulthood.

Kirkbie Kendal School aims to:

- Provide accurate information and to enable young people to make responsible and informed decisions.
- Help and support young people through their physical, emotional and moral development.
- Help young people develop the skills and understanding they need to live confident, healthy and independent lives.
- Help young people to understand difference and to respect both themselves and others; to prevent and remove prejudice.
- Promote the spiritual, moral, social, cultural, mental and physical development of young people at school, and to help prepare them for the opportunities, responsibilities and experiences of adult life.
- Enable young people to understand human sexuality and to respect themselves and others.
- Build self-esteem and confidence.
- Equip young people with communication and decision-making skills.
- Encourages respect, tolerance and consideration for others.
- Develop relationship skills.
- Provide support and information for young people and their parents/carers.

The aim of this policy is to communicate clearly to staff, parents, carers, visitors and students the manner in which RSE education is delivered at Kirkbie Kendal School.

5. OUTCOMES

Broadly, the aims of the Relationships and Sex Education programme are that students will:

- Know and understand their rights and responsibilities to others in all relationships
- Know they have a right to feel safe in their relationships with others
- Know they have the responsibility to respect others, and to treat partners equally
- Develop the skills of communication and self-assertion to safeguard themselves and seek help when it is needed
- Develop the attributes of kindness, care and respect for others in all their relationships

6. CONTENT

Relationships and Sex Education provides knowledge, and encourages the acquisition of skills and attitudes, which will allow young people to manage their lives in a responsible and healthy way.

Best Practice in PSHE Education:

- Any new topic in PSHE will be introduced taking into account students' prior knowledge
- Research shows that attempts to scare or shock young people into making healthy choices rarely works and often backfire. Students will be reassured that the majority of young people make positive healthy lifestyle choices
- Students are helped to make connections between PSHE education and their 'real life' experiences.

Knowledge and Information:

(a) KEY STAGE 3

(Year 7)

- Puberty;
- Self Esteem - Respecting yourself & others;
- Personal safety & emergencies;
- To recognise bullying in all its forms and have skills and strategies to manage being targeted of witnessing others being targeted.
- How to deal with changes;
- Recognise peer pressure and have strategies to manage it;
- Introduction to consent;
- About the unacceptability of prejudicial language and the need to challenge it;
- Support services available and how to access them.

(Year 8)

- Risks and consequences;
- Risks of alcohol use and smoking;
- Importance of relationships and different types of relationship;
- About the law in relation to consent;
- Qualities and behaviours of positive relationships;
- Grooming and CSE;
- Domestic abuse;
- Emotional wellbeing and mental health;
- Support services available and how to access them.
- Reasons why conflict might arise and how to deal with heated situations;
- Forced marriage;

(Year 9)

- Contraception & STIs, including developing the communication and negotiation skills necessary for contraceptive use in healthy relationships;
- Physical and emotional aspects of sexual health;
- Taking responsibility for own sexual behaviour and health;
- Recognising and managing risk to make safer choices;
- Recognising the importance of not keeping problems bottled up;
- Understanding contraception and dealing with the consequences of behaviour;
- STIs;
- Vulnerable situations;
- How our choice of action or behaviour helps to form our character;
- Emotional wellbeing and mental health;
- Impact of pornography;
- Safe and responsible use of ICT;
- Sharing sexual images;
- Child sexual exploitation and grooming
- Impact of drugs and alcohol on choices and sexual behaviour.
- To recognise when a relationship is unhealthy or abusive.
- Support services available and how to access them.

(b) KEY STAGE 4

- Contraception, including access to and correct use of.
- STIs;
- That fertility levels can vary in different people and decrease over time;
- About the unacceptability of all forms of discrimination, and how to challenge it;
- Nature and importance of marriage, civil partnerships and other stable, long-term relationships;
- Pregnancy choices and routes to parenthood;
- Parenting skills;
- Physical and emotional consequences of sexual health;
- Emotional wellbeing and mental health;
- Body image and media portrayal of idealised and artificial body shapes;
- Cultures, values and beliefs;
- Consent;
- Impact of pornography;
- The legal and personal risks associated with being asked for or sharing intimate images of self or others;
- Female Genital Mutilation (FGM);
- Stalking and harassment
- Characteristics and benefits of positive, strong, supportive and equal relationships;
- Develop an awareness of exploitation, bullying, harassment and control in relationships and the skills to respond appropriately;
- Sexuality;
- Support services available and how to access them.

7. ORGANISATION

- a) RSE is coordinated by the Life Skills HoD who is line managed by a member of the Leadership Team (LT)
- b) **Delivery is through:**
 - Planned aspects within the Science, Life Skills and Religious Studies Curriculum

- Planned aspects through Life Skills Curriculum
- Addressing moral and ethical issues which may arise from apparently unrelated topics in National Curriculum subjects

c) **Teaching Approaches:**

A variety of approaches are used to give students relevant information. Activities are planned to encompass a variety of teaching and learning styles ie kinaesthetic, visual, audio; to maximise student's understanding of the topics covered. Details of this are included in the PSHE scheme of work.

Increasingly we aim to make use of external agencies to deliver aspects of the statutory RSE requirements e.g., Public health and Wellbeing nurses and Cumbria Sexual Health Service.

d) **Student Groupings:**

Students are taught in mixed ability and gender groups. When there is a specific need e.g. contraception, arrangements will be made to teach students in smaller groups and if appropriate, single sex groups.

e) **Resources:**

- Materials – Schemes of Work will be made available to teachers delivering the RSE topics. These materials are available for inspection by parents through the Life Skills Co-ordinator and key areas of content will be published on the school website.
- Staff – It is important that teachers delivering the RSE topics should feel comfortable with the subject matter.

Support is offered through in-service training programmes. All staff are asked to teach within the school's value framework.

f) **Time Available:**

RSE forms some part of the curriculum in every year group. Areas are delivered through Life Skills and Science. Details of this can be found in the appropriate schemes of work. Pastoral teams will respond to any specific areas of need identified.

8. **SPECIFIC ISSUES**

The following issues may occur as part of education.

Students must be made aware that adults cannot maintain confidentiality, and should understand that if certain disclosures are made certain actions will ensue. At the same time students will be offered sensitive and appropriate support as per the school's safeguarding procedure (Child Protection Policy and Procedures).

The following procedure will be adhered to by all adults:

- **Confidentiality and disclosure**

It is almost inevitable that effective RSE, which allows for open discussion to take place, may lead to disclosures from students. It is essential, therefore, that those teaching RSE are completely familiar with the child protection procedures (Child Protection Policy).

Student disclosures are likely to occur at an inappropriate time or place. It is important that teachers are sensitive to this and follow up any such disclosures with the students concerned asap in that school day as per the school's safeguarding procedures.

Health professionals are bound by their professional codes of conduct, but in the classroom setting they are also bound by relevant school policies. Outside the teaching situation they can:

- Give one to one advice or information to a student on health- related matters, including contraception; and
- Exercise their own professional judgement as to whether a young person has the maturity to consent, regardless of age (Fraser guidelines – issued by the Health Education Authority (HEA), British Medical Association (BMA); Brook Advisory Service)

- **Teenage Pregnancy/Contraception advice:**

School will always encourage students to talk with their parents first:

- Students should be asked whether they can tell their Parent(s)/Carer(s) and whether they want help in doing so. If this takes place, subsequent responsibility then lies with the Parent(s)/Carer(s).
- If students refuse to tell their Parent(s)/Carer(s) the adult should refer them to a health professional.
- The adult should report the incident to the DSL who will consult with the health professional about informing the Parent(s)/Carer(s)

- **Disclosure or suspicion of possible abuse**

The school's child protection procedures will be invoked. (See relevant policy).

- **Family Life**

The value of family life is an important aspect, which will be approached largely through a consideration of the qualities and relationships between the group of people, with an emphasis on stability; respect; caring and support. RSE will be taught as part of family life and relationships.

- **Religion and Faith**

Because Cumbria is perceived as a predominately white Christian community, it is important that Kirkbie Kendal does not ignore issues relating to other religions, faiths and cultures. Through linking to curriculum areas such as Life Skills, students are made aware of other religions, faiths and cultures.

Where there is a cultural or ethnic mix in the classroom, teachers will need to make themselves aware of pertinent issues related to the needs of specific students. For example, discussion of some topics in a mixed sex group is forbidden in some religions.

- **Equality**

Schools are required to comply with relevant requirement of the Equality Act 2010.

RSE has to be inclusive and should seek to help young people to:

- Be aware of sexuality;
- Understand the arguments for delaying sexual activity;
- Understand the reasons for having protected sex;
- Value themselves and others;
- Avoid exploitation.

Whilst these issues are pertinent for all young people regardless of their physical or intellectual capabilities it is essential that language and methodologies used are appropriate and adapted where necessary to accommodate their disability.

- **Lesbian, Gay, Bisexual and Transgender (LGBT)**

In teaching RSE we will ensure that the needs of all pupils are appropriately met and that all pupils understand the importance of equality and respect. School will comply with the Equality Act 2010, under which sexual orientation and gender reassignment are among a number of protected characteristics. Teaching will be sensitive and age appropriate in approach and content.

Within the PSHE framework, teachers help students to develop skills to enable them to understand difference and respect themselves and others. This will lead to a greater understanding of the nature of sexuality, hopefully removing prejudice and bullying which can lead to mental distress and isolation.

The sexual health of gay, lesbian, transgender and bisexual young people will be addressed through PSHE lessons by professional, informed adults.

Kirkbie Kendal School has an obligation to support all students.

- **Children and Young People in Local Authority Care**

Children and young people in care are particularly vulnerable to poor sexual and emotional health. They often miss out on RSE at home, at school and in care because of the often-disrupted pattern of their experiences.

Appropriate staff (usually the Designated Looked After Children teacher) at Kirkbie Kendal School will liaise with the appropriate agencies to ensure that each young person's entitlement is being met in this regard.

- **HIV/AIDS Awareness & Sexually Transmitted Infections (STIs)**

As part of the RSE programme issues of contraception; HIV/Aids; STDs; sexuality and abortion are addressed. Facts are presented in an objective and balanced way, with students being encouraged to consider their attitudes and values. They are made aware of the difference between fact, opinion and religious belief.

- **Right to withdraw from sex education**

- Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.
- The proviso to the right of parents to withdraw their child is that 15-year-olds will be able to opt into sex education – a right that will apply to students for three terms before they turn 16. If the child wished 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.
- There is no right to withdraw from Relationships Education or Health Education.
- Parents who wish to exercise this right are asked to make an appointment with the Headteacher or member of the Leadership Team to discuss their concerns and view teaching materials and resources.
- Once a child has been withdrawn, they cannot take part in any subsequent sex education without parental approval.

9. CONTACT WITH THE MEDIA ABOUT RSE ISSUES

If dealing directly with the media, staff at Kirkbie Kendal should take account of the following guidelines:

- Respond only through one identified person (Headteacher);
- Do not respond if contacted at home, either in person or on the telephone; email etc;
- Prepare a checklist of the key facts of the incident before any interview;
- If contacted unexpectedly, ask to be called back later when more information may be available;
- Do not be drawn into expanding on your statement;
- Do not make 'off the record' comments as this can lead to serious misunderstandings;
- Do not release any information that could be prejudicial to individual students or the school, such as details that may be required in a court action;
- Avoid commenting on events or circumstances that are outside the school's influence;
- Show that if an incident has occurred it has been taken seriously and managed effectively;
- Be positive wherever possible and conclude with a reassurance about the situation;
- Treat media enquiries with respect and be aware of their deadlines. This is an opportunity to state the school's position, and if you do not respond before their deadline your views may not be represented.

10. MONITORING, EVALUATION & REVIEW

It is the responsibility of the HOD for Life Skills to monitor the standards of pupil's work and the quality of teaching in RSE.

The HoD will also:

- Consult and advise colleagues
- Monitor sex education throughout the school
- Assist the planning process
- Review annually the resources available and purchase any necessary resources
- Set clear realistic targets for raising standards throughout the school

Training needs of staff will be identified in the light of RSE monitoring/review & evaluation and the school will respond accordingly. Policy is reviewed as per PSHE and DfE national guidance.

The full policy will be made available on the school website to all parents when their child enters the school and the policy is available from school Reception as a paper document, if requested.

11. RELATED POLICIES

Cumbria SRE Policy
Equal Opportunities Policy
Anti-Bullying Policy
Child Protection Policy
Online Safety Policy
Behaviour for Learning Policy

THIS DOCUMENT IS AVAILABLE IN THE FOLLOWING FORMATS:

PAPER
ENLARGED PRINT
EMAIL
WEBSITE