

Kingsley Academy RSE Policy

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Introduction

This policy covers our approach to the teaching of Relationships Education, Relationships and Sex Education (RSE) and Health Education (HE).

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal, and social lives in a positive way.

High quality evidence-based and age-appropriate teaching of these subjects can help prepare students for the opportunities, responsibilities, and experiences of adult life. These subjects also promote the spiritual, moral, social, cultural, mental, and physical development of pupils, at school and in society.

Our vision is to develop well-educated, considerate and caring citizens with a strong sense of values who will succeed in, and contribute to, modern society.

What is Relationships and Sex Education?

Relationship and Sex Education (RSE) is defined as:

“Learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being (Sex Education Forum).

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships, resisting pressure to have sex and not applying pressure with any other to have sex. It should teach what is acceptable and unacceptable behaviour in relationships. 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.

The aim of teaching students about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what may usually occur and what could potentially be an issue for themselves and others.

Most research into this area agrees that effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build confidence and self-esteem, and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

Statutory Duty of Schools

The Government has produced statutory guidance for schools on their legal duties with which they must comply when teaching Relationships Education, Relationships and Sex Education (RSE) and Health Education, and has been effective from September 2020. 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, makes Relationships Education compulsory for all students receiving primary education and Relationships and Sex Education (RSE) compulsory for all students receiving secondary education. They also make Health Education compulsory in Academies.

This guidance also sets out both the rights of parents/carers to withdraw students from sex education and the process that head teachers should follow in considering a request from a parent. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. **See section 7 “Right to be Excused” for further detail.**

We ask parents to talk to us if they have concerns. We are more than happy to share the curriculum, the specific lessons and resources that your child would be taught. We will also discuss the adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.

Relationship and Sex Education Programme

OUR AIMS

Good quality RSE helps provide accurate information about the body, reproduction, sex and sexual health. It also gives young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. Good quality RSE promotes the core values of respect, love and care. It provides opportunities for young people to reflect on their own attitudes, values and beliefs and those of their peers and others.

OUR OBJECTIVES

Are to support the development of the knowledge, skills, attitudes, values and behaviour which enable students to:

- Have a sense of purpose
- Value self and others
- Develop positive character traits & personal attributes
- Form healthy relationships
- Promote the value of long-lasting relationships and the place of

intimacy within them

- Consider the impact of relationships on their mental health
- Understand different types of relationships
- Appreciate the value of family life and associated responsibilities
- Understand safer sex and sexual health
- Make and act on informed, value-based decisions and counteract myths and misconceptions
- Communicate effectively using appropriate words without embarrassment
- Be able to delay early sexual activity and resist and report any unwanted touch or pressure
- Understand the law, their rights and responsibilities
- Recognise and seek support when relationships are unhealthy or abusive
- Keep safe online and understand how data is used.

Curriculum Plan

Kingsley Academy plans to work with the students' home school in relation to RSE and build upon students' prior knowledge taught in previous years as they progress through our academy.

Topics could include:

Year 9

Topic	Learning Intentions
What is a healthy, intimate relationship?	To understand what a build a healthy intimate relationship, how consent works and why this is important.
Diversity within intimate relationships	Understand how culture and religion impact intimate relationships and why.
Good communication in intimate relationships	Explore the use of positive and clear communication regarding intimate relationships and why this is important.
Sexual Pressure	Identify what classes as sexual pressure, why this may happen and how to resolve it.
Sex and Health	To know what sexual health is and how to be mindful and protect our own sexual health.
Sexually Transmitted Infections	Identify what STIs are, how they are transmitted and what it can do to the body.
Contraception, preventing pregnancy and infection	Clearly identify different uses of contraception, how it works and how it prevents pregnancy and infections.

Year 10

Topic	Learning Intentions
Sexual consent and capacity to consent	To understand what sexual consent is and the UK laws around it.
Reporting issues of sexual consent	To know when something is nonconsensual and how to report it, in line with UK law.
Sexual Coercion	To be able to clearly state what coercion is, how to identify signs and what to do if you or someone who know is being coerced.

Year 11

Topic	Learning Intentions
Pregnancy signs and testing	To learn about early signs and symptoms of pregnancy, why this happens and how to test for pregnancy.

What is abortion?	Explore and understand reasons why people may choose an abortion and female rights regarding abortion.
What is pregnancy?	To understand how a pregnancy grows and progresses. Understand how a baby is grown from an embryo, to a foetus to a baby.

Birth of a child	To know how childbirth takes place, an alternative way to a vaginal birth.
Knowing about miscarriage and stillbirth	To understand pregnancy loss, why this may happen and how it affects women and families.
Alternative ways of having a bay	To explore alternative routes to have a baby for same sex couples and those with fertility issues.

Future Pathways: Year 12

Topic	Learning Intentions
What is a healthy, intimate relationship?	To understand what a build a healthy intimate relationship, how consent works and why this is important.
Sex and Health	To know what sexual health is and how to be mindful and protect our own sexual health.
Sexual consent and capacity to consent	To understand what sexual consent is and the UK laws around it.
Pregnancy signs and testing	To learn about early signs and symptoms of pregnancy, why this happens and how to test for pregnancy.
What is pregnancy?	To understand how a pregnancy grows and progresses. Understand how a baby is grown from an embryo, to a foetus to a baby.
Birth of a child	To know how childbirth takes place, an alternative way to a vaginal birth.

Provision of RSE

The Lead PSHE Teacher will work closely with colleagues in related curriculum areas to ensure Relationships Education, RSE and Health Education programmes complement each other and do not duplicate, content covered in national curriculum subjects such as citizenship, science, computing, food technology and PE.

There will be a planned programme of lessons sequenced so that core knowledge is broken down into units. Teaching methods will be relevant to pathways, levels of development and age appropriate.

Safeguarding and Confidentiality

At the heart of RSE there is a focus on keeping children safe, and Kingsley Academy will play an important role in preventative education. Keeping Children Safe in Education (KCSIE) sets out that academies should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum.

In line with KCSIE, all staff are aware of what to do if a student tells them that they are being abused or neglected or are witnessing abuse. Staff are also aware of the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

Equality

Schools are required to comply with relevant requirements of the Equality Act 2010. Under the provisions of the Equality Act, schools must not unlawfully discriminate against students because of their age, sex, race, disability, religion or belief, gender reassignment or sexual orientation (collectively known as the protected characteristics). We work to ensure RSE provision is inclusive of all students and consistent with equalities duties.

Lesbian, Gay, Bisexual, Transgender (LGBTQ+)

Kingsley Academy will ensure that all their teaching is sensitive and age appropriate in approach and content. As part of teaching students about LGBTQ+, We will ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson. All students should feel that the subject content is relevant to them and their developing sexuality.

Sexual orientation and gender identity should be explored in a clear, sensitive and respectful manner. When teaching about these topics, it must be recognised that young people may be discovering or understanding their sexual orientation or gender identity. The principles of the RSE programme can be applied to all types of relationships.

Responding to Students Questions

Students of the same age may be developmentally at different stages, leading to different types of questions or behaviours. Teaching methods should take account of these differences (including when they are due to specific educational needs or disabilities) and the potential for discussion on a one- to-one basis or in small groups. Support and training will be given to staff about what is appropriate/inappropriate in a whole class setting, as some questions are better not dealt with in front of a whole class.

- We may allow students to raise anonymous questions by a “**question box**” activity in lessons.
- Trained teachers will also use their professional judgement in answering questions to the whole class or individually taking into account the Safeguarding Policy.
- Ground rules will be clearly set out by the teacher regarding personal questions at the start of lessons.
- If a safeguarding issue is raised by a question this will be reported/follow-up through the school safeguarding procedures.

Monitoring, Evaluation and Assessment

School has the same high expectations of quality if the students work in these subjects as for other curriculum areas. The curriculum will build on the knowledge students have previously acquired, with feedback on pupil progress. Teaching will be assessed, and assessments will be used to identify where students need extra support or intervention.

Ofsted inspection will assess RSHE through students Personal Development and SMSC (spiritual, moral, social and cultural) development.

This policy will be reviewed on an annual basis by the relationships, sex and health education subject leader and headteacher. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or students, and issues in the school or local area that may need addressing.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, students.