



King's Hall School

TAUNTON

Relationships and Sex Education (RSE) Policy

Responsibility

Individual: Deputy Head Pastoral

Review

Last review date: Apr 2022

Next review date: Apr 2023

1. Introduction

This policy covers King's Hall School's (KHS) whole school approach to Relationships and Sex Education (RSE).

At King's we provide RSE education which is informative, holistic, inclusive and needs-led, offered to all pupils predominantly as part of the PSHE programme of study. We believe that through providing high quality RSE, we are upholding the ethos and values of our school and its commitment to equality, mutual respect, our Christian ethos and celebration of difference.

We believe RSE is part of a lifelong learning about physical, moral and emotional development of our pupils. At King's Hall School, RSE is centred on personal safety, caring for others and building strong relationships. This is coupled with teaching students about the human body, and its changes during puberty, including information about reproduction, control of fertility and sexual health, sexuality and sexual relationships.

Effective relationship and sex education is essential if young people are to make responsible and well informed decisions about their lives. We aim to inform pupils; presenting relevant facts in an objective and balanced manner. King's Hall School will help young people learn to respect themselves and others, enabling them to move with confidence through childhood and the beginning stages of adolescence, empowering them with the knowledge and confidence to prepare them for their journey to adulthood.

This policy has been developed in line with the statutory government guidance on 'The Relationships and Sex Education and Health Education (England) Regulations 2019', made under sections 34 and 35 of the Children and Social Work Act 2017. This legislation has made Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.

We will review the policy on a regular basis to ensure that it is in line with current Government guidance and legislation and to ensure that our RSE programme continues to meet the needs of our pupils. The policy should be read in conjunction with other relevant policies e.g. the Anti-Bullying Policy, Behaviour Policy, the Child Protection and Safeguarding Policy, and the PSHE Policy.

2. Definition of Relationships and Sex Education (RSE)

We define RSE as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. The aim of RSE is to equip children and young people with the information, skills and values to have safe, respectful and enjoyable, age appropriate relationships, and empowers them to take responsibility for their sexual health and wellbeing as they mature towards adulthood. It is designed to best meet the needs of our pupils, within the context of our wider community and within the ethos of KHS.

We believe that high quality, comprehensive RSE does not encourage early sexual experimentation but in fact builds young people's confidence and self-esteem and helps them understand the reasons for delaying sexual activity. Evidence shows that effective, age appropriate RSE plays a role in behaviour change, including reducing unprotected or unwanted sex and reducing harmful behaviour, including sexual harassment and sexual violence.

Our RSE curriculum is also designed to fulfil the definition below, which is from the Government Guidance:

'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 and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils 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.' p25 Government Guidance RSE.

3. Parental Right of Withdrawal

As outlined within the Statutory Guidance, parents/carers have the right to request their child be withdrawn from all or part of sex education lessons that are delivered as part of RSE. Children of the age range at KHS will not have the right to opt in if their parents/carers have withdrawn them from all or part of sex education lessons.

Parents/carers do not have a right to withdraw their child from Relationships Education. Parents/carers do not have the right to withdraw their child from any sex education delivered as part of the science curriculum. Parents do not have the right to withdraw their child from Health Education.

Although parents/carers have the right to request to withdraw their child from any or all of sex education as part of Relationships Education, it is our aim to encourage parents to see the value of RSE learning and its contribution to keeping children safe, developing their emotional, social and physical wellbeing and for promoting equality and social justice.

Should a parent decide that they do not wish their child to take part in any of these lessons, we would ask that they first speak to the Headmaster to discuss their concerns. The Headmaster will discuss the request with the parent/carer to fully understand and address any concerns/objections to the content of the curriculum. If parents/carers do decide to withdraw their child, they should inform the Headmaster in writing and the school will keep a record of this.

We will remind parents annually that the request to withdraw is still in place.

4. RSE Teaching

The main provision of RSE is in an age appropriate manner through planned, timetabled PSHE lessons. The curriculum programme is developed by the Head of PSHE in conjunction with the Deputy Head (Pastoral).

Simplistic overview of RSE in the curriculum:

Year	RSE input into PSHE or Science
1	Labelling and discussion of the human body/PSHE curriculum
2	Healthy Bodies topic / PSHE curriculum
3	
4	Book: The Wrong Trousers
5	Puberty talk with girls
6	Puberty talk with girls
7	Puberty talk with girls and boys
8	Various items throughout the PSHE lessons (App 2)

PSHE is delivered as a spiral curriculum which covers a wide variety of topics (including relationships as well as sex education) in a timely way and which is age and developmentally appropriate to meet the needs of our pupils, including those pupils with SEND. The programme is delivered in a non-judgemental, factual way, using the correct medical terms where appropriate (for example when teaching about external body parts). School staff will not express or be expected to express their personal views or beliefs when teaching RSE. PSHE is delivered by the pupils' tutors and/or members of the medical team. We also use external experts and agencies to deliver some aspects of RSE where relevant and appropriate, offering invaluable and up to date information, support and advice on the teaching of RSE at KHS. Any external visitor will be expected to comply with this policy and other related policies, including the school's confidentiality and child protection policy or external experts and speakers as appropriate to the subject matter and age of the pupils.

Visiting speakers from 'It Happens Education' deliver talks/workshops to pupils in age appropriate year groups, may deliver teacher training (available to PSHE teachers, boarding staff and if desired all staff).

Elements of RSE may be discussed within tutor time, in boarding houses, in whole-school assemblies, and in other relevant curriculum areas e.g. science. The Head of PSHE works closely with colleagues in related curriculum areas to ensure a holistic and joined up approach to what is taught in RSE.

We also subscribe to Teen Tips Wellbeing Hub for Schools which offers 24/7 support for pupils, parents and staff by way of advice, support and answers on a range of topics, including RSE. <https://www.teentips.co.uk/wellbeing-hub/>

Ongoing Learning Objectives for PSHE lessons: Pupils, to varying degrees at varying ages and stages, should:

- be able to weigh up evidence and views to formulate their own values and viewpoints.
- be able to reflect upon, assess and justify their beliefs and values and use them to support decision-making as they become more independent.
- show respect, empathy, acceptance and tolerance of others, regardless of differences.
- be able to contribute meaningfully to discussion and debate on issues which are important to them.
- be able to recognise that healthy lifestyle behaviours improve their capacity to learn and thrive in a variety of contexts.
- demonstrate an understanding of how and when to seek help in different situations, and how to support their peers.
- have the opportunity to study RSE to understand themselves and the world around them.
- be encouraged to engage in discussion and deeper thinking to reinforce the PSHE values.

5. Monitoring, Evaluation and Assessment

RSE lessons are an integral part of our PSHE curriculum. The programme is regularly monitored and evaluated by the PSHE team to ensure impact, to improve teaching effectiveness, and to ensure that the pupil voice is heard. This takes place through evaluation and the monitoring and assessment of RSE to ensure that the important issues covered have been considered and understood by pupils with a holistic and discussion-based approach. A variety of evaluation techniques will be used by individual tutors and the PSHE team.

Staff are given regular support and guidance (including external agencies where appropriate) delivered through the Head of PSHE leading termly PSHE teacher meetings, and also through routine discussion on matters as they approach as well as informal discussions available to all staff. These opportunities allow for a confident and experienced team of PSHE teachers who are familiar with the well-planned curriculum and offer a consistent approach.

We take great care to ensure that both lessons and resources are effective, age appropriate and engaging – always thinking about ways to develop and facilitate learning.

6. Equality, Inclusion and Social Justice

We believe that RSE is a key vehicle for promoting equality, inclusion and social justice. Our RSE is designed to promote gender equality through challenging gender stereotypes and sexism and sexual harassment in schools.

We take these issues seriously and ensure that we embed content on gender equality throughout the RSE and PSHE curriculum. We are also committed to RSE that makes every pupil feel valued and included, ensuring that it is relevant to all. This means we are committed to an LGBTQ+ inclusive and SEND inclusive curriculum and are mindful of the SEND Code of Practice 2014 when planning for this subject. We ensure that we consider the religious and cultural background of all pupils when teaching RSE, being sensitive to the cultural and ethnic diversity of pupils. Our inclusive approach to RSE will seek to challenge all forms of discrimination and prejudice between pupils and promote understanding and respect as outlined under the Equality Act 2010.

'Schools should consider what they can do to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic, including through these subjects and as part of a whole school approach.' (RSHE Guidance, p14)

7. Safeguarding and Child Protection

RSE is crucial for creating a culture of safeguarding within the school and for meeting our statutory obligations as outlined in Keeping Children Safe in Education. RSE helps children to understand the difference between healthy and abusive relationships and to understand how to get help if they are experiencing abuse, or have experienced, abuse of any kind.

We recognise that when discussing some of the issues RSE covers, some pupils could disclose abuse or other harmful experiences. In cases of a disclosure, all staff have undertaken statutory training around child protection and will follow the school's safeguarding policy and procedures.

8. Consultation, Policy Development and Review

To adapt to the changing needs of the pupils at KHS and the wider King's community, we will be regularly updating and reviewing all aspects of RSE.

We believe that the successful teaching of RSE involves parents/carers and school working together. We also believe that parents/carers can play an important role in the RSE of their children through exploring discussions at home that have taken place in school.

This policy has been through a process of consultation including the Head and board of governors to ensure that it best serves the pupils and the King's Community as a whole. We ensure that the policy is effectively communicated to staff and parents, including through publishing the policy on our school website.

This policy document is freely available and open for consultation with the entire school community, including pupils, parents/carers, school staff, governors and any other appropriate stakeholders.

It will be reviewed on an annual basis.

Useful Links and Documents relating to RSE:

- Statutory Government Guidance on Relationships Education, RSE and Health Education
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf
- Keeping Children Safe in Education
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- SEND Code of Practice: 0 to 25 years
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Equality Act 2010: Guidance
<https://www.gov.uk/guidance/equality-act-2010-guidance>
- It Happens Education – RSE external speakers, annual visit for pupils, staff & parents
<http://www.ithappens.education/>
- Sex Education Forum Monitoring, evaluating and assessing RSE – the basics (2018)
<https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/monitoring%20C%20evaluating%20and%20assessing%20RSE%20-%20the%20basics.pdf>

APPENDIX 1

Science curriculum Year 6 includes the topic of Reproduction

Reproduction in Animals

Preliminary knowledge: reproduction is a process in all living organisms; the main stages of the human life cycle

<p>Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems.</p> <p>The menstrual cycle (without details of hormones), gametes, fertilisation</p>	<p>The terms gamete and zygote.</p> <p>The relative sizes and numbers of eggs and sperm and their roles</p> <p>That fertilisation in humans occurs when the head of a sperm (a male cell) enters the ovum (a female cell) and the nuclei fuse together, bringing together through the genes some of the characteristics of both parents about the structure and functions of the human reproductive system and how sperm and egg are brought together.</p> <p>The menstrual cycle in outline only hormonal control will not be examined</p>
<p>Gestation and birth, to include the effect of maternal lifestyle on the foetus</p>	<p>That the foetus is protected and nourished in the uterus and how its waste materials are eliminated.</p> <p>That molecules such as alcohol and nicotine can pass across the placenta and affect foetal development</p>
<p>The physical and emotional changes which take place during adolescence</p>	<p>About the principal changes that occur at adolescence and an understanding of why these occur</p>

APPENDIX 2

Year 8 PSHE Programme

Usually Lent Term

<p>Week 1</p>	<p><u>Mental Health and Young people</u></p> <p>Starter: What sort of mental health problems do young people have? Discuss in pairs. Feedback and put vocabulary on the board.</p> <p>Task: Watch video on celebrities talking about their mental health struggles. What affects young people's mental health? What could help?</p> <p>Plenary: Look at vocabulary on the board and decide on some strategies to overcome these issues. Cross them out one by one as the class decided what may help. Conclude that there is always something or a combination of strategies that could help.</p>	<p>Learning outcome: To understand what affects young people's mental health and strategies to help with challenges.</p> <p>Resources: Celebrities on depression Mental Health Awareness Week Prince, auto correct humanity Poem about missing out whilst looking at your phone</p>
<p>Week 2</p>	<p><u>Safer Internet Day</u></p> <p>Starter: What is the purpose of Safer Internet day?</p> <p>Task: Write on a post it a negative and a positive experience you have had online. Write a positive pledge on your piece of jigsaw puzzle</p> <p>Plenary: Add to the class display Fill in your assessment sheet</p>	<p>Learning outcome: To understand how our actions can make the internet a positive place for everyone.</p> <p>Resources: Safer internet activities Jigsaw activity display</p> <p>Newsround, social media https://www.internetmatters.org/ https://www.bbc.com/ownit/its-personal/mean-comments-film https://www.commonsemmedia.org/ https://www.childnet.com/</p>

<p>Week 3</p>	<p><u>Personal filters</u></p> <p>Starter: Show powerpoint slides and work through.</p> <p>Task: Show the NSPCC video and discuss the consequences of not setting your personal filters. Mention sexting and link to esafety. Discuss the new law re: upskirting</p> <p>Plenary: How could this lesson link to keeping safe on the internet and your own mental health?</p>	<p>Learning outcomes: To think about what needs filtering on the internet by ourselves.</p> <p>Resources: Personal filters powerpoint NSPCC I've seen your willy https://www.bbc.co.uk/news/uk-46884697 (a new bill to make upskirting an offence)</p>
<p>Week 4</p>	<p><u>Respect and consent</u></p> <p>Starter: What is the definition of respect? What kinds of respect are there in our lives?</p> <p>Task: Show the video relating respect to sex and relationships. Talk to the class about what this may mean. Does peer pressure interfere with consent? How?</p> <p>Plenary: Think of examples this week when you feel pressured to say/do something you don't want to do.</p>	<p>Consent tea video</p>
<p>Week 5</p>	<p><u>Sex Education</u> Show the video to boys and girls about sex and relationships</p>	<p>Learning outcome: To understand the challenges about entering into relationships with others.</p>
<p>Week 6</p>	<p><u>Sex Education</u> Girls and boys have separate circle time to discuss issues from the video.</p>	<p>Learning outcome: To understand the importance of contraception and respect for others whilst in an intimate relationship.</p>

<p>Week 7</p>	<p><u>Body Image</u></p> <p>Starter: Draw on the body the types of physical attributes you admire in people/celebrities/sports men and women</p> <p>Task: Show the Dove video. Discuss reactions to the video as a group.</p> <p>Plenary: How does this affect the way we see ourselves?</p>	<p>Learning outcomes: To examine the values we have about body image and how that affects what we feel about ourselves.</p> <p>Resources: Dove Video</p>
<p>Week 8</p>	<p><u>Body Image</u></p> <p>Starter: Recap on previous week's discussion.</p> <p>Task: Show the video about how we see ourselves. In pairs discuss what we like about the other person. Feedback as a class. Was anything a surprise. Did people concentrate on physical aspects or personality?</p> <p>Plenary: What attributes do you admire in others?</p>	<p>Learning outcome: To examine how we feel about ourselves and others.</p> <p>Resources: You are more beautiful than you think</p>
<p>Week 9</p>	<p><u>Stereotyping</u></p> <p>Starter: Teacher utters stereotypical statements and asks all those whom the statement applies to stand in a box outlined on the floor.</p> <p>Task: Discuss whether we stereotype without thinking about it. List on the board the different ways people stereotype others. Watch the video., "all that we share."</p> <p>Plenary: What are the consequences of stereotyping? What do we all share?</p>	<p>Learning outcome: To define stereotyping and understand how this affects our friendships.</p> <p>Resources: All that we share video Gender stereotyping</p>

<p>Week 10</p>	<p><u>Bullying</u></p> <p>Starter: What are the different types of bullying. Link to previous weeks stereotyping discussion.</p> <p>Task: Create a still photo of a bullying situation you have come across in or outside school in groups. Include cyberbullying.</p> <p>Plenary: How could we help in these situations?</p>	<p>Learning outcome: To examine the need for rules in</p> <p>https://www.bbc.com/ownit/its-personal/mean-comments-film</p>
<p>Week 11</p>	<p><u>Review on PSHE this term.</u></p> <p>Starter: Present the board with the two categories and explain what you would like the class to write on their post it notes</p> <p>Task:</p> <p>Write on a post it note various positive aspects from this term's PSHE</p> <p>Write on another post it a question you have that you would like to discuss.</p>	<p>Learning outcome: To share the positive aspects of this term's PSHE course. What have we learnt?</p> <p>Resources: Feedback sheet in exercise books.</p>