

## THE KING'S SCHOOL IN MACCLESFIELD



### RELATIONSHIP AND SEX EDUCATION POLICY AND PROCEDURES (SENIOR & SIXTH DIVISIONS)

This policy covers our schools' approach to relationship and sex education. It was produced by the Head of PSHE and Principal in consultation with parents, pupils, trained colleagues and governors. It should be read in conjunction with the Infant and Junior Sex and Relationships Education Policy as well as the PSHE and Safeguarding Policies.

#### RATIONALE AND ETHOS

We define 'relationship and sex education' as learning about physical, moral and emotional development. It is about the understanding of the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health.

We believe relationship and sex education is important for our pupils and our school because it enables us to fulfil our overarching aims, which are to:

- enable pupils to make responsible and well-informed decisions about their personal lives and relationships;
- support pupils through their physical, emotional and moral development;
- assist pupils to develop the skills and understanding they need to live confident, healthy and independent lives; and
- help pupils to understand and respect different sexual orientations and types of relationship.

Pupils will learn the significance and value of a variety of different family units, with an emphasis on stability, respect, care and support and how this is key in any type of loving relationship. Pupils will be taught with the purpose of preventing and removing prejudice. They will be encouraged to reflect on different points of view whilst respecting themselves and others.

Relationship and sex education will contribute to the spiritual, moral, cultural, mental and physical development of pupils preparing them for the opportunities, responsibilities and experiences of adult life. This is in line with our School's aim to 'foster a friendly, polite and caring community'.

## **CONTEXT**

We view the partnership of home and school as vital in providing the context for content covered as pupils learn about relationships and sex in fulfilment of the School's aim to support parents in raising their children.

As pupils mature, we aim to build their confidence and self-esteem, whilst equipping them with the knowledge and understanding necessary to make appropriate choices about sexual activity. We use relationship education as a means to help pupils to understand and respect themselves and others, rather than to endorse any particular form of sexual orientation or sexual activity.

We ensure that RSE is inclusive and meets to needs of all our pupils, including those with special educational needs and disabilities (SEND) by differentiating lessons and consulting the SENCO, when needed.

We ensure RSE fosters gender equality and LGBT+ equality by creating a safe forum for open discussion. We do this whilst also maintaining awareness and sensitivity to differing social, moral and religious attitudes. Our purpose is help students develop an understanding of these differences and thus treat everyone with respect.

## **ROLES AND RESPONSIBILITIES**

The RSE programme will be led by the Head of PSHE. It will be taught by qualified teachers and supported by the Principals and Deputy Head (Academic).

A working party will be made up of the Head of PSHE, a governor, the Principal and the Deputy Head (Academic) to develop and review the RSE policy. This will be in consultation with parents, colleagues and pupils.

## **LEGISLATION (STATUTORY REGULATIONS AND GUIDANCE)**

We are required to teach relationship and sex education as part of the Department for Education's statutory guidance 2020. Parents still have the right to withdraw their child from aspects of sex education which are not part of the statutory Science curriculum.

Parents must be aware that new legalisation dictates that the rules for Year 11 have now changed and we have designed our new scheme of work to stay in line with this. Further information can be found about the rights to withdraw and the process for both parents of children in Year 7-10 and Year 11 later on in the policy.

## **CURRICULUM DESIGN**

Our RSE programme is an integral part of our whole school PSHE education provision and will:

- teach pupils the importance of building positive relationships;
- enable pupils to learn about their responsibilities to others and understand the consequences of sexual activity;

- make pupils aware of the importance of consent and the need to base relationships on mutual respect, trust and reciprocity;
- inform pupils of the law on consent;
- make pupils aware of different sexual orientations and help to remove prejudice;
- teach pupils to appreciate the consequences of choices made and learn how to recognise and avoid exploitation and abuse;
- inform pupils about contraception, safe sex and the range of local and national sexual health advice and support services; and
- encourage pupils to have respect for their own bodies and to feel empathy with others.

Our RSE programme will be taught through a range of teaching methods and interactive activities including pair work, the use of current, high quality documentaries and regularly reviewed resources to inspire discussion and show different viewpoints.

Lessons will be differentiated by the teacher to ensure that all members of the class can take part. This will be tailored to an individual student or classes' needs.

Learning about relationships and sex education in PSHE lessons will complement learning in a number of other departments, where they touch on matters of gender, sex, relationships, families and friendships in their programmes of study. This includes (but is not limited to) Religion & Philosophy, English, Modern Foreign Languages, Geography and Psychology.

Assessment in RSE will be done via assessment for learning techniques such as mini-whiteboards, mini-quizzes and exit cards. Pupils will be encouraged to reflect on their own learning and progress by recapping topics from previous months/years at the start of a new topic when it is of similar content or relevant.

The following summarises curriculum coverage of relationship and sex education and a lesson by lesson overview can be found on the parent portal.

### **Science (statutory requirements)**

#### **Key Stage 3**

- The human reproductive cycle: adolescence, fertilisation and foetal development in the uterus
- The physical and emotional changes that take place during adolescence
- The menstrual cycle
- Conception, growth, development, behaviour and how health can be affected by diet, drugs and disease
- The effects of bacteria and viruses, such as those associated with sexually transmitted infections

#### **Key Stage 4**

- The way in which hormone control occurs, including the control and promotion of fertility
- Some medical uses of hormones, including the control and promotion of fertility
- How sex is determined in humans

## PSHE

### Year 7

- Healthy Relationships (friendships and bullying)
- What is puberty and what to expect when going through puberty?
- Body image
- Gender Identity and Stereotyping

### Year 8

- Healthy Relationships - Conflict and peer pressure
- Menstrual cycle

### Year 9 (delivered by BROOK young people's service via one of the Year 9 PSHE days)

- The importance of healthy relationships
- Different methods of contraception
- Sexually transmitted infections and prevention
- Consent

### Year 10

- Understand the role of the online world in maintaining positive relationships
- Understand what constitutes a healthy relationship and how to deal with difficulties in a relationship
- Understand how pornography can change perception of what constitutes a healthy sexual relationship
- Understand how pornography can change emotions and interactions towards others and how to counteract that

### Year 11

- Recap of methods of contraception and how to access Sexual Health Services
- Revisit the risks of sexually transmitted infections
- Develop an understanding of how to protect themselves from sexually transmitted infections
- Sentiment and feelings behind sexual relationships and the importance of consent
- Understanding how to deal with the emotions of a sexual relationship and ensure that pupils consider the feelings of both parties
- Equip pupils to make appropriate choices about sexual activity
- Understand sexuality, sexual orientation and gender identity
- Understand the role of family and parenting
- Understand different choices around fertility
- Understand what constitutes sexual harassment and violence - including coercion and domestic violence

## Key Stage 5

Students will look at topics such as consent and healthy emotional relationships.

### SAFE AND EFFECTIVE PRACTICE

We will ensure a safe learning environment via our ground rules which are read out and reiterated at the start of the lesson. These were designed by students via school council and are as follows:

1. Everyone has the right to be heard and respected
2. We will use language that won't offend, stereotype or upset anyone
3. We will use the correct terms, and if we don't know them, we'll ask first
4. We will comment on what was said, not the person who said it
5. We won't share our own, or our friends', personal experiences, but will instead use hypothetical or fictitious examples to discuss key ideas
6. We won't put anyone on the spot and we have the right to pass
7. We won't judge or make assumptions about anyone

Pupils will be able to raise questions anonymously by writing on a small piece of paper that will be handed to them at the start of the lesson.

Pupils who require advice and support about relationships or who want further advice about these matters know that they can talk to an adult at school and that they will be supported. They will be signposted at the start of every PSHE lesson to remind them who they can speak to:

1. PSHE teacher or another teacher you trust
2. Form Tutor
3. Head of Year
4. Designated Safeguarding Lead (the nurse or your principal/deputy head)
5. Childline 0800 1111 [www.childline.org.uk](http://www.childline.org.uk)

Staff provide relationship and sex education in a sensitive manner and will offer appropriate support. Pupils are aware that they may speak with teachers in confidence, but that information will be shared with others if the pupil is felt to be at risk.

All staff teaching RSE are supported by training documents and opportunities to attend CPD events led by the PSHE association and other accredited organisations. There will also be whole staff CPD for RSE delivered through a development day, when appropriate.

### SAFEGUARDING

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to the disclosure of a child protection issue. Teachers will follow the school's safeguarding procedure when speaking with the child and will also consult their designated safeguarding lead and, in their absence, their deputy.

Visitors and external agencies which support the delivery of RSE will be required to review our safeguarding, PSHE and RSE policy to ensure that what they design and prepare content that is supportive of our school's approach to RSE.

## **ENGAGING STAKEHOLDERS**

The school believes that a key role in children's sex education lies with parents and carers. A positive and supporting relationship with parents/carers is central to our school and builds mutual understanding, trust and co-operation.

Parents will be informed about the policy through the Parent Portal and also on the weekly parental bulletin, where applicable. Parents are consulted regarding any amendments to this policy. The long-term plan for the year will also be available both on the school website and the Parent Portal, including a sample of resources and plans which will be used in RSE lessons. Further resources will be available to parents upon request.

We are committed to working with parents and carers and we work closely with parents to ensure that they are fully aware of what is being taught. As part of our whole school approach to RSE, we organise parental information sessions and opportunities to view the materials and resources used. We will also notify parents when RSE will be taught via email.

Parents of pupils in the Senior Division have the right to withdraw their child from sex education that is not part of statutory national curriculum in Science. Further details of what is taught in science is detailed above in the curriculum design section of this policy. Parents of pupils in the Senior Division cannot withdraw their child from Health Education or the Relationships Education element of Relationships and Sex Education, because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Due to the recent statutory changes, parents must be aware that pupils in Y11 are able to opt into sex education through the PSHE programme in the spring term, even if their parents had previously chosen to withdraw them from sex education. This is new legislation introduced by the Department of Education and further details can be found here on the government website: <https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>.

Parents wishing to exercise this right are asked to put this in writing to the Principal and will be invited to talk through the issues involved. A written record will be kept of any pupils who are withdrawn from RSE lessons. Any pupils withdrawn will receive purposeful education during the time that they are removed.

At King's we believe that through close partnership between home and school, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities. We believe that all children should learn about these topics in an age appropriate manner to adequately prepare them for adulthood and the wider world.

Governors will be informed of the RSE policy and curriculum through a consultation process and further meetings.

Pupil voice will be used to review and tailor our RSE programme to match the different needs of pupils.

### **MONITORING, REPORTING AND EVALUATION**

Teachers will critically reflect on their work in delivering RSE through regular reviews of lessons content and lesson observations from the Head of PSHE. Teachers will be actively encouraged to improve and adapt resources to suit their individual groups and will be asked to complete a feedback form to identify lessons that could be enhanced.

Pupils will have opportunities to review and reflect on their learning during lessons via pupil surveys and via the school council. Pupil voice will be influential in adapting and amending planned learning activities.

### **RSE POLICY REVIEW DATE**

As part of our RSE provision, the RSE policy will be reviewed every year by the Head of PSHE to ensure that it continues to meet the needs of pupils, staff and parents. This is in line with current Department of Education advice and guidance.

*Author: Head of PSHE*

*Approved: Governing Body*

*Date: January 2024*

*Next Review Date: December 2025*