



# Relationships and Sex Education (RSE) Policy (from 2024)

## Our Vision

**Mission Statement:** 'To achieve Personal Best'

**Values:** Ambition, Respect and Kindness

<b>Name of Policy</b>	RSE Policy
<b>Approved by</b>	Ms Bonser
<b>Date of next review</b>	Summer Term 2025
<b>Lead teacher</b>	Lead for Personal Development

Related school policies that support this policy: Behaviour & Safeguarding Policy



## Introduction

Kineton High School is part of the Stowe Valley Multi Academy Trust comprising of four Secondary Schools and six primary schools.

From September 2020 all Secondary Schools in England were required to deliver statutory 'Relationships and Sex Education'. This policy is intentionally overarching, as a result of the desire to present a holistic approach for all who learn at our school; an approach rooted in our school values and ethos. As such the Directors and staff, working in partnership with pupils and their parents/carers, set out the rationale and intentions for Relationships and Sex Education (RSE) throughout the school.

### **Our Vision**

We have the highest expectations and aspirations for every member within our school community. Teaching at our school is inspiring, broad and varied, leading to students embracing learning with a determination to succeed and staff who are committed to delivering the personalised curriculum in innovative ways. Students meet our challenging expectations and often exceed them because of the excellent support services and monitoring systems in place. Our staff work closely together taking pride in knowing and treating all our students as individuals. The Kineton High School (KHS) ethos extends far beyond the school buildings because of the relationships, pride and sense of belonging nurtured within its family setting and the excellent partnerships with parents and the wider community. Students leave us as emotionally confident, ambitious and responsible young adults who make positive choices about their futures due to:

- The expectation that every child will do their best
- The broad, challenging and relevant curriculum
- The memorable and exciting enrichment and leadership opportunities on offer
- The individualised guidance and pastoral care given at all phases of learning
- The development of life skills such as independence and resilience
- The emphasis placed on the development of personal health, and well-being

### **Rationale and Ethos**

This policy covers our school's approach to the effective and inclusive delivery of RSE throughout every year group from year 7 through to year 13. The policy was produced by the lead member of staff in charge of overseeing the curriculum subject PSHE, which was rebranded to align with the Multi Academy Trust and is now called Character and Culture. RSE is predominately taught at the school through the delivery of distinct Character and Culture lessons. The policy was jointly produced through consultation with members of the School's Leadership Team, alongside discussion with School Governors, pupils and their parents/carers.

We define 'Relationships and Sex Education' as lifelong learning about physical, moral, social and emotional development. It is about the understanding of the importance of family life, friendships and stable and loving relationships, rooted in respect, love and care. It also encompasses teaching about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It helps all pupils develop through increasing their knowledge and understanding of themselves and others, enabling them to make positive and safe decisions throughout their lives.

We strongly believe that learning about RSE is important for all young people at our school, to meet students need for accurate, reliable information to support them whilst growing up and into their future. The school endorses the government's stance on relationships, sex and health education.

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

### **Our Aims**

The school's overall aims and intended outcomes of our relationships and sex education programme at Kineton are that pupils will:

- Develop effective and safe 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 discussions can take place
- Preparing pupils for puberty, by giving them an understanding of sexual development and the importance of personal health and hygiene
- Creating a positive culture around issues of sexuality and relationships
- Teaching pupils the correct vocabulary to describe themselves and their body

### **Statutory requirements**

The Department for Education published revised statutory guidance stating that from September 2020, all secondary schools must deliver Relationships and Sex Education. As a secondary academy we must therefore provide RSE to all pupils following this statutory government guidance. To see more regarding this guidance please use hyperlink to the Gov.uk website below:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

The parental right to withdraw pupils from RSE in secondary education remains, **for aspects of sex education only**, which are not part of the Science curriculum. In order to withdraw a pupil from any aspect of the Sex Education programme parents/carers must get in contact with the school directly and will first have a meeting with the head teacher. This meeting will be used to discuss any parental

concerns and provide further information and clarification before any withdrawal is granted.

The RSE policy is to be delivered holistically through a cross-curricular approach. It includes guidelines about pupil safety and supports and complements the following school policies: Behaviour Policy, Anti-Bullying policy and the Safeguarding Policy.

Further documents that help to inform the school's RSE policy include:

- *Education Act (1996)*
- *Learning and Skills Act (2000)*
- *Education and Inspections Act (2006)*
- *Equality Act (2010)*
- *Children and Social Work Act (2017)*
- *Keeping Children Safe In Education – Statutory safeguarding guidance (2024)*

### **Roles and Responsibilities**

The RSE curriculum programme and policy will be led by Ms Bonser who is responsible for leading the Character and Culture curriculum, including overseeing the delivery of RSE.

The Head teacher is responsible for:

- Liaising with the Character and Culture Lead
- Checking all key policies
- Ensuring that RSE is taught consistently across the school
- Managing parental requests to withdraw pupils from (non-statutory) components of RSE

Character and Culture lessons will be taught by all teaching staff at the school, however RSE lessons will predominately be taught by form tutors who have received specialised pastoral training and support regarding this specific area. In addition to fostering students' academic progress all staff at our school should actively contribute to the guidance of pupils physical, social, moral and spiritual well-being.

Teachers will be expected to teach RSE in accordance with the current values and ethos of the school. Teaching staff with a responsibility for delivering RSE content will have appropriate training and professional development opportunities made available to them throughout the year, to support the effective delivery of RSE.

Staff are responsible for:

- Delivering RSE in a sensitive way

- Modelling positive attitudes to RSE
- Monitoring student's understanding and progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from certain components of RSE

Pupils are expected to engage fully in RSE lessons and, when discussing issues related to RSE, to treat other students and adults with respect and sensitivity.

All lessons will be supported by a range of teaching assistants, as well as the pastoral and behavioural teams. There will also be support available from the lead teacher for Character and Culture (Ms Bonser), as well as additional members of the Senior Leadership Team. All staff have been made aware of this policy and how it will relate to them.

### **Curriculum Design**

RSE is an integral part of our whole school PSHE education provision through the delivery of the curriculum subject Character and Culture. Our RSE education programme will cover several important topics including but not limited to; families, friendships, marriage, dealing with conflict, puberty, intimate relationships, sexual health, contraception and consent. For a full breakdown of the individual topics taught and the key stage and year group in which specific content is covered, please refer to our Character and Culture curriculum roadmap, which covers the full year 7-13 age range, and can be located on our school website.

RSE focuses on giving young people the information and knowledge they need to help all students develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and on social media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum please see **Appendix 1**. Please note we may need to adapt this plan as and when necessary.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

We have developed this curriculum in consultation with parents, pupils and staff, taking account of the age, needs and feelings of pupils. If pupils ask questions

outside the scope of this policy, teachers will respond to them in an appropriate manner, so they are fully informed and do not seek out answers online.

At Kineton High School we ensure that the RSE curriculum is matched to the needs of our pupils through communication with the pastoral and safeguarding teams. In addition, we frequently incorporate pupil voice to get a true understanding of what topics our pupils feel are most relevant and necessary to them.

Our RSE programme will be taught through a wide range of teaching methods and strategies including interactive activities, videos, paired work, group work, and mini assessment tasks. Lessons are differentiated by the individual teacher, and lessons are taught in form classes by the form tutor, allowing our staff to best meet the individual needs of the pupils in their class. Teachers and pupils will have agreed understanding of ground rules for the lesson, which will be regularly revisited at the start of each lesson. Resources such as case studies, stories, scenarios and video clips will use distancing techniques by using fictional characters to help stimulate 'de-personalised' discussion. Not only does this help establish a safe learning environment but also allows pupils to engage more objectively with the lesson content been taught. These selected resources will be used to support and promote understanding within a moral context.

Pupils will be encouraged to reflect upon their own learning and progress through regular teacher questioning alongside completing recap tasks, self and peer-assessment tasks, and plenary activities. Assessment in RSE will take the approach of an end of topic written assessment which will provide opportunities for written teacher feedback as well as pupil improvement and responses.

### **Parents right to withdraw**

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before their child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange for this.

Requests for withdrawal should be put in writing using the form found in **Appendix 2** of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

### **Safeguarding**

RSE is a whole school agenda, and all staff have a duty of care to our young people and to each other. Teaching staff are very aware that effective delivery of RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Staff will follow the schools' usual safeguarding procedures to deal with such a disclosure. Teachers will consult the designated safeguarding lead and in his/her absence the deputy safeguarding lead using the schools electronic CPOMS system.

Any visitors or external agencies used to support the effective delivery of RSE will be required to follow all necessary checks and read/familiarise themselves with the schools existing policies to ensure safety of all pupils.

Pupils who may be more 'at risk' or considered vulnerable will be spoken to by the pastoral team where necessary. These specific pupils will also be given the option to sit out of a lesson or external talk should the content being delivered be detrimental to the individuals mental or emotional well-being.

### **Engaging Stakeholders**

Parents will be informed about the policy through direct contact via a parental letter or/and email communication. The policy will also be made available to parents through the school website under the heading Policies. Parents and carers can also access the Character and Curriculum roadmap detailing what their child is being taught and when through the Character and Culture curriculum page on the school website. On this page parents can also access a Parents Information Video.

As a school we are committed to working closely with parents and carers through regular communication and discussion. We invite all parents to contact the school using the [KinetonHighSchool@stowevalley.com](mailto:KinetonHighSchool@stowevalley.com) email address with any concerns or queries they may have regarding the RSE policy.

Parents/carers have the right to withdraw their children from RSE content that is not part of the Statutory guidance or Science Curriculum, however we anticipate that the overwhelming majority of our parents will continue to be highly supportive of the schools' RSE programme.

Governors will be informed of the RSE policy and Character and Culture curriculum through regular meetings and contact with the Head Teacher. Pupil voice will also be used to review and tailor our RSE and the entire Character and Culture curriculum to match the different needs of pupils at Kineton High School.

### **Monitoring, reporting and evaluation**

The RSE and entire Character and Culture (PSHE) curriculum, including plans, schemes of work and samples of pupils' work, will be regularly monitored and reviewed by the Character and Culture lead and associated senior member of staff with responsibility for the provision of Character and Culture. Teachers will critically reflect on their work in delivering RSE content effectively through a variety of methods, including by not limited to; staff questionnaires, learning walks and book looks. Staff will be encouraged to contribute their own ideas including any suggested improvements at regular intervals throughout the year.

Pupils will have the opportunity to review and reflect on their own learning throughout the year. Pupil voice will also be influential in adapting and amending the planned learning activities to ensure we are meeting the needs of all our young people.

### **RSE policy review date**

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involves the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE curriculum.
5. Ratification – once amendments were made, the policy was shared with governors and ratified

As part of effective RSE provision, this policy will be reviewed every 18 months to ensure that it continues to meet the needs of pupils, staff and parents. This is also to ensure that it is in line with the current Department for Education advice and guidance.

As a result, this policy will next be reviewed in July 2025 by Ms Bonser (Character and Culture lead) in conjunction with the Head teacher and associated members of SLT.

## **Appendices**



## Appendix 1 – Curriculum map

By the end of secondary school all pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li> <li>• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</li> </ul>
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</li> <li>• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</li> <li>• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

## **Appendix 2 – Parental Form – Withdrawal from sex education within RSE**

<b>TO BE COMPLETED BY PARENTS</b>			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within RSE			
Any other information you would like the school to consider			
Parent signature			

<b>TO BE COMPLETED BY THE SCHOOL</b>	
Agreed actions from discussion with parents	
Headteacher signature	
Date	