



King's High School

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Relationships and Sex Education (RSE) Policy	
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Relationships and Sex Education (RSE) Policy

RSE is provided to every student at King's High School (except where a specific exemption from sex education has been granted –see below) and involves learning about relationships, sexual health, sexuality and healthy lifestyles.

Statutory Requirements

The delivery of Relationships and Sex Education (RSE) and health education is a requirement under the under the [Children and Social Work Act, 2017](#), in line with the terms set out in the [Statutory Guidance for Relationship and Sex Education, 2019](#).

This states that students in secondary schools must learn about—

- (i) safety in forming and maintaining relationships,
- (ii) the characteristics of healthy relationships, and
- (iii) how relationships may affect physical and mental health and well-being.

The education given is required to be appropriate and developmental, giving due regard to the age and the religious background of the students. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of students and parents while always with the aim of providing young people with the knowledge they need of the law. All guidance given in the [Education Act 2002, Section 80A](#) for maintained schools is followed.

In line with the requirement that schools consult with parents on changes to Relationships and Sex Education (RSE), an initial consultation period was held in September 2020 when the draft policy was issued. Parents, students and staff continue to be consulted regularly, and their views help to shape schemes of work and broader RSE provision, such as the content of assemblies and use of external speakers. When further changes are proposed, parents are made aware and are strongly encouraged to share their thoughts with the school.

Key Aims and Objectives

RSE is an educational entitlement of all students and an integral part of each student's emergence into adulthood. It is an important part of the personal development of every student at King's High School and thus a key topic in the PSHEE programme and synonymous with the school's aims. In particular, RSE helps "To foster a vibrant school community, built on trust and respect and instil a sense of social responsibility."

In addition to the general aims of PSHEE, laid down in the separate PSHEE Policy, whilst teaching the RSE element we aim to:

- build on the knowledge acquired at primary school whilst introducing knowledge about intimate relationships and sex
- help students understand, and manage responsibly, a wide range of relationships within the school community and beyond, and to show respect for the diversity of, and differences between, people
- provide a framework in which sensitive discussions about relationships and sex can take place
- help students with changes associated with puberty, and give them an understanding of sexual development and the importance of sexual health and hygiene
- help students develop feelings of self-respect, confidence and empathy in their relationships
- give students the emotional literacy to express themselves in matters concerning relationships and sex
- enable students to keep themselves safe and give them the confidence to seek advice and help if necessary
- create a positive culture around issues of sexuality and relationships.

We are guided by the 'Principles of good RSE' endorsed by the PSHE Association.



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Policy Availability

The policy, along with the PSHEE policy, is available on the school website.

Organisation

The Deputy Head Pastoral and Wellbeing and the Head of PSHEE are responsible for the overall planning, implementation and review of the RSE programme throughout the school. They work closely with the Head of Sixth Form, Heads of Key Stage, Heads of Year, Form Tutors, School Nurse, School Wellbeing Mentor, Mental Health Lead and the Heads of Department for Religion and Philosophy, and Biology.

Curriculum and opportunities

RSE focuses on giving young people the information they need to help them develop healthy, safe, nurturing and respectful relationships. The curriculum covers five main topics:

- family relationships
- friendships and peer relationships
- online and social media relationships
- being safe (including the law and consent)
- intimate and sexual relationships including sexual health

More information about the content within each topic is outlined in Appendix 1, which also gives an indication of when aspects of each learning point are introduced. However, as the curriculum is spiral in nature, themes are revisited and built upon from year to year, so deeper understanding of each topic can be developed gradually at a level which is age appropriate and responsive to the needs of the students. The school may choose to adapt the stage at which different topics are taught in response to needs in any particular year group as tailoring the curriculum to individuals' needs is important. The viewpoints of parents, students and staff also help to shape the curriculum. More detail of topic coverage and the half term in which it is to be taught is provided in the Scheme of Work summaries issued in the Autumn Term and parents are informed in advance of changes to the proposed schedule or content. Delivery of RSE through the pastoral programme, in addition to timetabled curriculum lessons, allows the flexibility needed to address societal issues as they arise.

Delivery

RSE is provided through:

- a) PSHEE lessons – in most year groups 5 - 8 dedicated RSE lessons are scheduled but many of the elements of the topic are taught through other modules such as citizenship, on-line safety and diversity and inclusion. In the Sixth Form, students from King's High and Warwick School join together for fortnightly lessons.
- b) Year group or form group pastoral time activity sessions – Key Stages 3, 4 and Sixth Form have a tutorial time programme of activities that cover some RSE topics. This provision has flexibility allowing us to respond to needs as they arise.
- c) Specialist speakers and workshops – these take place periodically throughout the year and on certain days the curriculum is suspended for PSHEE talks and activities which may include RSE. When inviting external organisations to enhance the PSHEE programme, guidance in the PSHE Association Working with External Visitors/Contributors to PSHE Education — Guidance for Schools is followed.
- d) Teaching and learning in other subjects/curriculum areas such as English, Drama and Religion and Philosophy (respectful relationships), Biology (sex education) and Computer Science (online relationships)
- e) Cross-year group events (including, for example, assemblies and special activities to mark Safer Internet Day) which may be used to draw attention to topics and the week-long annual Festival of Wellbeing
- f) Special sessions run by the Wellbeing Mentor and by the School Nurse. Sixth Form Wellbeing Ambassadors may help in the delivery of some of these sessions.

A safe, supportive and inclusive learning environment

RSE works within students' real-life experiences so a safe learning environment with clear 'ground rules' is essential. During RSE lessons, students may indicate in some way that they are vulnerable or 'at risk' and staff may need to follow procedures within the school's Child Protection and Safeguarding Policy in such instances. Staff and students are made aware that some information cannot be kept confidential and that if certain disclosures are made then action may need to be taken. However, students will always be offered sensitive and appropriate support and, if necessary, will be encouraged to talk to their parents or a doctor about their problem. in such circumstances.

Teaching takes into account the age, ability, readiness, and identity of students and recognises their differing needs. We aim to be as inclusive as possible in the way topics are addressed and encourage students to let us know if they are uncomfortable about the way any lesson has been delivered. 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. We also take into consideration that some children may have a different structure of support around them, for example, looked after children or young carers. The PSHEE programme proactively encourages sensitivity, respect and equality, in particular with regard to the nine protected characteristics identified in the [Equality Act 2010](#).

Relationships and sex topics include sexually transmitted diseases, contraception and abortion. In the teaching about such sensitive topics, facts are presented in an objective and balanced way; the difference between fact, opinion and religious belief are made clear.

Students are encouraged to ask questions in RSE lessons. Where these are of a sensitive nature, the member of staff may feel it is more appropriate to ask the student to wait for an answer until they have consulted the Head of PSHEE or Deputy Head Pastoral and Wellbeing and they may decide to feedback to a student individually rather than sharing an answer with the class as a whole. Some questions may touch on topics beyond the remit of the scheme of work. Staff do their best to address such questions with sensitivity to the needs of the whole class.

Teaching and Learning Approaches

A variety of teaching approaches is used to allow students to develop their knowledge and understanding of topics, to enable moral issues to be explored and to acquire appropriate skills. More details can be found in the schemes of work for each year group but the most common strategies used are based on stimuli materials such as card sorts, photographs, scenarios, quizzes and news items which encourage group discussions.

Teachers are made aware that their personal beliefs and attitudes must not influence the teaching of controversial issues and the approach is to help students make their own informed decisions. Advice and support is available from the Deputy Head Pastoral and Wellbeing, the Head of PSHEE or the Heads of Key Stage if teachers are concerned about any aspect of delivery.

Resources

- **Materials:** Bespoke teaching resources are devised in-house and staff use the best resources online from a vast array of sources to put together powerpoints and workbooks. The Unifrog PSHE programme, in particular, is a valuable tool for updating the schemes of work. Access to PSHE Association and Sex Education Forum subscription resources is provided to staff via the school portal. Students are regularly signposted in lessons to the wealth of high-quality further education and mental health resources available via the Unifrog platform. Parents are invited to attend a workshop in the Autumn Term to learn more about the programme of study and the RSE talks from It Happens Education. Staff are available to share the teaching materials with parents and discuss any queries.
- **Staff:** All staff throughout the school, whatever their role, are involved in promoting and developing the aims and objectives of the PSHEE Policy. In addition, we aim to ensure that staff have access to Continuing Professional Development in any aspects of the PSHEE programme that they feel are of relevance and interest and that they are provided with appropriate support and effective resources. The RSE teaching in PSHEE lessons is delivered by key pastoral staff who undertake a broad range of relevant training in areas such as sexual health, online safety (including sharing youth produced sexual imagery), Protective Behaviours and mental health first aid, and, as designated leads, in health and safeguarding. Carefully vetted external professionals with specialist areas of knowledge and expertise are employed to provide teaching in some aspects of the PSHEE programme; specialist speakers are an important part of the delivery.

Outcomes, Assessment and Evaluation

Active engagement in learning, rather than passively receiving information, is most effective in teaching RSE. Students are helped to develop a comprehensive, balanced and relevant body of factual information to inform their present and future choices. They are provided with opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills. Assessment for learning tasks are used frequently within topics so that teachers and students can gauge prior knowledge, what is being learnt. More formal assessments of learning occur each term to

evidence how learning and understanding has progressed, with some taking place when the timetable is suspended to provide an extended session. Student input into the teaching and learning programme is gained by regular MS Forms surveys which inform future curriculum modifications and choice of visiting speakers. Parents receive an annual comment on progress with development points on full reports. Form tutors comment on progress in personal development as part of their tutor report.

Roles and Responsibilities

Governors

Governors approve the RSE Policy and hold the Head Master to account for its implementation.

The Head Master

The Head Master is responsible for ensuring that RSE is taught consistently across the school and for managing requests to withdraw pupils from the sex education component of RSE.

Staff

Staff are responsible for:

- delivering RSE in a sensitive way
- modelling positive attitudes to RSE
- responding to the needs of individual students
- ensuring that their personal beliefs and attitudes do not influence the teaching of controversial issues
- helping students make their own informed decisions about relationships

Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, to treat others with respect and sensitivity.

Parents

Parents are the prime educators for children on many RSE matters and schools complement and reinforce this role. RSE is most effective when there is communication and collaboration between school and home. A summary of all PSHEE topics covered each year is published to parents at the start of the academic year. They are encouraged to attend the Autumn Term meeting to view and discuss the teaching material and can contact the Head of PSHEE or Deputy Head Pastoral and Wellbeing to discuss any aspect of the RSE programme throughout the year. Parents are encouraged to talk to their child about their RSE and, where, appropriate, guidance on a particular topic may be sent to parents. Parents are encouraged to contact the Head of PSHEE or Deputy Head Pastoral and Wellbeing to discuss any aspect of the RSE programme and are strongly encouraged to attend Parent Pastoral Forums where these relate to the RSE teaching programme.

Withdrawing a student from sex education components of RSE

Parents have the right ([under section 405\(3\) of the Education Act 1996 - exemption from sex education: England](#)) to withdraw their children from all or part of the sex education part of the RSE programme up until 3 terms before their child turns 16. The student will generally remain excused until the request is withdrawn, or the student reaches the age at which they can make their own decision. However, the Head Master has the right at any stage to determine that the student should not be withdrawn.

Parents should contact the Head Master to discuss withdrawing their child from sex education. Parents **cannot** withdraw their child from the relationships education component of RSE or the human reproduction part of sex education which is covered by the National Curriculum and taught as part of the science curriculum. Parts of the programme of study for RSE which *may* include an element of sex education (human reproduction and/or sexual behaviour) are indicated on Appendix A. Students who are withdrawn from sex education lessons will receive appropriate, purposeful education during the withdrawal period.

Wellbeing and Support

Promotion of wellbeing is a core element of the RSE programme. A non-teaching Mental Health Lead and a Wellbeing Mentor are available to students daily, on a drop-in or appointment basis. Where more sustained support is required, a series of counselling sessions can be arranged with one of the school counsellors, one of the external mentors or the school child and educational psychologist.

Monitoring and Review

A thorough review and evaluation of the RSE programme is undertaken annually by the Deputy Head Pastoral and Head of PSHEE to update and develop the teaching and learning. Staff, students, parents and other members of the community may be part of the review process. The programme though, is constantly under review, with the inclusion of speakers when the opportunity arises, and the focus on topical issues. Evaluation takes place through analysis of student surveys undertaken frequently through the year.

Complaints

Parents are encouraged to contact the Deputy Head Pastoral and Wellbeing at any stage of the year if they have queries or concerns about any aspect of RSE. The school Complaints Procedure, available on the School website, can be followed to raise concerns.

Links with other policies

The RSE Policy is part of a suite of policies that include the Child Protection and Safeguarding Policy, Behaviour Policy, PSHEE Policy, EDI Policy, Antibullying Policy and Healthy Eating Policy and Spiritual, Moral, Social and Cultural Education Policy.

Appendix A: Statutory (Key Stage 3 and 4) RSE Topics

*The RSE curriculum is spiral. Here we indicate the first year in which **parts of the topic** are introduced in an age-appropriate manner. Further details are issued in the start of year Summary Schemes of Work issued to all parents.*

Sxd indicates part of sex education

X indicates not covered specifically in the key stage

Coverage of statutory relationships and sex education topics			KS3	KS4
1.Families	1.1	that there are different types of committed, stable relationships.	Y8	Y10
	1.2	how these relationships might contribute to human happiness and their importance for bringing up children.	Y9	Y10
	1.3	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.	Y8	Y10
	1.4	why marriage is an important relationship choice for many couples and why it must be freely entered into.	Y8	Y10

	1.5	the characteristics and legal status of other types of long-term relationships.	X	Y10
	1.6	the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.	Y9	Y10
	1.7	how to determine whether other children, adults or sources of information are trustworthy	Y7	Y10
	1.8	how to judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships)	Y7	Y10
	1.9	how to seek help or advice, including reporting concerns about others, if needed	Y7	Y10
2. Respectful relationships including friendships	2.1	the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent This includes different (non-sexual) types of relationship.	Y7	Y10
	2.2	the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.	Y9	Y11
	2.3	practical steps to take in a range of different contexts to improve or support respectful relationships.	Y7	Y10
	2.4	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).	Y7	Y10
	2.5	that in school and in wider society we can expect to be treated with respect by others, and that in turn we should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.	Y7	Assembly/ Form time programme
	2.6	about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.	Y7	Assembly/ Form time programme
	2.7 Sxd	that some types of behaviour within relationships are criminal	Y7 (Protective behaviours)	Y10

	2.8 Sxd	what constitutes sexual harassment and sexual violence (assault) and why these are always unacceptable.	Y7	Y10
	2.9 Sxd	that violent behaviour and coercive control in a relationship constitutes a criminal offence	Y7	Y10
	2.10	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	Y7	Y10
3. Online and media	3.1 Sxd	that some types of online behaviour within relationships are criminal	Y8	Y10
	3.2 Sxd	about online risks	Y7	Y10
	3.3 Sxd	risk that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. Not to provide material to others that they would not want shared further	Y8	Y10
	3.4 Sxd	not to share personal material which is received	Y7	Y10
	3.5 Sxd	what to do and where to get support to report material or manage issues online	Y7	Assembly/ Form time programme
	3.6 Sxd	the impact of viewing harmful content	Y8	Assembly/ Form time programme *
	3.7 Sxd	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	Y8	Assembly/ Form time programme
	3.8 Sxd	that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail	Y8	Y10
	3.9	how information and data is generated, collected, shared and used online	Computer Science Assembly/ Form time programme	Computer Science Assembly/ Form time programme

4. Being safe	4.1 Sxd	the concepts of, and laws relating to, sexual consent, and harassment and FGM	Y7	Y10
	4.2 Sxd	the concepts of, and laws relating to sexual exploitation and how laws relating to sexual consent, sexual exploitation and harassment can affect current and future relationships	Y8	Y11
	4.3 Sxd	the concepts of, and laws relating to abuse, grooming, coercion and how these (and the laws about sexual consent and harassment) can affect current and future relationships	Y9	Y10
	4.4 Sxd	the concepts of, and laws relating to rape, domestic abuse, forced marriage and honour-based violence	Y8 (forced marriage)	Y10
	4.5 Sxd	how people can actively communicate and recognise consent from others	Y7	Y10
	4.6 Sxd	how people can actively communicate and recognise sexual consent from others and how and when consent can be withdrawn (in all contexts, including online).	Y8	Y10
5. Intimate and sexual relationships including sexual health	5.1 Sxd	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	Y8	Y10
	5.2 Sxd	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	Y8	Y10
	5.3 Sxd	the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause	X	Y11
	5.4 Sxd	that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others	Y9	Y11
	5.5	that there is a choice to delay sex or to enjoy intimacy without sex	Y9	Y11

Sxd			
5.6 Sxd	the facts about the full range of contraceptive choices, efficacy and options available	Y9	Y11
5.7 Sxd	the facts around pregnancy	Y7 Science	Y11
5.8 Sxd	miscarriage	X	Y11
5.9 Sxd	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).	X	Y11
5.10 Sxd	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	Y9	Y11
5.11 Sxd	about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment	Y9	Y11
5.12 Sxd	how the use of alcohol and drugs can lead to risky sexual behaviour	Y8	Y10
5.13 Sxd	how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment	Y8	Y11