Kingswood House School

Relationships and Sex Education Policy

This policy relates to the whole school.

Reviewed by:	**F Swift**	**October 2022**
Approved by	**Board of Governors**	**November 2021**
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Policy Statement

RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps children to understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it.

RSE is an important part of PSHE education (DfE 2014). When any school provides RSE they must have regard to the Secretary of State's guidance; this is a statutory duty.

As of 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, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. This statutory obligation extends to independent schools and is laid out in the Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principal, senior leadership teams, teachers (DfE, June 2019).

The Education Act 1996 as amended by the Learning Skills Act 2000 requires head teachers and governing bodies to have regard for the national guidance on Sex and Relationship Education in schools and to protect children from unsuitable teaching materials. Under the Children act 2004, schools have the duty to provide for the well-being of their pupils, and good quality RSE contributes to this.

The policy should be read in conjunction with the following documents:
Anti-bullying Policy
Child Protection and Safeguarding Policy
Equal Opportunities Policy
IT Acceptable Use Policy

Jigsaw PSHE Policy
The Headmaster along with SLT has approved the policy; it will be reviewed annually and remains up to date with government guidelines.

Definition

'RSE is a lifelong process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings' (Sex Education Forum, 1999). Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.
"The right to education includes the right to sexual education, which is both a human right in itself and an indispensable means of realising other human rights, such as the right to health, the right to information and sexual and reproductive rights."
Report to then UN General Assembly- July 2010/ Item 69, paragraph 18.

Relationships Education and Sex Education in Years 3-6 is defined as: teaching the fundamental building blocks and characteristics of positive relationships with particular reference to friendships, family relationships, and relationships with other children and adults. Teaching how a baby is conceived and putting this into the context of the changes of the bodies of males and females that happen at puberty.

Relationships and Sex Education in Years 7-11 is defined as: giving pupils the information necessary for them to develop healthy, respectful and loving relationships, and how to identify unhealthy relationships. Delivering information about human sexuality with an emphasis on consent and mutual respect.

Sex education should ensure that both boys and girls are prepared for the changes that adolescence brings, drawing on the knowledge of the human life cycle set out in the national curriculum for Science.

Equalities

The Equality Act 2010 covers the way the curriculum is delivered, as schools must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender. Inclusive RSE will promote good relationships between pupils, tackle all types of prejudice and encourage understanding and respect. The Department for education have produced advice on The Equality Act 2010 and schools (DfE, 2014).

Schools have a legal duty to promote equality (Equality Act 2010) and to combat bullying (Education Act 2006) (which includes homophobic, sexist and transphobic bullying). Section 4.2 of the national curriculum (2014) states "Teachers should take account of their duties under the equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment."

The DfE Guidance 2019 (P.15) states, "Schools should ensure that the needs of all pupils are appropriately met and that all pupils understand the importance of equality and respect".
Kingswood House School complies with the Equality Act 2020. The following is taken from the school's Equality Policy:

‘Although the school’s religious ethos is based on Christian values and tradition, the school is inclusive and welcomes and respects the rights and freedoms of individuals from other religions and faiths (or with no religion or faith) subject to considerations of safety and welfare and the rights and freedoms of other members of the school community.

The governing body, through the senior leadership team, actively promotes the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.’’

From 2020, LGBTQ+ became part of the elements taught in RSE. LGBTQ can support young people to understand, accept and celebrate diversity, in school and in their future. It sends a powerful message to young people and their families that they are accepted.

Schools determine when and how this should be taught, however, the over-riding message in the Department for Education’s statutory guidance is clear: “We expect all pupils to have been taught LGBTQ content at a timely point as part of this area of the curriculum”.
(DfE June 2019).

Implementation of the Marriage and Civil Partnership (Minimum Age) Act 2022

The Act will raise the age of marriage and civil partnership to 18 in England and Wales to protect children from the scourge of forced marriage.

This means that 16 to 17-year-olds will no longer be able to marry or enter a civil partnership under any circumstances, including with parental or judicial consent from 26 February 2023. It will not be possible for anyone under 18 to marry or enter a civil partnership after this date.

Currently forced marriage is only an offence if the person uses a type of coercion, for example threats, to cause someone to marry, or if the person lacks capacity to consent to marry under the Mental Capacity Act. The Act will therefore also expand the criminal offence of forced marriage in England and Wales to make it an offence in all circumstances to do anything intended to cause a child to marry before they turn 18. It will therefore now be an offence to cause a child under the age of 18 to enter a marriage in any circumstances, without the need to prove that a form of coercion was used. The forced marriage offence will continue to include ceremonies of marriage, which are not legally binding, for example in community or traditional settings.

Aims

Today’s children and young people are growing up in an increasingly complex world, 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. (DfE, 2019)
To this end, the aims of teaching RSE are as follows:

1. Children are constantly exposed to representations of sexuality through the social culture around them; this can leave children faced with dangerous, confusing and scary content.
Teaching RSE in schools can prepare them for this by giving a balanced view of healthy relationships, help them make informed judgements and stay safe.

2. Parents and schools want children to be safe and happy, and independent research shows that parents and carers value the support of schools in providing RSE for their children.

3. As children are presented with many positive and exciting opportunities, there are also challenges and risks. Teaching RSE shows young people how to be safe and healthy and how to manage their academic, personal and social lives in a positive way.

4. To ensure that pupils have an age-appropriate understanding of human reproduction and sexual relationships, including for older pupils, detailed knowledge of contraception and sexual health.

5. Encourage children to have a positive self-esteem and body image.

6. Deal with sensitive and controversial issues appropriately, including political and social topics, values and beliefs, lifestyles, bullying and bereavement.

7. Provide an environment where sensitive discussions can take place.

8. Prepare pupils for puberty and the importance of health and personal hygiene.

9. Teach pupils how to build positive relationships that involve trust and respect.

10. To teach children how to be safe online and to use all technology responsibly in order to respect the well-being and integrity of others,

Delivery of RSE at Kingswood House School

Rather than being taught as a separate subject, RSE is embedded into the framework of PSHE (Personal, Social, Health and Economic Education). However, it is also felt that it is important to include RSE in other areas, which promote the values of respect, fidelity, tolerance and stress the importance of family. Biological aspects of RSE are taught within the science curriculum and other aspects are included in religious education.
As a school, we recognise that parents have a key role in teaching their children about sex and relationships, and therefore we look to work alongside parents and carers in this respect.

RSE will always be delivered in an atmosphere where children feel comfortable and are happy to discuss matters and ask questions without feeling judged or embarrassed.

As with all curriculum subjects, RSE is differentiated so that it is accessible to all pupils including those with special educational needs or disabilities.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships. The areas covered are taught within the context of family life, taking care to ensure that there is no stigmatization of children based on their home circumstances along with reflecting sensitively that some children may have a different structure of support around them.

The Kingswood House Way runs through all areas of school life. It focuses on key values such as respect, self-awareness, honesty, trust, empathy, loyalty and integrity. These selected values have a key focus within relationships education. The delivery of these values comes within form times, house assemblies and whole school assemblies. All members of staff embody the Kingswood House Way and the key values; it is used within the behaviour policy and is demonstrated on a day-to-day basis.

Monitoring the understanding of RSE lessons is done through completion of individual or whole class feedback forms. The pupils are asked, how well they understood the lesson, what lead to their understanding, which part of the lesson they enjoyed and do they have any questions. Evaluation of

these forms enables teachers to highlight areas, which need to be reiterated, and whether the topic needs to be delivered in a way which is more accessible to the pupils.

Subject content of RSE at Kingswood House School

The relevant statutory guidance obliges the school to deliver specific Relationships Education content to its pupils of primary age and specific RSE content to its pupils of secondary age.
At no time will a child be taught something that is inappropriate; if a child asks a question that the teacher feels is inappropriate to answer, the child will be encouraged to ask his/her parents/carers at home.

The 'Jigsaw' scheme of work has been purchased by the school to deliver all aspects of PSHE, which includes RSE.

The specific RSE content is included in Jigsaw's 'Changing Me' unit, which is taught over a period of 6 weeks, usually the second half of the summer term. Each year group will be taught appropriate to their age and development stage, building on the previous year's learning.

The use of animations, picture cards and resource sheets enable children to understand how the body changes and develops in puberty. Whilst the core RSE content is delivered through 'Changing Me', work is also covered in preceding units to build children's self-esteem and enhance their own sense of self with regards to body image, how to develop caring and healthy relationships and how to develop skills in keeping themselves valued, safe and respected. This work underpins the RSE content.

The 'Changing Me' unit is all about coping positively with change and includes:

Ages 3-5 Growing up: how we have changed since we were babies.

Ages 5-6 Boys' and girls' bodies, correct names for body parts.

Ages 6-7 Boys' and girls' bodies, body parts and respecting privacy.

Ages 7-8 How babies grow and how boys' and girls' bodies change as they grow older.

Ages 8-9 Internal and external reproductive body parts. Puberty and menstruation. Conception explained in simple terms.

Ages 9-10 Puberty for boys and girls in more detail including the social and emotional aspects of becoming an adolescent. Conception explained in simple biological terms.

Ages 10-11 Puberty for boys and girls revisited. Understanding conception to the birth of a baby. Becoming a teenager.

Ages 11-12 The impact of drugs, tobacco and alcohol on health. The importance of personal cleanliness.

Ages 12-13 Cell biology.

Ages 13-14 Infectious diseases, human defense systems.

Ages 14-15 Sexual and asexual reproduction.

All lesson are taught using the correct terminology, child-friendly language and diagrams.
The above outlines the content of the Sex Education aspect of RSE.

The relationships content is as follows:

Family life and people who care for me.

Making friends, falling out and making up.

Caring friendships. Celebrating people who are special to me. Qualities as a friend and person.

Respectful relationships. Standing up for yourself and others.

Online relationships, being safe and who to go to for help. Responsibilities online.

Being safe.

Cultural differences. Bullying. Self-esteem.

Feeling valued. Having choices. Anti-social behaviour.

Sexual violence and sexual harassment between children in schools

It is important to cover child on child sexual abuse, violence and sexual harassment in schools, so that children understand what this means, how to prevent it and how to respond to it.

It will include information on:

-Boundaries, privacy and feeling unsafe.
-Asking for help and support.
-Consent and communicating consent.
-Sexual consent.
-Rape and sexual assault.
-Honour-based violence and forced marriage.
-Coercion.
-Harassment.

These topics are closely related to:

-Respectful relationships.
-Internet safety.
-Online relationships.
-Online and media.
-Mental wellbeing.

The above are covered in the PSHE curriculum.

Child-on-child sexual abuse happens between children of a similar age or at a similar stage in development. It can happen between any numbers of children and can affect any age group (DfE, 2021a).

It can be harmful to the children who display it, as well as those who experience it.

Children can experience child-on-child sexual abuse in a wide range of settings:
-At school
-At home
-In someone else's home.
-In public areas
-Online
-Sexting

It is important to understand that child-on-child abuse is the intention to hurt someone not just sexually, but also physically and emotionally. This can be motivated by race, religion, gender, sexual orientation, disability or other differences, and the results can be traumatic and long lasting.

Safeguarding and Child Protection

Teachers need to be aware that sometimes disclosures may be made during the lessons; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the lesson; it is important to allow the time and appropriate staffing to allow this to happen.

It is also important that children need to respect the privacy of others and do their best to keep what is said in lessons confidential. The teacher, however, must emphasise that he/she cannot promise complete confidentiality, as she must report any information relating to safeguarding concerns.

Organisation

Should visitors be invited into the school to contribute to the delivery of RSE, it will be as a result of their knowledge and value added to the lesson.

All visitors should be aware of the school's RSE policy and act within the boundaries laid out. Any input will be agreed with teaching staff prior to the visit.

A member of staff will supervise all visitors at all times.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress through group/class discussion and Q/A sessions.
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish then to be withdrawn from the non-statutory components of RSE.

The person responsible for the overview and guidance on delivery of RSE is the PSHE/RSE lead; however, all staff are responsible for the delivery of their individual RSE lessons.

Within the Science department, the teaching staff will deliver the National Curriculum linked to RSE. Each form tutor will be responsible for the delivery of PSHE objectives linked to RSE within form based PSHE lessons. Form tutors will deliver this through the Jigsaw schemes of work. Staff do not have the right to opt out of teaching RSE; staff who have concerns about teaching RSE are encouraged to discuss this with the Headmaster.

Pupils

Pupils including those with SEND are encouraged to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

We want children to develop self-awareness, positive self-esteem and confidence, enabling them to:

- Have a sense of purpose
- Value self and others
- Form healthy and positive relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in his or her own learning
- Explore issues related to living in a democratic society

Parents' right to withdraw

The government guidance on RSE (DfE 2000) emphasises the importance of schools working in partnership with parents and carers. Under current legislation, schools should enable parents/carers to exercise their right to withdraw their children from any school RSE taught outside the National Curriculum Science (Education Act 1996). Parents/carers have a legal right to see the school RSE policy and to be given a copy (Education Act 1996). Parents/carers should also be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects, such as Science, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. The guidance also sets out both the rights of parents and carers to withdraw pupils from sex education (but not Relationship or Health Education). Parents have the right to request that their child be withdrawn from some or all of sex education delivered at part of statutory RSE.

Parents who wish to exercise the right to withdraw are invited to see the Headmaster and/or then RSE coordinator who will explore any concerns and discuss any impact that withdrawal will have on the child. Once a child has been withdrawn, they cannot take part in the RSE programme until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school RSE programme or who wish to deliver RSE to their children at home.

Where pupils are withdrawn from Sex Education, schools should document the process and ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Appendix 1

RE contained within PSHE, Years 9-11

Having looked through the Jigsaw programme, it is obvious that religious values are contained within.

There are moral issues in quite a few of the pieces, which could be linked to religious beliefs.

The first unit (Bring Me in my World) especially requires children to examine their own beliefs in what is right and wrong and how to be a good friend. It is again evident in the Relationships unit, which covers RSE topics of marriage, sex and contraception, (possibly deemed as controversial topics in the religious world).

The following are also themes of some pieces, which have links to religion:

Personal identity- religious affiliations/conflicts.

Differences between good and bad- links to the 10 commandments.

Diversity/discrimination/ equality – religious beliefs and protected characteristics.

Prejudice- religion and race.

Moral issues- ethics.

Employment equality – religious discrimination.