



KITE RIDGE SCHOOL
CHANGING MINDS

KITE RIDGE SCHOOL

SEX AND RELATIONSHIP EDUCATION POLICY

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1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- › Provide a framework in which sensitive discussions can take place
- › Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- › Help students develop feelings of self-respect, confidence, independence and empathy
- › Create a positive culture around issues of sexuality and relationships
- › Teach students the correct vocabulary to describe themselves and their bodies
- › To enable student voice at every level of cognition
- › All areas of RSE are taught with respect to our school values

- ***Community Engagement and Participation***

Students are enabled to engage in and contribute to society.

- ***Autonomy and Self Determination***

Students are provided with a range of experiences to enable them to make and communicate meaningful choices.

- ***Personal Development and Independence***

Students are enabled to grow, develop, and experience the new.

- ***Material and Financial Sustainability***

Students are enabled to aspire to employment and economic independence.

- ***Social and Intimate Relationships***

Students are enabled to develop respectful attitudes towards others and a range of friendships, social and intimate relationships.

2. Statutory requirements

As a maintained secondary school we must provide RSE to all students as per the [Children and Social work act 2017](#).

In teaching RSE, we must have regard to [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education \(25th June 2019\)](#) <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education> as issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

3. Policy development

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

1. Review – a 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. Student consultation **through school council**– we investigated what exactly students want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified. SRE policy is available via the school website and is available as a hard copy for anyone who asks for one.

4. Definition

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

RSE is taught throughout the school All RSE is planned with due regard for the emotional, social and cognitive understanding of our students.

5. Curriculum

Our content of our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online or from less reliable sources.

Secondary sex education will focus on:

- Biology including preparing boys and girls for the changes that adolescence brings - including menstruation and masturbation if and when appropriate.
- Healthy relationships – including appropriate and intimate sexual relationships
- Biology – including conception and birth
- Personal care
- Basic First Aid
- Being safe online
- Mental health and well being

For more information about our curriculum, see our curriculum map in Appendix 1. An example vocabulary list can also be found in appendix 4.

6. Delivery of RSE

6.1

Children will be allocated a curriculum based on their needs and cognitive level; this may not be age-dependent.

RSE is taught within the personal, social, health and economic (PSHE) education. Biological aspects of RSE may also be taught within the science lessons.

6.2

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds as outline in the curriculum.

6.3.

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).

6.4

Where possible, a male member of staff will deliver the programme to the boys and a female member of staff will deliver the programme to the girls, with at least 2 staff members present. The planned programme of activities will be supported by advice and material from Image in Action, and the PSHE Association, NSPCC, school nurses, community nurses and the therapies teams. **All lessons are planned with due regard for the emotional, social and cognitive understanding of our students.**

6.5

A meeting is arranged with Parents/Carers of the students studying specific relationship and sex education to discuss the planned RSE programme.

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy, and hold the Headteacher to account for its implementation.

7.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSE.

7.3 PSHE Leads

PSHE Leads will be responsible for:

- Working as a team to develop and review the RSE policy
- Developing a RSE curriculum that is in line with legislation and appropriate for the current cohort of students within the school
- Identifying needs for training for staff

7.4 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way in line with the school curriculum and policy
- Modelling positive attitudes to RSE
- Monitoring progress of students
- Responding to the needs of individual students according to their emotional, social and cognitive wellbeing.
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RSE by passing their request to the Headteacher

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 leadership team.

7.6 Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. The following classroom rules will be explained and adhered to:

- No one (teacher or student) will have to answer a personal question;
- No one will be forced to take part in a discussion;
- Meanings of words will be explained in a sensible and factual way.
- Fictional characters will be used when teaching if appropriate

7.7 Designated Safeguarding lead

Due to the sensitive nature of topics discussed in RSE, the designated safeguarding lead will be aware of the content of RSE lessons and what students will be involved.

They will also be involved in the development of the RSE policy, the reviews and development of the curriculum.

8. Parents' right to withdraw

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

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the student's educational record. The Headteacher will discuss the request with parents. Once these discussions have taken place, except in exceptional circumstances the school should respect the parents request to withdraw the child, up to and until 3 months before the child turns 16. If the child then wishes to receive sex education the school should make arrangements to provide this. This is to be discussed with the Headteacher.

However the Headteacher will take into account the specific needs arising from their SEND when making a decision in regards to this. Alternative work will be given to students who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSE as part of their induction

Staff will be supported in their delivery of RSE by schools nurses

Additional training will be delivered as required to support staff with the changing needs of the children

10. Monitoring arrangements

The delivery of RSE is monitored by the Headteacher

Students' development in RSE is monitored by teachers as part their individual targets.

This policy will be reviewed by the PSHE subject leaders and safeguarding lead, annually. At every review, the policy will be approved by the Headteacher and the governing body.

Appendix 1: Curriculum map

Sex and Relationships Curriculum Map

Based on the needs of the children they will be allocated a curriculum to follow this may not be age dependent.

Secondary	
Lower Ability	Higher Ability
<p>Relationships</p> <ul style="list-style-type: none"> Types of relationships (parental, family, romantic Healthy friendships etc). Expectations of having a boyfriend / girlfriend. Understanding their right not to have a boyfriend / girlfriend. How to ask for consent. Diversity in relationships (Varying family units / hetero or homosexual relationships). Recognise what constitutes a positive, healthy relationship How relationships contribute to happiness How to be treated with respect and to give respect Unacceptable behaviour in relationships Equality – fairness. <p>Looking after my body</p> <ul style="list-style-type: none"> Taking responsibility for personal hygiene. PANTS rules / protecting from unwanted contact. Understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact Who to talk to if they need help / guidance. Judge what kind of physical contact is acceptable or unacceptable and how to respond Self- care and personal hygiene <p>Biology</p> <ul style="list-style-type: none"> Physical changes during puberty including: Menstruation, erections, wet dreams, masturbations, body hair etc. The correct naming of external parts (including genitals) the similarities and differences between boys and girls <p>Basic first Aid</p> <ul style="list-style-type: none"> Knowing you are not feeling well Indicate the part of the body that hurts and the emotions related to this Knowing who to ask for help 	<p>Relationships</p> <ul style="list-style-type: none"> How to recognise and manage emotions within a range of relationships How to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters The features of positive and stable relationships (including trust, mutual respect, honesty, equality) and those of unhealthy relationships (including imbalance of power, coercion, control, exploitation, abuse of any kind) How to recognise a healthy intimate relationship Peer pressure Behaviours in relationships that are criminal The impact of stereotypes To understand what expectations might be of having a girl/boyfriend To consider different levels of intimacy including sex and their consequences To recognise that there is diversity in sexual attraction and developing sexuality Parenthood the consequences of pregnancy: The importance of bringing up children including roles and responsibilities Marriage and other long term relationships including legal elements. Equality (Equality act 2010) <p>Looking after my body</p> <ul style="list-style-type: none"> The importance of and ways of taking increased responsibility for their own physical health and personal hygiene Understanding that sex and relationships can affect all aspects of health including physical, emotional, sexual and wellbeing. About the use of contraception, including the condom and pill; to negotiate condom use That certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain STIs The concept of consent in a variety of contexts (including in sexual relationships) To acknowledge and respect the right not to have intimate relationships until ready How to seek the consent of another person and be sure that consent has been given; how to assertively withhold or withdraw consent Judge what kind of physical contact is acceptable or unacceptable and how to respond <p>Biology</p> <ul style="list-style-type: none"> How to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; mental and emotional health and wellbeing; and sexual health

<p>Other</p> <ul style="list-style-type: none"> Managing emotional changes during puberty. 	<ul style="list-style-type: none"> Physical changes during puberty including: menstruation, erections, wet dreams, masturbation, body hair etc. Reproductive health including impact of lifestyle on fertility Pregnancy – including choices relating to this The correct naming of external parts (including genitals) the similarities and differences between boys and girls <p>Basic first Aid</p> <ul style="list-style-type: none"> Knowing you are not feeling well Indicate the part of the body that hurts and the emotions related to this Knowing who to ask for help Knowing the difference between when to call a doctor and when to call emergency services Knowing how to call emergency services <p>Other</p> <ul style="list-style-type: none"> Managing emotional changes during puberty. Independently access reliable sources of information, advice and support for all aspects of physical or mental health (including sexual health services) How to manage any request or pressure to share an image of themselves or of others; who to talk to if they have concerns
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Appendix 2:

Below is a list of topics that should be covered by the RSE curriculum at secondary level, as stated in the statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams and teachers. This list has been developed with mainstream schools in mind; schools who cater for students with additional needs will teach these topics with consideration of the students' cognitive, social and emotional development in mind.

Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance can be found [here](#):

TOPIC	STUDENTS SHOULD KNOW
Families	<ul style="list-style-type: none">• That there are different types of committed, stable relationships• How these relationships might contribute to human happiness and their importance for bringing up children• 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• Why marriage is an important relationship choice for many couples and why it must be freely entered into• The characteristics and legal status of other types of long-term relationships• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting• 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

TOPIC	STUDENTS SHOULD KNOW
Respectful relationships, including friendships	<ul style="list-style-type: none"> • 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • 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) • 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 • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • 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
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • 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 • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • 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 • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including prison • How information and data is generated, collected, shared and used online

TOPIC	STUDENTS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> • 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 • 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)
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • 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 • 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 • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • 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) • 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 • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child			
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	
Headteacher Signature	

Appendix 4: Example Vocabulary List

Sex and Relationships Example Vocabulary

Body Parts	Conception	Keeping Safe	Masturbation	Menstruation	Changes	Keeping Clean	Relationships
Boy	Womb	Expected	Private	Menstruation	Puberty	Washing	Relationship
Girl	Sperm	Unexpected	Public	Periods	Change	Clean	Friendship
Male	Egg	Private area	Touch	Tampons	Moods	Hair	Hug
Female	Conception	Private parts	Wet dreams	Sanitary towels	Breasts	Sweat	Kiss
Different	Fertilisation	(Pants rule)	Semen		Spots	Odour	Touch
Same	Pregnancy	Touch	Erection		Pubic hair		Family
Penis	Sexual	Like	Sexual feelings		Facial hair		Gender roles
Vagina	Intercourse	Dislike	Arousal		Underarm hair		Stereotypes
Gender	Sex	Rights	Ejaculation		Sexual feelings		Sexual feelings
Breasts	Birth	Protection			Arousal		Love
Bottom		Consent					
Nipple		Human rights					
Chest							

*Please note, this is an overview of the language that may be used whilst delivering sex and relationship education. It is not an exhaustive list.