



## **RELATIONSHIPS AND SEX EDUCATION POLICY (RSE)**

### **WHY do we have this policy and why is it relevant?**

#### **Rationale**

Today's children and young people are growing up in an increasingly multi-cultural and complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also presents 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.

We believe that RSE is vital for the personal, social and emotional development of our students. It equips children and young people with the information, skills and values they need to have safe, respectful and enjoyable relationships and empowers them to take responsibility for their sexual health and well-being. We believe that all children and young people have a right to holistic, inclusive and needs-led RSE. We believe that through providing high quality RSE, we are upholding the ethos and values of our school and its commitment to equality and celebration of difference.

#### **Statement of Intent**

Cirencester Kingshill School is committed to providing a full and balanced curriculum and to developing a caring, healthy, well informed and responsible attitude in our students. The school believes that relationship and sex education should lead to the development of understanding and attitudes which prepare students to view all their relationships in a positive, responsible and healthy manner.

In most cases, parents and carers are the prime educators for children on many of these matters but Cirencester Kingshill seeks to complement and reinforce this role, building on what students learn at home as an important part of delivering a good education and to shape the curriculum according to the needs of our students and communities. Teaching children about the society that we live in and the different types of loving, healthy relationships that exist can be done in a way that respects everyone. We want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society.

#### **Definitions**

Relationships and Sex Education (RSE) is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

Relationships and Sex Education is defined as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and well-being.

We define **relationships education** as learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life.

We define **sex education** as learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health.

We take the approach that Relationships and Sex Education are best approached in an integrated way and using the frameworks of gender equity and human rights.

## **Legal Framework**

The Education Act 2002/Academies Act 2010 states that all schools must provide a balanced and broadly-based curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society.
- Prepares students at the school for the opportunities, responsibilities and experiences of later life.

It is compulsory to teach Relationships and Sex Education under sections 34 and 35 of the Children and Social Work Act 2017.

Our approach to RSE is informed by statutory guidance from the Department of Education issued as 'Relationships Education, Relationships and Sex Education (RSE) and Health Education', in June 2019 which became mandatory in September 2020 and was updated in 2021.

We will review the policy on a regular basis to ensure that it is in line with current Government guidance and legislation and to ensure that our RSE programme continues to meet the needs of our students and is responsive to emerging issues.

## **Linked Policies and Key Documents**

This policy should be read in conjunction with, and has been informed through, reference to:

- Relationships Education, Relationships and Sex Education (RSHE) and Health Education 2020
- Keeping Children Safe in Education (statutory guidance)
- Behaviour and Discipline in Schools (advice for schools)
- Respectful School Communities: Self Review and Signposting Tool
- Equality Act 2010
- SEND code of practice: 0 -25 (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools)
- Sexual Violence and sexual harassment between children in schools (advice for schools)
- Promoting Fundamental British Values as part of SMCS in schools (guidance)
- The Equality and Human Rights Commission Advice and Guidance

# **WHAT do we do to support and use this policy effectively?**

## **Aims**

The aim of Sex and Relationships Education is to provide our students with the information they need to help them develop healthy, nurturing relationships of all kinds, and to understand what such relationships look like, what is – and is not – acceptable in a relationship of any kind, alongside developing their recognition of the positive effects that good relationships have on their mental wellbeing, and how bad relationships can be managed. We also aim to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health.

Within these aims, we will endeavour to:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- Understand the consequences of their actions and behave responsibly within relationships.
- Support students to avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- Communicate effectively by developing appropriate terminology for sex and relationship issues.
- Develop awareness of students' understanding of sexuality and where needed, challenge sexism and prejudice, and promote equality and diversity.
- Support students' understanding of the arguments for delaying sexual activity.
- Support students' understanding of the reasons for having protected sex.
- Promoting sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV.
- Promoting sources of help and developing students' skills and confidence in accessing confidential health advice, support and treatment if necessary.
- Supporting students' understanding of how the law applies to sexual relationships, including developing an understanding of sexual harassment, sexual violence, coercive and controlling behaviour and sexual exploitation.
- Developing an understanding of issues around internet safety in the context of sex and relationships, including guidance on how to keep safe online, recognising risks, harmful content

## **Principles and Values**

- To teach young people about the importance of stable relationships, love and care and the responsibilities of parenthood as well as sex, and exploring different types of relationships - marriage/partnerships/same sex relationships and providing a comprehensive body of knowledge and understanding about sexual health to manage fertility and avoid infection.
- Build self-esteem and teach the taking on of responsibility and the consequences of one's actions in relation to sexual activity and parenthood. We do not promote early sexual experimentation but aim to teach an understanding of sexuality and to respect themselves and others.
- Provide young people with information about the different types of contraception, safe sex and how they can access local sources of further advice and treatment, aiming to use young people as peer educators and giving young people a clear understanding of the arguments for delaying sexual activity and resisting pressure.

- Make young people aware of the link between sex and relationship education with issues of peer pressure and other risk taking behaviour, such as drugs, smoking and alcohol and ensure that young people understand how the law applies to sexual relationships.
- Generate an atmosphere where students can be open with their questions and feelings and can make informed choices.
- Negotiate ground rules with students to ensure that teachers and students respect each other's privacy.
- Encourage sensitivity to the needs of all students, regardless of gender, cultural background or religious community.

By exploring and challenging attitudes and values, our students can be helped to develop a positive attitude to their own and other people's sexual health and well-being and will have the tools to be able to make appropriate choices and build meaningful relationships.

### **Sex and Relationships Education at Cirencester Kingshill School is organised as follows:**

- Sex and Relationships Education is taught within the PSHEE and RESPECT programme, Religious Studies GCSE Short-Course and Science.
- Students have access to a range of additional education through assemblies, the School nurse drop-in clinic, the Youth Bus, the Chelsea's Choice productions offered to all Year 8 via Gloucestershire Safeguarding Board and other opportunities that school has offered to them e.g. Rethink Mental Illness during Mental Health Awareness Week.
- Outside speakers are invited to assist the delivery of Sex and Relationships Education where appropriate.
- Students can approach tutors or other staff including our Emotional and Behavioural Support manager for any emotional/social advice.
- Staff development and training is updated according to changes in the law/trends.
- Resources are carefully selected to meet the needs of our students.

Under the **statutory guidance** outlined in the **Relationships Education, Relationships and Sex Education (RSE) and Health Education (DFE, 2019)** we ensure that we build on students' knowledge on topics covered in primary schools and in addition, cover the following areas by the time they leave Kingshill;

<b>Relationships and Sex Education</b>	<b>By the end of secondary school, students should know:</b>
<b>Families</b>	<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>
<b>Respectful relationships, including friendships</b>	<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>
<b>Online and media</b>	<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> </ul>

	<ul style="list-style-type: none"> <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>
<b>Being safe</b>	<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>
<b>Intimate and sexual relationships, including sexual health</b>	<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>

## **RSE Coverage by Year Group at Kingshill.**

<b>Year 7</b>	Term 1: Coping with changes, puberty, physical changes Term 3: Relationships and boundaries Term 5: Health and hygiene
<b>Year 8</b>	Term 3: Family relationships
<b>Year 9</b>	Term 3: The law and sexual relationships: different types of relationship and intimacy. Emotional and physical dangers in relationships, staying safe.
<b>Year 10</b>	Term 1: Personal identity, harassment in the workplace Term 3: Sex and the law, STI's, HIV and AIDs, pornography, sexual exploitation, body image
<b>Year 11</b>	Term 1: Personal identity, media and toxic masculinity, misogyny Term 3: Sexual and the law: relationships and identity, marriage, sexual inequality and exploitation. LGBTQ+

## **The Law**

Students should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- sexual harassment
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism and radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

## **HOW do we implement and monitor this policy?**

### **Process and Practice**

**Cirencester Kingshill School believes that Sex and Relationships Education should:**

- Place emphasis on developing knowledge, skills and attitudes and appropriate teaching methods.
- Encourage teachers to develop activities that will be inclusive of all students
- Be developed in consultation with parents, young people, teachers and trustees.
- Cover puberty, menstruation, contraception, abortion, safer sex, HIV/AIDS /STIs, gender identity, same sex relationships, identifying risky behaviours and plans to prepare students for the physical and emotional changes they will experience during puberty, and later when they grow up and form relationships.
- Be planned and delivered as part of PSHEE, RESPECT and Science programmes at Key Stage 3 and Key Stage 4. Please see Appendix 1 for the detailed schedule.
- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people- ensuring that we meet the needs of children with special needs and learning disabilities, and all students regardless of sexual orientation or ethnicity.
- Be set within this wider school context and support family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents/carers are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents/carers and students, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers other mentors or advisers.
- Keep up to date with developments in IT and Technology and use guidance from external agencies such as the "Child Exploitation and Online Protection Centre (CEOP)" and "Childline" with regard to supporting students in accessing up to date advice and guidelines on the risks of "sexting" and risky internet behaviours.

## **Approach**

To facilitate children's learning in their understanding of RSE:

- Rules are established at the beginning to create an environment of safety, maturity and security; one in which children are encouraged to talk hypothetically as opposed to each other's personal experiences;
- The purpose of each lesson is made clear
- Appropriate learning experiences are planned in line with our long-term PSHE scheme of work to meet the needs of all the children in the class. Where necessary, the school's SENCO is consulted on best practice for delivery
- Scenario based learning experiences draw on children's own knowledge and understanding to provide them with a range of opportunities to learn, practice and demonstrate skills, attitudes, knowledge and understanding
- Time is given for children to reflect, consolidate and apply their learning of skills to relevant scenarios
- Staff training needs are met, to include safeguarding children, handling sensitive and controversial issues and confidentiality to ensure that teachers do not let their personal beliefs and attitudes influence their teaching of PSHE and that lessons remain fully inclusive for all



We lead the programme, but carefully selected and, where necessary, screened outside visitors may play a role in delivering content.

### **Assessment**

Government requirements for the statutory RSE curriculum states that *'schools should have the same high expectations of the quality of students work in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge students have previously acquired, including in other subjects, with regular feedback provided on students' progress.'* As with any learning process assessment of students' personal, social and emotional development is important. It provides information which indicates students' progress and achievement and informs the development of the programme. Students do not pass or fail within RSE but have the opportunity to reflect on their own learning and personal experiences and set personal goals and agree strategies to reach them. Work is assessed and students are given feedback at the end of each topic. Students are given grades to reflect their learning and effort. The grades given to students reflect their growing understanding of the topics discussed and their ability to apply their learning to situations they might encounter in their own lives.

### **Monitoring and Evaluation**

The delivery of RSE is monitored by **Jeremy Morland, Senior Assistant Headteacher** through line management of **Matt Macaulay, as RSE coordinator**. Monitoring is an ongoing process that checks the degree to which our programme of study is being effectively implemented. This monitoring will answer question such as

- Is the programme effectively managed and are staff clear about their roles and responsibilities?
- Does the planned programme reflect national guidance, local priorities and students' needs?
- Are all students being taught the programme as planned?
- Is the quality of teaching consistent across all classes and does it exemplify best practice?
- Baseline testing at the start and end of each unit
- Assessment for Learning during lessons
- Lesson observations
- Parent, staff, and student surveys

The pastoral system of the school provides further support and our School Nurse, Emotional Support Workers and other visiting speakers, such as our local PSCO, add to the provision. When the need arises we also run bespoke courses in small groups for students considered to be at risk. The School Nurse will always advise that students talk to their parents about these important issues but the confidential nature of her work retains an element of confidentiality.

### **Equality Act (2010)**

When teaching RSHE, the religious and cultural background of all students is considered when planning teaching, so that sensitive topics that need to be taught are appropriately handled. The school works to comply with the relevant provisions of the Equality Act (2010), under which religion and belief are protected characteristics. Provisions within the Equality Act (2010) allow the school to take positive action to deal with disadvantages affecting one group because of a protected characteristic.

### **Students with Special Educational Needs and Disabilities (SEND)**

We ensure RSE is inclusive and meets the needs of all our students, including those with SEND by having high quality teaching that is differentiated and personalised to ensure accessibility. The school is mindful of preparing for adulthood outcomes, as set out in the SEND code of practice, when preparing these RSHE topics for those with SEND. We are aware that some students are

more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education can also be a priority for some students, for example some with Social, Emotional and Mental Health Needs or learning disabilities. For some students there may be a need to tailor content and teaching to meeting the specific needs of children at different development stages.

### **Lesbian, Gay, Bisexual, Transgender, Queer and Plus (LGBTQ+)**

We ensure RSHE fosters gender equality and LGBTQ+ equality by ensuring RSHE content is relevant to them and their developing sexuality. Sexual orientation and gender identity are explored at a timely point and in a clear, sensitive and respectful manner. When teaching about these topics, it is recognised that young people may be questioning their sexual orientation or gender identity. There is equal opportunity to explore the features of stable and healthy relationships, there should be no discrimination between heterosexual and other types of relationships. This is integrated appropriately into the RSHE programme, rather than addressed separately or in only one lesson. It should also be integrated within other subjects across the school, where relevant.

### **RSE and the Law**

Teaching of RSE reflects the law as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make. Students are taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way

### **The Right of Withdrawal**

Some parents/carers prefer to take the responsibility for aspects of this element of education and are welcome to review any Relationships and Sex Education resources the school uses. Parents/Carers do have the right to withdraw their children from sex education, up to and until three terms before the child turns 16, (but not relationships or health education), except for those parts included in the statutory National Curriculum (i.e. in Science lessons).

Prior to any final decision to withdraw their child, we ask that parents/carers notify the Headteacher of their intention to do so by formally writing to the Headteacher. In most cases, she, or another appropriate member of staff, would meet with the parents/carers to discuss the intentions and to understand the rationale for the decision that is being taken, as well as expressing the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This may include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. Above all else, this discussion is intended to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. and if the right to withdraw is maintained, except in exceptional circumstances, the school will respect the parents' request to withdraw the child. We will make alternative timetable arrangements in such cases in consultation with the child's Head of Year.

### **Confidentiality**

Students will always be encouraged and supported to discuss their issue(s) with a parent or carer. When this is not possible, students will be guided by teachers to adults such as our Emotional Support Workers, the School Nurse or in some cases the Designated Safeguarding Lead. Staff cannot promise confidentiality\* to a pupil but would make it clear to an individual child before information is passed on to a relevant person.

School nurses and other outside visitors in one to one clinical situations are bound by their professional codes of practice.

\*The exception to this would be when informing a parent/carer would place a child at greater risk of harm whereby the school's child protection procedures should be adhered to.

***If appropriate: you may want to read the following policies in conjunction with this policy. The Accessibility Plan, Anti-bullying Policy, School Discipline and Behaviour Policy, Child Protection Policy, Looked After Children Policy, Equality Policy, E-safety Policy, and the PSHE policy.***

## **CIRENCESTER KINGSHILL SCHOOL**

### **RELATIONSHIP AND SEX EDUCATION POLICY**

Reviewed by J Morland  
Date November 2023

Adopted by Trustees (Sign)  
Date

Review date November 2024