



KING EDWARD'S SCHOOL

POLICY DOCUMENT

Title: **RSHE Policy**

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Staff Responsibility	DH Pastoral

Relationships and Sex Education Policy

1. Introduction

'Today's children and young people are growing up in an increasingly complex world and 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.'

Extract from the Secretary of State's forward to statutory guidance on 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (June 2019)

The above extract summarises the rationale behind the amended statutory requirements from the Department for Education (DfE) that state that from September 2020 Relationships and Sex Education (RSE) and Health Education will be compulsory in secondary schools. King Edward's School takes its responsibility to provide relevant, effective, and responsible relationships and sex education (RSE) to all its pupils as part of the school's Learning for Life (PSHE) and Biology curriculum very seriously.

This policy considers the following guidance and advice:

- Keeping Children Safe in Education (DfE, September 2023)
- DfE Relationships Education, Relationship and Sex Education and Health Education (DfE, June 2019)

This policy is drafted by the Deputy Head Pastoral in consultation with the Head of Learning for Life and is reviewed every two years. It links to the PSHE policy and should be read in conjunction with the following policies available on the School website:

Equal Opportunities Policy

Child on Child Abuse Policy

E-Safety Policy

Drugs Policy

Safeguarding and Child Protection Policy

Anti-Bullying Policy

Youth Produced Sexual Imagery Policy

School stakeholders are invited to feed into the policy.

2. Policy Aims

Relationships and Sex Education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health (Sex Education Forum 2014). The aim of RSE is to 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 support a rights-based and age-appropriate approach, founded on qualities such as mutual respect, trust and enjoyment. We aim to teach an understanding and tolerance of different types of relationships, covering LGBTQIA+ topics ranging from diverse families to understanding gender identity.

RSE and Health Education is an integral part of the lifelong learning process in early childhood which continues into adult life. The RSE and Health Education programme at King Edward's School aims to generate an atmosphere where questions and discussion about sex and relationships can take place without stigma or embarrassment. Learning for Life (LFL) lessons are an opportunity to do this.

3. RSE Subject Content, Delivery and Assessment

Content:

At King Edward's School, RSE is delivered through timetabled lessons for Key Stages 3 and 4. It is supplemented by assemblies, talks and workshops. We recognise that RSE is everyone's responsibility; it is supported through other timetabled lessons on the curriculum including English, Politics, History, Geography, Biology, Religious Studies and PE. There is the opportunity for children to learn about the characteristics of safe, happy and stable relationships, regardless of gender identity or sexual orientation.

The School will respect the tenets of good quality RSE and Health Education. These are:

- Access to accurate information
- RSE which is inclusive and addresses the protected characteristics named in the Equality Act (2010) of: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.
- RSE which recognises and respects diversity
- RSE which teaches about consent, pleasure, and safety as central to sex and relationships.

The content of the curriculum is based on the aforementioned guidance in the DfE publication Relationships Education, Relationships and Sex Education (RSE) and Health Education (June 2019). In line with this guidance, the LFL programme (including LFL+ lessons for Year 10 and 11) is developmental, spiral, and comprehensive. Each year group may well have what appears to be a 'standalone' lesson, but every lesson develops on previous teaching. Moving away from the standard didactic approach, lessons equip pupils not just with understanding and knowledge of the law, but also with resilience. It facilitates the kinds of conversations a family would have, examining how to approach life from a practical and personal perspective, as well as preparing pupils as thoroughly and pragmatically as possible for life at university and beyond. Conversation is encouraged and equality is promoted. Prejudiced views will be challenged, and any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously. Pupils are taught about the law as it applies to sex and relationships

in order to ensure that they can understand what is allowed and the implications of their decision making.

The curriculum content can be obtained by contacting the Head of Learning for Life.

Delivery:

It is important that *all* school staff feel comfortable to deliver LFL classes and answer questions from pupils. The school provides regular professional development training in how to deliver relationship and sex education; this includes sessions on confidentiality, setting ground rules, handling controversial issues, responding to awkward questions and an introduction to the rationale of why teaching RSE is so important.

The Head of LFL and the Deputy Head Pastoral will hold more responsibility for ensuring that the school's sex and relationship education provision is relevant to our pupils and effective.

All staff will:

- Take it upon themselves to ensure that they are up to date with school policy and curriculum requirements regarding sex education. Any areas that they feel are not covered or inadequately provided for should be reported back to the Head of LFL.
- Attend and engage in professional development training around sex education provision.
- Encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a pupil comes to a member of staff with an issue that that member of staff feels they are not able to deal with alone, they should take this concern to their line manager. No one else should be informed at this stage, and a breach of confidentiality is to be avoided.
- Provide regular feedback to their line managers on their experience of teaching RSE and pupil response.
- Ensure that their personal beliefs and attitudes do not prevent them from providing balanced RSE in school.
- Tailor their lessons to suit all pupils in their class, across the whole range of abilities, including those pupils with special educational needs. If teachers need support in this area they should speak to the SENCo or the LFL Co-ordinator.

We may invite guest speakers into school to talk on issues related to sex and relationships. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge pupil's perceptions. A teacher will be

present throughout these sessions. Visitors will be given a copy of this policy and expected to comply with the guidelines outlined within it.

The school expects parents to share the responsibility of sex and relationships education and support their children's personal, social and emotional development. We encourage parents to create an open home environment where pupils can engage, discuss, and continue to learn about matters that have been raised through school LFL. Parents are also encouraged to seek additional support in this from the school through LFL Parent Seminars and the Termly Newsletter.

Assessment:

The Department for Education (DfE) states in the statutory guidance for Relationships, Sex and Health education that *"schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas"* Department of Education, (2019) Relationships Education, Relationships and Sex Education (RSE) and Health Education.

For this reason, the following assessment takes place over the course of the year:

- Pupils are given a chance to reflect on their own learning during each LFL lesson
- Pupils are given regular opportunities to feedback on their own understanding of topics
- Teachers will gauge learning through ipsative assessment either in each lesson or over the course of a few lessons.
- Teachers will assess pupil's knowledge with two short assessments over the course of the year. They will also provide an effort grade for each pupil twice over the course of the year.

4. Monitoring, Review, and Evaluation

The effectiveness of RSE at the School is monitored and reviewed annually by the Learning for Life and Biology departments and the Deputy Head Pastoral. The School consults parents in developing and reviewing the policy. At the start of each academic year, new pupils' parents are given a link to this policy. The policy is ratified by the School's Governing Body.

We aim to monitor the effectiveness of our sex education provision through:

- feedback from pupils (see next section on Pupil Voice)
- feedback from staff
- parents
- classroom observations.

The school will review this policy annually and whenever there are changes in legislation, evaluating its effectiveness by taking into account feedback from pupils, staff and parents, as

well as what has come to light through classroom observations and information we receive from national reports and curriculum reviews.

5. Pupil Voice

Pupil views on RSE are important so we can be clear that we are covering those topics pupils would find useful and supportive. We make use of feedback and suggestions given through School Forums as well as canvassing pupils' opinions in lessons and via feedback forms. Some speakers will ask pupils to fill in a questionnaire in advance of visiting so they can target their talk appropriately. At the end of each year, each LFL class is surveyed about their learning and changes are made where needed. It is recognised that lessons should allow for discussion between pupils rather than being solely the teacher voice.

6. Parental Choice

Parents and carers play an important role in the development of their child's understanding of relationships and are a significant influence on their child. The School aims to keep parents informed about all aspects of the RSE curriculum and urges parents to read this policy. Parents can request access to resources and information being used in class, and the school will do everything it can to ensure that parents are comfortable with the education provided to their children in school.

Parents or carers who have complaints or concerns regarding the RSE curriculum should contact the school and follow the school's complaints policy.

It is a statutory right of parents or carers to withdraw the children in their care from some aspects of sex education delivered as part of RSE in secondary schools. Unless there are exceptional circumstances, this should be granted up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, King Edward's School will make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent. There is no right to withdraw from relationships education.

Any parent wishing to withdraw their child from RSE should contact the Deputy Head Pastoral who will arrange a meeting to discuss their concerns. RSE is a vital part of the school curriculum and supports child development and we strongly urge parents to carefully consider their decision before withdrawing their child from this aspect of school life. However, it is acknowledged that the final decision on the issue is for the parent to take.

7. Pupils with special educational needs

The School works hard to ensure that all aspects of the school curriculum are inclusive and support the needs of pupils of all ranges of abilities. Staff should differentiate lessons to ensure that all members of the class can access the information fully, and this is no different when it comes to RSE.

King Edward's School is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors will be taken into consideration in designing and delivering these subjects. Sessions will be planned with great sensitivity so that those pupils with additional learning needs feel included and supported. Where necessary, further support and guidance will be taken from the School's Learning Support Department so that the content can be made accessible to suit individual SEND needs.

The school will use a variety of different strategies to ensure that all pupils have access to the same information. Some of these include:

- interactive teaching methods e.g. contraceptive card game
- use of expert guest speakers
- practical activities
- using video's
- group and paired activities

8. Equal Opportunities

Equal Opportunities The school promotes the needs and interest of all pupils irrespective of family background, sexual orientation, gender, culture, ability or aptitude. Lesson content will reflect the ability, age, readiness, sexual orientation and cultural backgrounds of the pupils to ensure that all can access the full RSE provision, The school ensures that the needs of all pupils are appropriately met and that pupils understand that sexual orientation and gender reassignment are amongst the protected characteristics. The school promotes social learning and expects its pupils to understand the importance of equality and respect.

9. Safeguarding and confidentiality

We hope to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers. It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, The School's safeguarding and child protection procedure should be followed. The Safeguarding and Child Protection Policy is available on the website.

Personal information about pupils who have approached a teacher for discussion should not be shared. If there is a child protection concern, the information must only be shared with the DSL, as is outlined in the school child protection and safeguarding procedure.

If a staff member is approached by a pupil under 16 who is having, or is contemplating having sexual intercourse, the teacher should:

- Ensure that the pupil is accessing all the contraceptive and sexual health advice available and understands the risks of being sexually active.
- Signpost to age-appropriate support and information either in school via the HWC or to other agencies.
- Encourage the pupil to talk to their parent or carer. Pupils may feel that they are more comfortable bringing these issues to a teacher they trust, but it is important that children and their parents have open and trusting relationships when it comes to sexual health and the school will encourage this as much as possible.
- Decide whether there is a child protection issue. This may be the case if the teacher is concerned that there is coercion or abuse involved. If a member of staff is informed that a pupil under 13 is having, or is contemplating having sexual intercourse, this will be dealt with under child protection procedures.

Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from their line manager/relevant pastoral staff, or the DSL to decide what is in the best interest of the child.

Appendix I

Statutory regulations and guidance

Department for Education statutory guidance states that from 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 receiving relationships and sex education compulsory for all pupils in secondary education. The statutory guidance is issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

Documents that inform the school's PSHE and RSE policy include:

- Keeping Children Safe in Education (September 2022)
- Equality Act (2021)
- PSHE Association Programme of Study for PSHE Education (2020)
- Handling complex issues safely in the PSHE classroom (2021)
- DfE RSHE Guidance (2019)