

Relationships and Sex Education Policy (RSE)

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| Whole school | Yes | WEBSITE |
| Statutory? | Yes | |
| Reviewed | January 2021 | |
| Next review | January 2022 | |

1. Introduction

Relationship and Sex Education (RSE) is part of a lifelong learning about physical, moral, and emotional development. At King's Ely, RSE is centred on personal safety, caring for others and building strong family relationships. This is coupled with teaching students about sexual health (including safe sex), and sexuality.

Effective relationship and sex education are essential if young people are to make responsible and well-informed decisions about their lives. RSE at King's Ely is intended to help students learn about relationships, emotions, sexuality and sexual health. We aim to present relevant facts in an objective and balanced manner. Lessons are set in the context of the family, friends and wider societal issues and address responsibilities that arise from within these relationships. RSE at King's Ely will help young people learn to respect themselves and others and progress with confidence from childhood through adolescence into adulthood.

Under the legislation all schools must provide a balanced and broadly-based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life

All schools must provide relationship and sex education (including education about sexually transmitted disease such as HIV and AIDS and child protection issues such as FGM and child sexual exploitation) and must teach human growth and reproduction as set out in the National Curriculum. This is a statutory requirement.

2. Legislation

We are required to teach RSE as part of statutory guidance that states from September 2020 (subsequently deferred to Summer Term 2021 due to the Covid-19 Pandemic) all independent schools must deliver relationships and sex education as part of their PSHE programme.

The parental right to withdraw pupils from RSE remains in primary and secondary education, for any aspects of sex education which are not part of the Science curriculum.

Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Keeping children safe in education – Statutory safeguarding guidance (2020)
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Children and Social Work Act (2017)

- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education (Last updated 9 July 2020)
<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>
- PSHE Education (Independent School Standards) Regulations 2014

3. Every Child Matters (ECM) & Spiritual, Moral, Social and Cultural

The delivery of RSE at King's Ely is underpinned by the following moral and value statements:

- The delivery of RSE is factual, sensitive and balanced.
- RSE within the school promotes meaningful, loving, and healthy relationships.
- Whilst delivering RSE staff will avoid the imposition of personal opinion. Instead they will stay focused on the social, moral, spiritual, health and education aspects of the topics.

Across the faiths, there is obviously some variation in attitudes and outlooks in regard to Relationships and Sex. Whilst such views are not necessarily shared by all, they must receive and respect the teaching of RSE at King's Ely and remain respectful of all cultural and religious differences. The teaching of RSE at King's Ely is in line with outcomes outlined within the ECM framework, specifically, "Be Healthy" & "Stay Safe". Teaching will be delivered in ways which promote inclusive attitudes and respect protected characteristics.

4. Parental Rights and the Curriculum

Parents do not have the right to withdraw their child from the RSE element of the National Science Curriculum. This is the biological aspects of human growth and reproduction. Information on sex and relationships, skills development and values clarification are taught within PSHE.

Parents do have the right to withdraw their child from RSE provided within PSHE. If a parent wishes to withdraw their child from aspects of the RSE programme then they need to follow the instructions made clear in the letter to parents, which are to write a letter to the Head of PSHE and to the Head of Section stating their reasons for the request. Parents may be invited into school to discuss their concerns regarding the programme with the relevant teaching staff and to view the materials the school proposes to use.

The new legislation brought in through the Children and Social Work Act 2017 brought important changes in relation to parental rights to withdraw children from school RSE:

1. Parents will not be able to withdraw their child from **relationships** education in primary school or secondary school.
2. At secondary school level parents will be able to withdraw their child from **sex** education (other than the sex education which sits in the National Curriculum as part of science in maintained schools). **However, a child will also have a right to opt into sex education from their 15th birthday (specifically three academic terms before they turn 16).**

5. The Teaching of Relationships, Sex Education

RSE will be taught across the curriculum but specifically in PSHE and science.

In KEJ, RSE is incorporated into the Jigsaw PSHE programme, which is delivered through a weekly, timetabled lesson. In some year groups this is taught by form tutors; in older year groups it is usually taught by specialist teachers. In KES, form tutors are responsible for teaching PSHE/RSE.

Certain aspects of the programme will be delivered by staff from the school's Medical Centre and a range of appropriate external professionals.

5.1. Safety and Confidentiality

Staff are guided by the Fraser Guidelines*, which provide guidance for health and education professionals and details of these are provided in the DfE Sex and Relations Education (2000) guidance. We make it clear to pupils what our procedures are with regard to confidentiality. Similarly, if questions are asked in class or in assembly, adults will follow agreed practice based on DfE guidance 2000. Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue.

5.2. How are resources used with reasons for their selection?

RSE resources are chosen and checked for:

- Being inclusive – acknowledging protected characteristics and the full spectrum of diversity in society
- Positive, healthy and unbiased messages
- Age and understanding appropriateness.

5.3. How will King's Ely deal with sexually explicit questions?

We will:

- In answering questions in front of the whole class, consider the appropriateness of response and well as Safeguarding Policy. Not discuss these matters privately with students.
- Encourage learners to ask their parents/carers any question outside the planned programme.
- Set out clear ground rules to pupils that teachers should not be asked any personal questions.
- Have designated adults that learners know of to go to if they wish to talk.

5.4. What kind of language will be considered acceptable and appropriate for use in RSE lessons?

Staff will:

- Use the correct terms for all body parts
- Use clear, unequivocal language in an objective manner
- Discuss what ‘slang’ words mean and explain that some can be seen as offensive.
- The use of slang words will not be acceptable

Staff will use their judgement in leading discussion, depending on understanding and maturity level of learners, remaining professional at all times in use of language and retaining appropriate professional boundaries.

5.5. What Ground Rules specific to RSE will King’s Ely use?

- Respect will be shown at all times.
- The creation and agreement of ground rules will be completed as a class at the beginning of RSE lessons, facilitated by the teacher.

6. Monitoring & Evaluation of RSE

The Vice Principal (Academic) and Heads of KEJ and KES monitor the delivery of the RSE programme and ensure that all aspects of RSE are covered as defined in government guidance especially the National Curriculum for PSHE- “personal wellbeing”. The programme is reviewed on a bi-annual basis. Lessons are observed by the leadership team as well as the Head of PSHE and students may be consulted on the delivery and effectiveness of the lessons. On occasion there are cross curricular days on RSE in KES Curriculum weeks.

The delivery of RSE is monitored by the Head of PSHE through the Quality Assurance programme of learning walks, book scrutiny, lesson observation and student voice as detailed in the school calendar.

Pupils’ development in RSE is monitored by their PSHE teachers through the use of regular assessment but is not formally assessed.

At every review, the policy will be approved by the governing body.

7. RSE policy review date

As part of effective RSE provision, the RSE policy should be reviewed at least every 2 years to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education and ISI advice and guidance.

It was produced by the Head of PSHE Leads through consultation with the Heads of KES and KEJ and the PSHE Association.