



RSE Policy



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KING RICHARD
SCHOOL

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1. Aims

The aims of relationships and sex education (RSE) at our school is to allow the development of our pupils across a range of topics:

- Communicate and behave in a respectful manner
- Challenge discrimination in all forms of prejudice
- Be an upstander not a bystander
- Different types of relationships, including friendships, family relationships, intimate relationships, dealing with strangers
- How to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent
- Manage conflict, and also how to recognise unhealthy relationships
- How relationships may affect health and wellbeing, including mental health
- Healthy relationships and safety online
- Factual knowledge around sex, sexual health and sexuality, set firmly within the context of relationships

The aims above are in line with the core expectations that we promote to all students: maintain a positive attitude, show respect for all and display high levels of commitment to being the best you can be.

2. Statutory requirements

Under 'Policy statement: relationships education, relationships and sex education, and personal, social, health and economic education', RSE is statutory in all schools from May 2023. Secondary schools must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. At King Richard School we have chosen to implement the teaching of RSE as set out in this policy from 2019.

3. Definition. Definition

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

RSE involves a combination of acquiring information, they need to help them develop healthy nurturing attitudes and values, personal and social skills, knowledge and understanding and explore issues and values. RSE is not about the promotion of sexual activity.



4. How RSE is delivered at KRS.

RSE is taught within the school's personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum. Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work
- It will be delivered in an age appropriate way.

5. Roles and responsibilities

The governing board

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

5.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 6).

5.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

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 headteacher.



5.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. This response is in line with our core values of maintaining a positive attitude, respect for others at all times and displaying high levels of commitment.

6. Parents' right to withdraw

Parents' have the right to withdraw their students from the non-statutory components of RSE.

Parents can identify when RSE is being covered by referring to the SMSC educational overview document on the school website. This document outlines the progression timeline 'RSE What and When'

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Appropriate alternative work will be given to pupils who are withdrawn from RSE.

7. Training

Staff are trained on the delivery of RSE and meet on a regular basis with the Head of SMSC during Faculty Meeting time, on INSET days and during CPD twilight sessions. The headteacher and Pastoral staff of Key Stages 4 and 5 will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

8. Monitoring arrangements

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

Pupils' development in RSE is monitored by progression and class teachers.

This policy will be reviewed every two years. At every review, the policy will be approved by the governing body.

What and when RSE?

It is critical to note that the words used to describe topics will be introduced much later to students than the content of the topic. For example, students will be taught



that there are “programmes for adults” and “pictures of people with no clothes on”, long before a child is taught the word “pornography”. From age three (nursery): Students should be taught the differences between boys and girls, naming body parts with the correct scientific words, what areas of the body are private, and the difference between good touches and bad touches.

KS3

- Age 11 to 12 (year 7): In secondary school, the reinforcement of previous information is critical to ensure all pupils have a good foundation, as relationship and sex education provision from feeder schools may be inconsistent. In addition, further information on personal safety, potential grooming and exploitation scenarios can be delivered in a realistic but age appropriate way.
- Age 12 to 13 (year 8): Sex and the law should be introduced as a topic, identifying risky behaviour and consequences, including pregnancy myths, alcohol, technology, rights and responsibilities. Sexual orientation, information on growing up gay, challenging homophobia as well as concepts of gender stereotypes should be core to any programme of education. Information for boys on safe ways to access information about relationships and sex is crucial as many may have already viewed pornography at this stage. Myth busting between media and real-world representations of sex and gender stereotypes is beneficial for both boys and girls. Yet again, at this age group technology and internet safety need to be reinforced and discussed, CSE (child sexual exploitation) can be further highlighted.
- Age 13 to 14 (year 9): Topics at this age group include self-esteem within relationships, confidence, communication skills and consent including the effects of alcohol and behaviour in relationships. Contraception should be covered, including the modern methods and their local availability. Information on sexually transmitted infection and their effects, including long term risks, safer sex, including condom information and practical demonstrations are all recommended. Further insight into parenthood and the effects of an unplanned pregnancy on potential fathers and mothers will aid these young people.

KS4-5

- Age 14 to 15 (year 10): Looking at boundaries at this age is useful, what's the difference between flirting and sexual harassment? Identifying abusive relationships as well as identifying the perfect partner. Further information on the realities of pregnancy and parenthood, including the physical impact of pregnancy, plus the social life and economic price that young parents pay.
- Age 15 to 18 (year 11- 13): As with primary, the final year at secondary school is spent recapping on previous topics as well as allowing students to lead the discussion by asking anonymous questions and taking a pro-active approach to create a bespoke programme in response to individual class needs.