



Relationship and Sexual Education Policy		
This policy should be read, and used, in conjunction with: - All other policies related to Good Behaviour, Admissions, Anti bullying and Safeguarding		
Rights of the child (RRSA Article)	Article 28 based on FAIRNESS and EQUALITY “Every child has the right to an education. Secondary education must be available to every child. Discipline in schools must respect children’s human dignity.” This includes: <ul style="list-style-type: none">• The RIGHT to learn and be taught• The RIGHT to be respected• The RIGHT to be safe	
Reviewing By: -		Academy Committee
Last Updated / Reviewed & Approved by Governors on:		February 2023
Date of next scheduled review: -		February 2023
Responsible officer / Member of Staff /		Role: - Assistant Principal Name: - Kirsty Horsfield

Sex and Relationship Education Policy, Queen Katharine Academy

1. Aims

1.1 The DfE’S Revised guidance on Relationships Education, RSE and Health Education 2019 recommends that ‘Effective RSE is essential if young people are to make responsible and well-informed decisions about their lives’. The Equality Act 2010, Section 149: Public Sector Equality Duty requires schools to ‘advance

equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it', and to 'foster good relations between persons who share a relevant protected characteristic and persons who do not share it'. The 9 protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation. The Academy has a key role, in partnership with parents/carers, in providing RSE.

1.2 Research has shown that young people who feel good about themselves, and are knowledgeable and confident about RSE, are more likely to be more discerning in their relationship and sexual behaviours and to have fulfilling relationships. Research also demonstrates that good, comprehensive RSE does not make young people more likely to enter into sexual activity. Indeed, it can help them learn the reasons for, and the benefits to be gained from, delaying such activity.

1.3 Therefore, the aims of relationships and sex education (RSE) at our Academy are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of physical development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- **And above all enable them to keep themselves safe.**

2. Legislation

2.1 As a secondary academy, we must provide RSE to all pupils as per section 34 of the Children and Social work act 2017.

2.2 In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

2.3 At Queen Katharine Academy we teach RSE as set out in this policy.

2.4 Should you require more information please refer to our funding agreement and articles of association further information. These can be found on the Thomas Deacon Academy Trust Website – Key Documents-Supplementary Funding Agreements.

3. Policy development

3.1 This policy has been developed in consultation with key stakeholders. The consultation and policy development process involved the following steps:

1. Review – a member of staff drew upon all relevant information including current national and local guidance.
2. Staff consultation – 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 consult.
4. Pupil consultation – we investigated what exactly pupils want from their RSE.

5. Ratification – once amendments were made, the policy was shared with the Academy Committee and ratified.

4. Definition

- 4.1 RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity and safety. We define RSE as being part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It aims to give pupils essential skills for building positive, enjoyable, respectful and non-exploitive relationships and to stay safe on and offline. It enables exploration of attitudes and values, helps build self-esteem and confidence to view their sexuality positively. Relationship and Sex Education is not just learning about growing up, changes and reproduction. It is also about enabling children to make and maintain relationships with others, to understand about human sexuality and to feel good about themselves and the choices they make. This involves helping children to gain knowledge, develop skills and form positive beliefs and attitudes.
- 4.2 RSE involves a combination of sharing information and exploring issues and values.
- 4.3 RSE is not about the promotion of sexual activity.

5. Curriculum

- 5.1 Our curriculum is set out as per Appendix 1 but we may need to adapt as and when necessary.
- 5.2 Our RSE programme is planned and delivered through dedicated curriculum time of one timetabled lesson per week as a PHSE lesson within our Human and Cultural Education lessons. RSE will also be taught in Science. This will ensure that it covers the statutory biological aspects, but also the social and emotional aspects. The RSE programme is taught through a range of differentiated teaching methods and interactive activities ensuring access to all students. Reasonable adjustments are made for pupils with SEND to ensure they access the curriculum. High quality resources support our RSE provision and are regularly reviewed and updated. Pupils are encouraged to reflect on their own learning and progress through assessments and discussion. An overview of the learning in each year group can be found on our website. It is the responsibility of the Subject Lead for Human and Cultural Education to oversee the appropriate schemes of work and be aware of any updates. It is the responsibility of the class teacher to differentiate appropriately for the students in their care.

6. Delivery of RSE

- 6.1 We ensure a safe learning environment by agreeing ground rules with teachers and pupils at the start of each lesson. to ensure that an atmosphere is created where pupils feel able to ask questions, discuss concerns, talk about feelings and relationships, but do not discuss or ask private information of each other or the teacher. Pupils' questions are answered sensitively and by trained staff. Questions will be answered honestly and sensitively, appropriate to the age and maturity of the pupils. Some questions may be more appropriately answered on a one-to-one basis, rather than with the whole class. Pupils are able to raise questions anonymously via our 'Ask it basket,' approach. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and are able to differentiate between reliable and unreliable sources of information.
- 6.2 RSE will be taught by the class teacher but sometimes health professionals or other visitors will help deliver RSE, such as the school nurse. Resources, such as DVDs and leaflets are chosen to ensure that they are appropriate to the age and maturity of pupils. They take into account equality of opportunity through their use of language, cultural attitudes, family make-up and images, including body image, avoiding stereotyping, racism and sexism. All staff teaching RSE are supported by the PSHE lead and have received specialist training. 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. In such instances teachers will consult with the designated safeguarding lead and in his /her absence their deputy. The protocol for inviting visitors into lessons is that they fully adhere to our Academy guidelines.

- 6.3 We share responsibility for the education of pupils, with parents, who are kept informed and involved through newsletters and individual discussions when appropriate. Parents who have any questions about RSE are invited to make an appointment with the PSHE lead, Ms Doughton, in the first instance. Contact details can be found on the Academy website.
- 6.4 RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:
- Families
 - Respectful relationships, including friendships
 - Online media
 - Being safe
 - Intimate and sexual relationships, including sexual health

For more information on our curriculum please see, Appendices 1.

- 6.5 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).
- 6.6 Promoting inclusion and reducing discrimination are part of RSE throughout the school and reflect our equality policy. When teaching about relationships and families we also include same sex relationships. The teaching programme will include specific understanding of different types of relationships. Homophobic and transphobic references and homophobic and transphobic actions and bullying are not tolerated in school and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying. Developing the correct terminology will be a key part of teaching to make it clear that everybody uses common words and so avoid using prejudiced or offensive language which could promote misogynistic, racist, homophobic and other discriminatory viewpoints. When discussing offensive viewpoints promoted in the media staff should address the negative views and behaviours not the names of individuals and the platforms they use to avoid, “glamourising,” these viewpoints. RSE lays the foundations for developing empathy and understanding between girls and boys, young men and young women. Pupils should be encouraged to consider the importance of equality and respect within friendships and relationships, and to develop positive, non-violent behaviour. The curriculum focuses on building awareness and consistent responses to sexist and misogynistic behaviours and sexual harassment. The key issues are that leaving these views unchallenged creates a hostile environment for a wide range of people, perhaps most notably women and girls, but also for those with other protected characteristics, including boys and men who disagree with the discriminatory world view being promoted. While men and women can be both victims and perpetrators, evidence shows that girls are disproportionately likely to experience pressure, coercion or violence from boys and men. They should learn to recognise physical, sexual and emotional violence and how to get help if they need it. RSE at Queen Katharine Academy provides a clear message that violence and exploitation are always wrong, that everyone is responsible for their own behaviour and that no one is ever responsible for the violence or abuse they experience.
- 6.7 Queen Katharine Academy wants to ensure young people from a range of backgrounds and those with diverse needs feel they belong in this school. We recognise this is bigger than just in the classroom. The school community, the environment and the interactions and relationships within our school must be considered for a truly inclusive environment. Please see our Equality policy for further information. Ethnic, Cultural and Religious Groups different cultural and religious perspectives will be discussed and reflected in the delivery of the curriculum in lessons. We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught subjects in mixed groups. We will respond to parental

requests and concerns. Parental concerns should be put in writing to Ms Doughton Subject Leader for Human and Cultural Education, and these will be addressed on an individual basis.

- 6.8 Pupils with special educational needs and disabilities (SEND). The RSE policy reflects and is in line with our equal opportunities policy and the school ensures that the RSE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities. We will ensure that all young people receive RSE, and we will offer provision appropriate to the needs of all our students, taking specialist advice where necessary. It is important that SEND pupils receive the knowledge they need to build up their independence. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background. Where needed, RSE is differentiated to meet the needs of pupils and specialist resources may be used to respond to their individual needs. In some cases, pupils have individual support or work in small groups with a TA or learning mentor. The Academy 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 a priority for some pupils, for example some with Social, Emotional and Mental Health Needs or learning disabilities.

7. Roles and responsibilities

7.1 The Academy Committee

The Academy Committee will approve the RSE policy and hold the Principal to account for its implementation.

7.2 The Principal

The Principal is responsible for ensuring that RSE is taught consistently across the Academy, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 8).

7.3 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/non-science] components of RSE

- 7.5 Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8. Parental right to withdraw

- 8.1 Under the new government guidelines in secondary education from September 2020 parents will not be able to withdraw their child from any aspect of Relationships Education or Health Education.

Parents will be able to withdraw their child (following discussion with the school) from any or all aspects of Sex Education, other than those which are part of the science curriculum, up to and until

three terms before the age of 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

- 8.2 Requests for withdrawal should be put in writing and addressed to Ms Doughton.
- 8.3 A copy of withdrawal requests will be placed in the pupil's educational record. The relevant Progress Leader will discuss the request with parents/pupil.
- 8.4 Alternative arrangements will be made for pupils who are withdrawn from sex education.

9. Working with external agencies

- 9.1 The Academy is aware that working with external partners will enhance the delivery of RSE and will provide support by bringing in specialist knowledge and implement different ways of engaging with young people. Where the Academy use external agencies, the credentials of the visiting organisation and any visitors linked to the agency will be checked. The Academy will also ensure that the teaching delivered by the visitor fits with the planned programme and the published policy. The Academy will work with external agencies to ensure that the content delivered is age-appropriate and accessible for all pupils. Any materials that are used as part of the delivery must be approved by the Academy in advance of the session. The Head of School will take reasonably practicable steps to secure that where political issues are brought to the attention of students, they are offered a balanced presentation of opposing views. The Academy will ensure that the visitor is aware of aspects of confidentiality and understands how safeguarding reports should be dealt with in line with the Trust's Safeguarding Policy

10. Monitoring arrangements

- 10.1 The delivery of RSE is monitored by the Subject Leader for Human and Cultural Education by undertaking:
 - Learning Walks
 - Student/Staff voice
 - Book and work scrutiny
- 10.2 Pupil development in RSE is monitored by class teachers as part of our internal assessment systems.
- 10.3 This policy will be reviewed by the Subject Leader for Human and Cultural Education and Deputy Principal annually. At every review, the Academy Committee will approve the policy.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Health & wellbeing Transition/change Emotional wellbeing Coping strategies Healthy routines Influences on health/mental health – diet, exercise, sleep Personal safety Online safety Road Safety	Relationships Building relationships Diversity, prejudice Working with others Bullying, CSE Self-worth and body image Romance and friendships (including online) Relationship boundaries	Religious education What is belief? Christianity Buddhism Islam Atheism	Religious education How should we look after the world? Christianity Stewardship Dominion Environment Animal rights	Living in the wider world CIT Young People and the Law Civil/Criminal Law Youth Justice/Age Laws Young Offender Case Study Lady Justice Tony Martin Case Study Causes/Impact of Crime Courtroom	Health & wellbeing Health and puberty Puberty/changes Unwanted contact, FGM First aid
Year 8	Religious education Anne Frank Corrie Ten Boom Ghandi	Religious education Malala MLK MX Examining spirituality	Health & wellbeing Drugs and alcohol Alcohol, law and risks Smoking law and risks and drug facts and risks.	Health & wellbeing Drugs and alcohol Misuse and pressures relating to drug use The Law	Relationships Identity and Relationships/values/ Assertiveness Family/Young Carers Diversity Prejudice Gender identity, sexual orientation, consent, 'sexting'.	Relationships Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia Addressing extremism and radicalisation Communities, belonging and challenging extremism

Year 9	<p>Religious education</p> <p>Euthanasia</p> <p>Abortion</p> <p>Fertility Treatment</p>	<p>Religious education</p> <p>Animal Experimentation</p> <p>Blood donation and transplant</p>	<p>Living in the wider world CIT</p> <p><u>Citizenship - democracy</u></p> <p>Human Rights</p> <p>North Korea</p> <p>Democracy</p> <p>UK Government</p>	<p>Living in the wider world CIT</p> <p>Why vote</p> <p>Policies</p> <p>Manifestos</p> <p>Presentations and election</p>	<p>Relationships</p> <p>Intimate relationships</p> <p>consent, contraception, the risks of STIs, and attitudes to pornography</p> <p>Personal values, assertive communication</p> <p>CSE/gang exploitation</p> <p>FGM</p>	<p>Relationships</p> <p>Respectful relationships</p> <p>Different families and parental responsibilities, healthy relationships, conflict resolution, and relationship changes ,pregnancy, marriage and forced marriage</p>
Year 10	<p>Living in the wider world</p> <p>Financial decision making</p> <p>Banks and Services</p> <p>Bank statements</p> <p>Payslips</p> <p>Saving, borrowing, budgeting and making financial choices</p> <p>gambling hooks</p>	<p>Living in the wider world</p> <p>Financial decision making</p> <p>The impact of financial decisions, debt, gambling and the impact of advertising on financial choices</p>	<p>Healthy relationships</p> <p>Healthy and Unhealthy relationship.</p> <p>Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography</p>	<p>Mental health</p> <p>Mental health and ill health, stigma, safeguarding health, including during periods of transition or change</p> <p>The influence and impact of drugs, gangs, role models and the media</p>	<p>Careers</p> <p>Rights and responsibilities at work</p> <p>Labour market</p> <p>Apprenticeships</p> <p>Positive presentation</p> <p>Interview process</p> <p>What the employer wants</p>	<p>Careers</p> <p>Application processes, and skills for further education, employment and career progression</p>