

<b>Policy:</b>	<b>RSE Policy</b>
<b>Owner:</b>	K Horsefield/N Dunbar
<b>Approving Board:</b>	To be ratified
<b>Date of review:</b>	12 September 2024
<b>Date of next review:</b>	12 September 2025
<b>Publish Status:</b>	Published
<b>Version:</b>	2

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## **Sex and Relationship Education Policy, Queen Katharine Academy**

### **1. Intent**

- 1.1 Queen Katharine academy respects every pupils' entitlement to Relationship Education, Relationship and sex education and health education and ensures that it compliments all aspects of the curriculum. This policy will be fully integrated with other procedures to promote pupils' welfare including safeguarding, on-line safety and whole school approaches to health and wellbeing.
- 1.2 At Queen Katharine Academy, we want to deliver a Personal, social, health and economic education (PSHE) curriculum that is accessible to all and that will maximise the outcomes for every student ensuring that our students are equipped to become healthy and responsible members of society, as well as preparing for life and work in an ever-changing environment. We are committed to providing every student attending our school with a high quality of education and life. We are ambitious for our school and students and believe that the foundations of a strong PSHE curriculum improves outcomes. As a school we want to encompass PSHE into daily student life ensuring that the curriculum reflects the diversity in relation to protected characteristics. Pupils spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and the wider community.

### **2. Aims**

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.**

### **3. Legislation/Statutory Requirements**

- 3.1 As a secondary academy, we must provide RSE to all pupils as per section 34 of the Children and Social work act 2017.
- 3.2 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.
- 3.3 At Queen Katharine Academy we teach RSE as set out in this policy.
- 3.4 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.

#### **4. Policy development**

(This policy is currently a draft update to previous Policy. Once the steps outlined below have been completed and the Policy ratified the wording will be amended to reflect this)

4.1 This policy will be updated in consultation with staff, pupils and parents. The consultation and policy development process involves the following steps:

- Review – Senior Leaders responsible have pulled together all relevant updated information including relevant national and local guidance.
- Staff consultation – teaching staff will be given the opportunity to look at the policy and make recommendations.
- Parent/stakeholder consultation – Parents will be able to access via an interactive form on our website together with any relevant informative guidance/signposting. Parents will also have the opportunity to share their thoughts and concerns via an online survey;
- Student Voice – students will be consulted through the student leaders;
- Ratification – once any amendments are agreed made; the final draft of this policy will be shared with the Governing Body.

#### **5. Definition**

5.1 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.

5.2 RSE involves a combination of sharing information and exploring issues and values.

5.3 RSE is not about the promotion of sexual activity.

#### **6. Curriculum**

6.1 Our curriculum is set out as per Appendix 1 but we may need to adapt as and when necessary.

6.2 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.

6.3 Collaborative working consulting with all stakeholders inside and outside of school to ensure that the curriculum is contextual and relevant to our whole school community and the lived experience of our learners.

## **7. Delivery of RSE**

7.1 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.

7.2 RSE will be taught by the class teacher but sometimes health professionals or other visitors will support the delivery of 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. 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.

7.3 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.

7.4 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.](#)

7.5 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).

7.6 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.

- 7.7 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. British Values are taught implicitly and explicitly throughout the RSE curriculum. 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.
- 7.8 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 (including those in Forward Pathway and the Junction), 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.

## **8. Roles and responsibilities**

### **8.1 The Academy Committee**

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

### **8.2 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). This does not include what is taught as part of the science curriculum.

### **8.3 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

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

8.5 **Parents** - Parents will also be invited to comment on the policy via the QKA website and we will seek to form a parent forum based on feedback.

## **9. Training**

9.1 Staff will be offered training on RSE topics when needed.

9.2 The Principal/PSHE Lead/DSL will work with external partners such as school nurses or sexual health professionals to provide support and expertise to staff teaching RSE. Where external agencies are used the credentials of the visiting organisation, and any visitors will be checked and a visitors check form completed and signed off by the Principal and DSL not less than 14 days before the visit/training this will be the same for any external partners delivering content to students.

## **10. Parental right to withdraw**

10.1 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 and subject to any agreed safeguarding/healthy relationships work) 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.

10.2 Requests for withdrawal should be put in writing and addressed to Ms Doughton.

- 10.3 A copy of withdrawal requests will be placed in the pupil's educational record.
- 10.4 Alternative arrangements will be made for pupils who are withdrawn from sex education.

## **11. Working with external agencies**

- 11.1 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

## **12. Monitoring arrangements**

- 12.1 The delivery of RSE is monitored by the Subject Leader for Human and Cultural Education by undertaking:
- Planning meetings with PSHE Lead to include DSL and departments/staff who deliver the programme of study.
  - Learning Walks
  - Student/Staff voice
  - Book and work scrutiny
- 12.2 Pupil development in RSE is monitored by class teachers as part of our internal assessment systems.
- 12.3 This policy will be reviewed by the Subject Leader for Human and Cultural Education and Deputy, DSL and Principal annually. At every review, the Academy Committee will approve the policy.