



**KING EDWARD VI  
IP HILL  
L FOR BOYS**

*inclusive community  
can do and be their best*



**KING EDWARD VI  
ACADEMY TRUST  
BIRMINGHAM**

<b>Relationships and Sex Education Policy</b>	
<b>Committee</b>	Pastoral and Curriculum
<b>Policy Type</b>	School Policy
<b>Policy Owner</b>	Head of PSHE
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<b>Version</b>	

## **Rationale**

This policy covers our school's approach to Relationships and Sex Education which we define as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. 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 wellbeing. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity. This policy is developed in line with the statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

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 Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools.

## **The role of Governing Board**

First and foremost, the board's role is to ensure that their school/trust is complying with the statutory guidance and that a written policy for RSE is in place, is up to date and made available to parents and others (via the school website).

Boards should also make sure of the following in relation to RSE:

- ☑ all pupils make progress in achieving the expected educational outcomes
- ☑ the subjects are well led, effectively managed and well planned
- ☑ the quality of provision is subject to regular and effective self-evaluation
- ☑ teaching is delivered in ways that are accessible to all pupils, including those with SEND
- ☑ clear information is provided for parents on the subject content and the right to request that their child is withdrawn
- ☑ the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

## **Ethos**

All young people have a right to an education which adequately prepares them for adult life and quality Relationships and Sexuality Education is of paramount importance. Learning begins informally with parents, guardians and carers and continues throughout school and into adult life. As young people grow and develop they need to acquire knowledge, understanding and skills and develop their own attitudes, beliefs and values, about personal and social relationships and gender issues. The attitude, beliefs and behaviour of pupils in all their relationships are primarily formed and greatly influenced by their experiences within the family and the relationship they have with their parents/guardians. RSE in school is intended therefore to supplement and complement what goes on at home.

Parents have a legal right to see the school RSE policy and to be given a copy of it (Education Act 1996). Our policy is therefore published on the school website. Parents should also be aware that schools are legally required to provide a broad and balanced curriculum. Relationship topics can arise incidentally in other subjects and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

We are bound by and uphold the Equality Act and will seek to make RSE, like all aspects of PSHE and education at Camp Hill equal and representative of our diverse community. This includes making adjustments to material for students with SEND. The PSHE and RSE policy at Camp Hill Boys promotes respect and value for each individual pupil. The DfE Guidance 2019 (p.15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Our materials and ethos are in line with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics." All pupils are taught the LGBT content at a timely point as part of the curriculum. At Camp Hill, we respect the right of pupils, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be different with the DfE approach to some aspects of RSE and Health Education.

## **Aims**

In line with the DfE view of RSE we believe that RSE aims to help students to develop knowledge, skills and understanding about the value of loving, diverse and stable relationships of all kinds, not just intimate

relationships. It should empower them to know what a healthy relationship looks like, what makes a good friend, colleague and successful marriage or committed relationship. It should also contribute to developing an understanding of their own sexuality, consent/pressure, sexual health and contraception. The aim is to help young people lead confident, healthy lives to enable them to be active citizens with due regard to the value of family life in all its forms. This in turn enables pupils to understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

RSE does not encourage early sexual experimentation. It aims to teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity.

### **Objectives**

Our programme objectives are designed alongside the DFE guidance, we do not deviate from these expectations.

The Relationships and Sex Education Programme seeks to:

- Provide a programme, which is tailored not only to the age but also the understanding of students.
- Give factual information and address misconceptions. This includes relevant UK Law.
- Present information in an objective, balanced and sensitive manner, which has an awareness of the law on sexual behavior, equality and inclusion.
- Lead to the acquisition of understanding and attitudes in order to enable students to view their relationships in a responsible and healthy manner.
- Encourage the development of social skills and strategies, which will reduce the risk of exploitation, misunderstanding and abuse.
- Allow students to examine the physical and emotional implications of sexual behaviour and to appreciate the need for all genders to behave responsibly in sexual matters.
- All pupils should feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity should be explored at a timely point and in a clear, sensitive and respectful manner
- Ensure that students have a clear understanding of sexual and reproductive biology, including knowledge of HIV and other sexually transmitted diseases.
- Make students aware of the impact of media upon their own body image, self esteem and expectations of relationships.
- Give students accurate and relevant guidance on how to get further support if needed. · Provide a full range of perspectives in an atmosphere of mutual respect and understanding.

### **Organisation and delivery**

RSE is part of a planned, cohesive and coherent PSHE Education Programme, delivered in all years from Year 7 to Year 13. Students will receive RSE through their PSHE sessions. Some aspects are also addressed in Science (KS3 and KS4, Attainment Target 2) and in other curricular areas including assemblies where appropriate.

- All students within the school have equal access to RSE. Topics are revisited in order to allow provision for previous absence and different levels of understanding and maturity. We aim to fulfill the educational needs of the children who are represented in the local community. Our students represent different social, ethnic and religious values, beliefs and customs. The programme allows teachers to adapt materials and approaches to suit students of different learning abilities.
- Teachers and all those contributing to RSE will work within an agreed values framework as set out in this policy and where appropriate receive training.
- The school recognises the importance of continued health education in the post-16 context. PSHE is provided for all students as part of their general education in the 6th Form. Part of the post-16 PSHE curriculum will include RSE, which will consciously build on the KS4 curriculum. Students will be expected to further their knowledge, understanding and skills in this area by receiving input from the PSHE team as well as visits from Health Service staff and those in supporting agencies drawn from the locality.
- The programme is designed and resourced by the Head of Careers and PSHE, Miss Laura MacKenzie who

also organises staff training. The content is developed to follow the DFE guidance and uses PSHE association endorsed material. This material is amended as appropriate for the school context, it is then delivered by a range of teachers in school. Training happens at the start of every academic year added to as appropriate throughout the year.

### **Monitoring and evaluation**

- HOD will observe all teachers once a year to quality assure the delivery of PSHE in school. · HOD will also collect teacher feedback on quality and suitability of resources.
- Pupil voice collected with a focus on relevance of resources, subject matter and inclusivity/diversity
- SOW and resources checked against DFE curriculum, PSHE association and a diversity/inclusivity matrix.
- The co-ordinator will be given time to monitor and evaluate the school's RSE programme as it occurs in the school's schemes of work for each Key Stage.
- HOD will share these findings with the Headteacher and Governors as appropriate.

### **Parental Right to Withdraw**

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, makes Relationships and Sex Education compulsory for all pupils receiving secondary education.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. We aim to ensure that when such a request is made that the Head of Department, Pastoral Deputy Head or Headteacher discusses the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. This will be reviewed with parents on a yearly basis up to and until three terms before the child turns 16. After that point, if a student wishes to receive sex education rather than be withdrawn, the school will endeavor to make provision for them. Please see further information regarding curriculum maps, what is being taught and when on pages 10 and 11 of the PSHE and Careers Department handbook.

This does not apply to any other material in the RSE provision or the rest of PSHE. Parents cannot withdraw children from the relationships or health aspects of the curriculum.

### **Sensitive or controversial topics**

All teachers are aware of issues that may arise out of teaching and learning about RSE. The judgment of individual teachers will decide as to whether the subjects are suitable for class discussion. Teachers will try to answer pupils' questions honestly, sensitively and in such a way that takes the context into account. In all circumstances, the professional judgment of the teacher must come into play. Teachers are trained on a yearly basis on useful techniques such as distancing, the use of case studies and the need for neutral language.

The following are protocols for discussion based lessons with students:

- no one (teacher or student) will have to answer a personal question; no one will be forced to take part in a discussion;
- only the correct names for body parts will be used; meanings of words will be explained in a sensible and factual way;
- and teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent.

Where a member of staff is concerned that a child protection issue is arising it is his/her responsibility to

follow the school's policy in this matter.

### **Confidentiality**

Effective RSE should enable and encourage young people to talk to a trusted adult if they are in a sexual relationship or contemplating being so. It is desirable but not always possible that that person should be their parent or carer. The law allows health professionals to see and in some circumstances to treat young people confidentially and part of this process includes counseling and discussion about talking to parents. In order to be able to take responsibility for their actions young people need to be more generally aware of the law in relation to sexual activity and local confidential services.

If a teacher believes that there is a child protection issue to be addressed, they should refer the case to the DSL.

### **Visitors contributing to RSE**

From time to time as part of a planned module of work the school will invite in local experts on issues relating to RSE as well as using health and other professionals associated with the school. All school associate health and other professional visitors will be asked to conform to the following:

- Visitors contributing to RSE will do so at the invitation of the school and will be qualified to make an appropriate contribution.
- Visitors must agree with the aims of the school in delivering its policy on RSE; when in class visitors will be supervised by a teacher, who will be present at all times
- Visitors will follow the school's child protection procedures if a disclosure occurs within the classroom setting
- Visitors will know and understand where their contribution fits into the school's programme for RSE and PSHE.

### **Curriculum**

The RSE curriculum effectively supports the broader education of boys in this school, helping them to forge better relationships and to develop some of the softer skills that they will require in later life such as empathy, communication, and their ability to manage and resolve conflict.

The content of the RSE curriculum mirrors that of the DFE guidance. Below is a list of topics expected by the DFE and a note of when they are delivered at Camp Hill. Some topics are introduced in a foundational way in year 7 and built upon in subsequent years. In essence, the curriculum spirals. For further detail on the content of each scheme of work please see **Appendix 1**.

Families	
<ul style="list-style-type: none"> <li>• that there are different types of committed, stable relationships.</li> <li>• how these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>• what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</li> <li>• why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>• the characteristics and legal status of other types of long-term relationships.</li> <li>• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li> <li>• how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</li> </ul>	<p>KS3 KS3 and KS4</p> <p>KS4</p> <p>KS4</p> <p>KS4 KS4</p> <p>KS3 and KS4</p> <p>All</p>

Respectful relationships	
<ul style="list-style-type: none"> <li>• the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>• what constitutes sexual harassment and sexual violence and why these are always unacceptable .</li> <li>• the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</li> </ul>	<p>KS3, 4 and 5</p> <p>KS3, 4 and 5</p> <p>KS3, 4 and 5</p> <p>KS3</p> <p>KS3 and 4</p> <p>KS4 and 5</p> <p>KS3, 4 and 5</p>
Online and media	

<ul style="list-style-type: none"> <li>• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>• about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</li> <li>• not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>• what to do and where to get support to report material or manage issues online.</li> <li>• the impact of viewing harmful content.</li> <li>• that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviors, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</li> <li>• that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>• how information and data is generated, collected, shared and used online</li> </ul>	<p>KS3 and 4</p> <p>KS3 , 4 and 5</p> <p>KS3 and 4</p> <p>KS 3, 4 and 5</p> <p>KS4 and 5</p> <p>KS4 and 5</p> <p>KS3 and 5</p>
<p>Being safe</p>	
<ul style="list-style-type: none"> <li>• the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li> <li>• how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</li> </ul>	<p>KS3 4 and 5</p> <p>KS3, 4 and 5</p>
<p>Intimate and sexual relationships and sexual health</p>	
<ul style="list-style-type: none"> <li>• how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</li> <li>• that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</li> <li>• the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. <ul style="list-style-type: none"> <li>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>• that they have a choice to delay sex or to enjoy intimacy without sex.</li> </ul> </li> <li>• the facts about the full range of contraceptive choices, efficacy and options available.</li> <li>• the facts around pregnancy including miscarriage.</li> <li>• that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</li> <li>• how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. <ul style="list-style-type: none"> <li>• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• how the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul> </li> </ul>	<p>These topics form part of each Key Stages PSHE lessons in an age appropriate Way. Please see the PSHE and Careers department handbook pages 10 and 11 for curriculum maps</p>

### RSE in Science

Maintained primary and secondary schools must teach the National Curriculum, which includes some sex education within science. In secondary school the new National Curriculum science includes, at Key Stage 3: 'reproduction in humans (as an example of a mammal), including the structure and function of the male and

female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta'. There is no specific mention of sexual health in the National Curriculum at Key Stage 3 or below. However, the DfE has confirmed that: "while the new draft curriculum focuses on core science, we expect teachers will cover sexual health when they teach about reproduction" (Letter to the Sex Education Forum, 9 August 2013). This means it is acceptable to introduce content, for example about hormones, from Key Stage 4 and GCSE studies at an earlier stage.

### **Review**

As part of effective RSE provision, the RSE policy should be reviewed at least every 18 months 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 advice and guidance. The Head of Department will review it and share it with Governors in time for the new academic year.

**Reviewed February 2024**