



2.3 Relationships and Sex Education

The King's School
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Policy Change Control

Policy Owner	AHT Post 16
Approved By	Curriculum Committee
Date of Last Approval	18/06/2024
Next Revision Due	June 2025

Date	Version	Person	Change / Action
02/03/2016	1.0	Trustees	Adoption of Policy
02/05/2017	1.1	SBM	Update to template and format
23/05/2017	1.2	ENM, JXE	Minor amendments in yellow, checked by RXG
15/06/2017	1.2	Trustees	Approval
04/06/2018	1.3	ENM, JXE	Amended name and minor changes as discussed with JXE, checked by SLT. Will need a significant rewrite sept 2019, after government policy changes/new RSE guidelines
12/06/2018	1.3	ENM	Amended SRE to RSE all through the policy at C and Q suggestion.
13/06/2018	1.3	Trustees	Approval
07/05/2019	1.4	ENM, JXE	Some changes to reflect the new RSE guidelines
13/06/2019	1.5	Trustees	Approval with minor changes
26/05/2020	1.6	ENM, JXE,SLT	Minor amendments
11/06/2020	1.6	Trustees	Approval
		ENM, JXE,SLT	Minor amendments – the right to withdraw has been made more explicit and a statement added about where the curriculum can be found on the website. Updated hyperlink as guidance was previously draft. Changed child protection to safeguarding and information about annual training for everyone.
17/06/2021	1.6	Trustees	Approval
13/06/2022	1.7	JXE, PEF	Minor amendments.
21/06/2022	1.7	Trustees	Approval
02/06/2023	1.7	PEF, RAB	Minor amendments
20/06/2023	1.7	Trustees	Approved
08/05/2023	1.8	MWS, RJG	Minor additions to curriculum overview
12/05/2024	1.9	RJG	Removed Key Stage detail and other minor amendments
18/06/2024	1.9	Trustees	Approved

Policy on Relationships and Sex Education (RSE)

Purpose of the RSE policy

The purpose of this policy is to act as a central reference point to inform staff, parents, health professionals and visiting speakers of the school's approach to RSE within PSHE and act as a management tool to help future decision making.

The importance of RSE

Young people need high-quality RSE, so they can make wise and informed choices and understand their rights and choices as individuals with diverse moral, cultural and religious views. Young people and parents want an education that reflects the realities of growing up in modern society and equips them to enjoy safe and respectful relationships.

RSE makes a contribution to lifelong learning about physical, moral and emotional development. It aims to give students essential skills for building positive, enjoyable, respectful and non-exploitative relationships and to stay safe on and offline. It enables exploration of attitudes and values and helps build self-esteem and confidence to view themselves or others and their sexuality and gender positively.

Roles and responsibilities in the school

The member of staff responsible for the co-ordination, development, monitoring and evaluation of RSE is the Head of PSHE who collaborates with the PSHE team, Pastoral Team and Skills for Learning department, and consults staff, students and parents/carers about the construction of lessons and content within the prescribed guidelines. Consultation with primary schools is also undertaken. Development is supported via a range of means, including nationally recognised providers such as the PSHE Association alongside support from the School Nurse, Coleridge Medical Centre and our faith community and key RSE Stakeholders to ensure all the needs of our diverse population are met. RSE issues will be discussed in a safe environment where trust, co-operation and support between the students and staff minimises embarrassment and is fully inclusive. All staff and trustees receive annual safeguarding training and are aware of how to treat a disclosure by a student. Students are made aware of how to report incidents they are not comfortable with. Students are also made aware of how and where to seek support with LGBTQ+ RSE related matters both in and out of school.

Legal Framework and Right to withdraw

Current statutory guidance states that from September 2020 all schools must deliver RSE and Health Education. Parents and carers have the right to request that their child be withdrawn from some or all of the sex education delivered as part of the statutory RSE up to and until three terms before the child turns 16. They do not have the right to withdraw from Health Education or the Relationships Education element of Relationships and Sex Education, because it is important that all students receive this content, covering topics such as friendships and how to stay safe. If a parent wishes to do this, they should make an appointment with the Headteacher. The Headteacher will write a letter to the parents following the discussion. The science curriculum also includes content on human development, including reproduction, which there is no right to withdraw from.

Further details regarding the DfE guidance can be found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

Wider Objectives

The RSE policy should be read in conjunction with the Science, RPE and PSHE curriculum outline, together with appropriate school policies. The aim of the RSE programme is an integral part of our whole school PSHE education provision and lies within the spirit of the school's philosophy and aims.

In the RSE programme we also fulfil the legal obligation to provide information about Sexually Transmitted Infections (STIs) and HIV/AIDS, female genital mutilation (FGM), abortion, assisted contraception, exploitation, LGBTQ+ equality matters,

family life and forced marriages. Facts are presented in an objective and balanced impartial manner with students being encouraged to consider their attitudes within the school's aims and values framework. They will be made aware of the difference between fact, opinion, religious and cultural beliefs and the importance of tolerance living in modern society. Given the concerns about child sex abuse and exploitation and the risks associated with growing up in the digital world, the curriculum is designed to meet the needs of all of its learners, equipping them with the knowledge and confidence to make the right choices and stay safe.

Throughout all the key stages students are encouraged to develop the range of personal and social skills needed for relationships with family and friends which are age appropriate.

The curriculum overview

Students are taught about character traits and personal attributes such as self-respect and self-confidence to enable them to make safe choices including matters of consent. All students are made aware of the implications of sexual harassment and abuse.

Full curriculum maps can be found on the PSHE section of our website.

In addition, students are helped to recognise pressure from others, to be able to discuss relationships and recognise and express emotions, develop skills in challenging prejudice and valuing diversity. They are made aware of the help and advice available from sexual health and community services as well as other adults such as parents and carers. Our schemes of work are devised in a collaborative process between education and health, working with and for young people with peer educators. They promote their physical and emotional wellbeing supported by current resources which are approved by medical professionals and the PSHE Association. The long-term goal is to promote positive aspects of relationships, both emotional and physical and self-respect.

More specifically, the objectives of the RSE curriculum are to:

- Increase tolerance, respect and mutual understanding
- Enhance knowledge of risks and counteracting myths
- Improve effective contraceptive use by teenagers who are already sexually active
- Provide effective skills to those who wish to resist unwelcome pressure
- Ensure that students know how to keep themselves safe
- Understand and value themselves as unique individuals

Our policy is developed in consultation with groups of students and parents, teachers and health personnel and link Trustee and is reviewed annually.