



KINGSTONE ACADEMY TRUST  
APPROVED POLICY DOCUMENT

<b>Relationships and Sex Education Policy</b>	
<b>Relevant School/s:</b>	<b>KHS</b>
<b>Policy Officers:</b>	<b>L Butler &amp; D Cook</b>
<b>Approved By:</b>	<b>Board of Trustees</b>
<b>Date of Review:</b>	<b>October 2024 (no changes)</b>
<b>Next Review:</b>	<b>Annually or in light of changes to legislation (awaiting outcome of government consultation for additional review)</b>
<b>Distribution:</b>	<b>Public, on website</b>

## 1. Introduction

As an Academy, we share similar aims and values regarding the delivery of our Relationships and Sex Education curriculum across the Trust. Due to differences in the age-appropriate curriculum content, Kingstone High School and Kingstone and Thrupton Primary School have separate policies, written in consultation with each other. To see the RSE Policy for Kingstone and Thrupton Primary School, please visit their website: <https://www.kingstone-thrupton.hereford.sch.uk>

## 2. Aims

The aims of relationships and sex education (RSE) at our school are to:

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

We believe RSE is a vital component of delivering a broad and informative curriculum. Our school values of 'perseverance, kindness, respectful and safe' are closely aligned with much of the RSE's core teachings and delivering a comprehensive RSE curriculum will only further help our students flourish and achieve their full potential.

## 3. Statutory Requirements

As a secondary academy school, we must provide RSE to all students as per section 34 of the [Children and Social work act 2017](#).

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](#).

At Kingstone High School we teach RSE as set out in this policy.

## 4. Policy Development

This policy has been developed in consultation with staff, students and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff (MBO) pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations during INSET
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly students want from their RSE via student voice

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

## 5. Definition

- RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- RSE involves a combination of sharing information, and exploring issues and values.
- RSE is not about the promotion of sexual activity.

## 6. Curriculum

Our curriculum is set out in Appendix 1 but we may adapt it as and when necessary. We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

## 7. Delivery of RSE

At KS3 and KS4 our delivery of RSE is through the SPHERE Programme, that explores RSE in an age appropriate way. This is delivered in 3 x 30 minute sessions per week delivered by Form Tutors, plus a weekly assembly per year group and planned drop down days throughout the year. See Appendix 1.

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

All SPHERE strands are carefully mapped and we have made sure that most of the SPHERE links are also addresses through our curriculum provision.

Students may also receive stand-alone sex education sessions delivered by a trained health professional.

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 and media
- Being safe
- Intimate and sexual relationships, including sexual health

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. We reflect sensitively that some

children may have a different structure of support around them, for example, children looked after or young carers.

## 8. Roles and Responsibilities

### 8.1 The Board of Trustees

The Board of Trustees will approve the RSE policy, and hold the Headteacher to account for its implementation.

### 8.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSE (see section 9).

### 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 students
- Responding appropriately to students 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.

### 8.4 Students

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

## 9. Parents' Right to Withdraw

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Headteacher.

A copy of the withdrawal request will be placed in the student's educational record. The Headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to students who are withdrawn from sex education.

## 10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar including toolkit sessions and new staff/ ECT training.

The Headteacher 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.

## 11. Monitoring arrangements

The delivery of RSE is monitored by Dave Cook through:

- Learning Walks
- Student Voice
- Curriculum reviews and Deep Dives

Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Assistant Headteacher, Dave Cook, annually. At every review, the policy will be approved by KAT Trustees.

## Appendix 1 : SPHERE Curriculum Overview

Specific aspects of RSE are highlighted **Blue** in the table below:

### KS3 Curriculum

	Year 7	Year 8	Year 9
1	<p><b>New Beginnings &amp; Me</b></p> <p><b>Friendships, Unhealthy friendships</b>, Understanding emotions &amp; teenage brain, Communication skills, <b>Bullying &amp; Banter, Cyberbullying, Why people bully.</b></p>	<p><b>Emotional Wellbeing &amp; Me</b></p> <p>Emotional Wellbeing, Depression, Understanding your brain, Self Esteem &amp; improving self-esteem, Dealing with Stress, Resilience, Growth Mind Sets, Target Setting, Coping with Bereavement</p>	<p><b>Identity &amp; Me</b></p> <p>Target Setting, My Identity &amp; Multiple Identities, <b>Prejudice &amp; Discrimination, Gender Identity &amp; Gender Dysphoria, Transphobia, Sexuality &amp; Homophobia, Equality Act 2010</b></p>
2	<p><b>Growing Up &amp; Me</b></p> <p><b>Puberty – Physical and emotional changes, Periods and Wet Dreams, Personal hygiene</b>, Independence, Coming of Age Ceremonies, Target Setting</p>	<p><b>Sex &amp; Me</b></p> <p><b>Types of Relationship, Romantic Relationships, Sex &amp; the Law, Sexting, Peer Pressure, Grooming, Arousal &amp; Conception, Pregnancy, Giving Birth, Pornography</b></p>	<p><b>Risk &amp; Me</b></p> <p>Risk &amp; Risky situations, Peer Pressure, Why people join gangs, Gang behaviour and leaving gangs, <b>Knife Crime, County Lines, Grooming &amp; Radicalisation</b>, Gambling</p>
3	<p><b>Relationships &amp; Me</b></p> <p><b>Types of Relationship, Abusive relationships, types of families, Forced and arranged marriages, Gay marriages, Cohabitation &amp; Divorce.</b></p>	<p><b>Substances &amp; Me</b></p> <p>Types of Drugs, Vaccinations, <b>Dangers of Alcohol, Smoking &amp; Vaping, Illegal Drugs</b>, Peer Pressure &amp; Drugs</p>	<p><b>Intimate Relationships &amp; Me</b></p> <p><b>Types of Relationship, Romantic Relationships, Sex &amp; the Law, Consent &amp; Peer Pressure, Celibacy, Intimacy without Sex, Contraception, Teen pregnancies, STIs, Self-checking.</b></p>
4	<p><b>Healthy Living &amp; Me</b></p> <p>Importance of sleep, exercise &amp; healthy eating, Dangers of energy drinks, Importance of good oral health, Eating disorders, Self-harm.</p>	<p><b>Democracy &amp; Me</b></p> <p>Democracy &amp; Dictatorships, Houses of Parliament, House of Commons, Political Parties, Types of Election, How Laws are made, Role of Police, Types of Court, Life in Prison, Tribunals</p>	<p><b>Options &amp; Me</b></p> <p>Importance of Options, Planning my future, Post 16 Choices, Family &amp; Cultural expectations, What colleges and employers look for, Reviewing Targets</p>
5	<p><b>Rights &amp; Me</b></p> <p>What are Rights and UDHR? Rights within home and education, role of press, child soldiers, <b>Breast Ironing and FGM</b>, Do animals have rights? Role of Amnesty International</p> <p>Review SMART Targets</p>	<p><b>Internet &amp; Me</b></p> <p>History of Internet, IT in Industry, Features of Internet, Social Media, Fake News, <b>Online Presence, Sexting, The Dark Web, Grooming &amp; Radicalisation</b>, AI – What's it all about? Staying Safe on line</p>	<p><b>Communities &amp; Me</b></p> <p>Types of Community inc. Online Communities. Threats to Communities – <b>Prejudice, Discrimination, Bullying, Islamophobia, Radicalisation, Improving Kingstone Community</b></p>

6	<b>Money &amp; Me</b> The Lottery, Importance of Budgeting, Personal Budget Plans, Savings, Loans and Interest, Types of Bank Account, Online Banking, Online Scams, Advertising & Spending, Tax and Financial Exploitation	<b>Enterprise &amp; Me</b> Reviewing Targets, What is Enterprise, Problem Solving & Creative thinking, Role of Charities, Group Enterprise Activity	<b>Work &amp; Me</b> Why work? Types of work, Routes into work, Work & Law, Employment Rights, Types of Harassment in Workplace, My career pathway
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## KS4 Curriculum

	Year 10	Year 11
1	<b>Mental Health &amp; Me</b> Emotional Wellbeing, Depression, Self Esteem & improving self-esteem, Assertiveness, Dealing with Stress, Resilience, Growth Mind Sets, Target Setting, Coping with Bereavement, Supporting people with Mental Health issues	<b>Lifestyles &amp; Me</b> Importance of Sleep & Diet, Social Media, Digital Footprints, Fake News, <b>Dangers of the Internet, Dark Web, Selfies &amp; Internet Safety</b> , Body Image & the Media, Fake Tans, Tattoos, Cosmetic Procedures, Eating Disorders, Self-Harm, Blood Donation
2	<b>Sexual Health &amp; Me</b> <b>Types of Relationship, Sex &amp; Law, Sexual Relationships, Masturbation, Sexual Arousal, Orgasms, Pornography, Revenge Porn, Consent, Assault and Rape, Unsafe Sex – Alcohol &amp; Chem Sex, Contraception, STIs</b> , Religious Beliefs towards Sexual Activity	<b>Next Steps &amp; Me</b> Curriculum Vitaes, Personal Profiles, CV Writing, References, Interview Techniques
3	<b>Family &amp; Me</b> <b>Marriage, Types of family, Forced marriages, Arranged marriages, Domestic Abuse, Divorce, Development of the Fetus, Fertility, Infertility Treatments, Miscarriages, Teen Pregnancies, Adoption, Fostering, Abortion, Religious Views towards Abortion, Parenting Skills,</b>	<b>Politics &amp; Me</b> Democracy & Dictatorships, Houses of Parliament, House of Commons, Political Parties, Elections, Making Laws, Taxes & Public Services, Local Council, Young people & Politics
4	<b>Prejudice &amp; Me</b> <b>Prejudice &amp; Discrimination, Rights &amp; Responsibilities, Equality Act, Sexuality,</b> Islamophobia, Role of Press & Reliability of Information	<b>Money Matters &amp; Me</b> The Lottery, Importance of Budgeting, Personal Budget Plans, Savings, Loans and Interest, Types of Bank Account, Online Banking, Online Scams, Advertising & Spending, Tax and Financial Exploitation
5	<b>Peer Pressure &amp; Me</b> <b>Peer Pressure, Manipulation, Persuasion &amp; Coercion</b> , Knife Crime, <b>County Lines, Grooming &amp; Radicalisation</b> , Gambling, <b>Violent Crime, Gangs</b> , Substance Use/Misuse inc. Alcohol, Vaping & Drugs	<b>Revision &amp; GCSE Exams</b>

6	<p style="text-align: center;"><b>Work Experience &amp; Me</b></p> <p>Types of Employment, Opportunities, Career Choices &amp; Employability, Personal Strengths, Goal Setting, Challenging Stereotypes, Online Presence, Safety in Workplace, H&amp;S, Confidentiality &amp; Harassment in the Workplace</p>	
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## Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	