



The Kingsley School

Relationships and Sex Education (RSE) Policy

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Head of Prep and Heads of Year

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Introduction

This policy applies to all pupils at The Kingsley School, including those in EYFS.

This policy covers the Relationships and Sex Education (RSE) taught at the Kingsley School and reference should also be made to the Kingsley PSHEE Policy.

This policy has been updated to meet the requirements of the new statutory guidance for Relationships Education, Relationships and Sex Education and Health Education (2019). The RSE content is appropriate to pupils' age and stage of development. It is also an essential part of safeguarding.

To be effective RSE should always be taught within a broader PSHEE education programme. RSE enhances and is enhanced by learning around topics such as mental health and the development of skills and attributes such as risk management, resilience and decision making. (Reference PSHE Education Association).

Aims of Sex and Relationships Education at The Kingsley School

The Kingsley RSE policy aims to meet the 'Twelve Principles' of good quality RSE (Ref: Sex Education Forum) and these are supported by the PSHE Education Association.

RSE is learning about emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

The aim of the programme is to instil in our pupils a respect for human life and the dignity of the human person through

- a) giving clear, accurate, appropriate and up-to-date information on sexual issues;
- b) helping pupils to acquire skills which will enable them to make informed choices and decisions in their lives, looking clearly at their responsibilities, first to themselves and then towards others;
- c) providing a climate that allows individuals to feel valued and affirmed, and therefore, safe and unthreatened, enabling them to put forward and explore their ideas, feelings and emotions;
- d) providing the opportunity for pupils to explore and clarify attitudes and values in their developing experience of relationships and sexuality;
- e) raising awareness of all that undermines the dignity of self and others;
- f) guiding pupils towards spiritual, mental, emotional and physical well-being;
- g) encouraging a respect for those who represent the diversity of human experience, culture and sexuality;

The programme will ensure that we comply with legal requirements such as the vital part RSE plays in meeting best practice for Safeguarding.

Process of policy development, consultation and the purpose of the policy

The purpose of this policy document is:

- to give clear guidelines to all who are concerned in planning, delivering and contributing to relationships and sex education at The Kingsley School
- to ensure by consultation that we have provided a clearly thought out programme which meets the needs of

our pupils

- to make clear the roles and responsibilities that people hold
- to emphasise our whole school approach: we are all involved in developing education in sexuality in the day to day life at Kingsley School
- to define the parameters in which we are to work

Linked Policies

- Child Protection and Safeguarding Policy
- PSHE Policy

The Framework

This policy has been written following the guidance on good practice given by the PSHE Education Association and in various documents, the principles ones are listed below:

- Relationships Education, Relationships and Sex Education and Health Education (2019)
- Supplementary Guidance STE for the 21st Century (2014)
- Principles of good RSE by Sex Education Forum UK
- Keeping Children Safe in Education – statutory Safeguarding Guidance (2016)
- Equality Act (2010)
- Writing your RSE Policy: Guidance from the PSHE Association

The policy also recognises the requirement of The Every Child Matters agenda. It has links with the Equal Opportunities, Anti- Bullying and Child Protection and Safeguarding policies.

The governors and the school follow national guidelines which expect that all pupils will receive sex education which is part of the science curriculum and examination specifications, but that parents may withdraw pupils from sex and relationship education delivered as part of the PSHEE programme.

Timetable for Review of this Policy

The PSHEE and Relationships and Sex Education policies form part of the School Development Plan and will be reviewed on a regular basis.

Monitoring, Reviewing and Evaluation of Pupil Progress

In order to ensure effective practice, and to keep up to date on information, it is essential that the programme for sex and relationship education is reviewed and evaluated on a regular basis. Careful attention will be paid to the student evaluation/assessment at the end of each lesson or the end of each unit. Twice during the year, pupils will complete a report communicating progress and a reflection on their learning in PSHEE. Heads of Year are encouraged to be part of the planning process as well as evaluate information about the suitability of resources for their groups, what was well received, which not, which topics stimulated the pupils to think for themselves and develop their self-awareness and critical skills etc. This information will be discussed by the Heads of Year during and before the start of each new year.

Rationale: Beliefs, attitudes and values

- Our relationships and sex education programme will be developmental, giving accurate and appropriate information which is inclusive and accessible to all our young people. It must be taught within a framework of moral principles. In order to carry out these principles in practice it is important that every child is helped to realise the importance of respecting themselves and others in their relationships both at school and outside, and the responsibility that they have both to themselves and to others in the choices and decisions that they make.
- Values can be taught and can be learnt by experience and example, but they cannot be imposed. Pupils will be given the opportunity to discuss values and morality. This will encourage the growth of self-awareness and will enable them to develop morally and establish their own values framework.
- Discussion of moral values will not take place in the abstract but will relate to young people's experience and expectations of relationships, sexuality, and wider moral issues which will affect their lives. It is important that they realise that strong emotional feelings are experienced in sexual intimacy, and that they are aware of their responsibility in showing respect and care for their own and the other person's feelings, decisions, rights and bodies.
- Pupils will be encouraged to consider values which demonstrate compassion and care when interacting with people whose ideas do not conform with their own.

Knowledge and Information

- Research has shown that effective sex education, both in school and at home, can lead to more responsible behaviour and a reduced likelihood of early sexual activity and risk of psychological and physical harm. At the start of any topic or session it is important that teachers sensitively examine the knowledge that the pupils already have, which will give them a realistic starting point. Liaison with parents and the Prep School is particularly important in helping the school establish a programme that meets real needs.

The information and knowledge content of the programme will include the following:

- Full, accurate and up-to-date information about growth and development on topics including puberty, sexual relationships, consent, conception, fertility control, childcare and responsible parenthood, including the legal aspects of sexuality; exploring gender identity to include transgender and transitioning, positive and negative consequences of sexual practice; HIV/AIDS; unplanned pregnancy; STIs and cervical cancer.
- Information about the essential elements involved in establishing and maintaining close relationships which are central to personal happiness.
- Looking at what friendship and love involve in real terms will be an important part of sex education.
- Information which aims to educate against prejudice.

Skills developed through PSHEE

Social skills in learning about relationships cannot just be taught, they evolve on the basis of individual and shared experiences. Success in acquiring these skills depends on young people feeling valued themselves. Our first task is to try to increase their self-esteem, confidence and integrity.

In sex education, opportunities will be provided for pupils to

- assess evidence
- make individual and group decisions

- learn to listen and negotiate
- look at ways of dealing with conflict and solving problems.

Independent and group work will enable pupils to

- explore other people's points of view
- consider diversity, fairness and justice
- consider competition, prejudice and discrimination.

Developing their questioning skills and critical ability, it is hoped, will help them to make informed and balanced choices, and become more self-aware.

ORGANISATION and DELIVERY of the PROGRAMME

Relationships and Sex Education on the Kingsley Timetable

- Relationships and sex education is delivered through the PSHEE programme.
- The moral aspects of sexuality will be explored in Philosophy, Ethics and Religious (PER) and PSHEE lessons.
- Biological aspects will be covered during science lessons.

The overall planning and preparation of materials for the programme is done by the Head of PSHEE supported by, and in consultation with, the teachers of PSHEE, the Head teacher and members of staff with pastoral responsibility.

Wider aspects regarding sexuality and relationships are integrated in all pastoral and curricular areas embracing a whole school approach.

Involvement of parents

This policy is referenced in the parents' handbook, and is published on the school's website.

- Under the Children and Social Work Act 2017, the government has committed to make RSE statutory in all schools, including independent schools. This is to come in to effect from September 2019. It is noted that parents have the statutory right to withdraw their child from lessons concerning sex and relationships education as delivered through the PSHE programme, though not from sex education within the science curriculum.
- The PSHEE department issues letters home at the beginning of each academic year outlining the overview of the PSHEE course structure so parents are fully informed. Where any sensitive topic areas are taught such as Female Genital Mutilation and follow up letters are also sent home so parents have a further opportunity for withdrawing their child from sensitive lessons.
- Parents are informed about this programme at parents' information evenings in the Autumn term.
- Parents of pupils in the Prep School by letter when relationships and sex education is about to take place.
- Parents of Prep School pupils are invited into school to discuss the content of lessons, and to view resources.

Methodology, approach, responsibility for teaching and assessment in PSHEE

Staff delivering the Relationships and Sex Education programme need to be aware of their own values and the impact they could have on their pupils.

Prep School

Whole class discussion, stories, use of information books, DVDs, the school nurse.

Senior School

Science: whole class discussion, DVDs, individual assignments.

PSHEE: a variety of approaches is used including whole class and group discussion, decision-making, problem-solving, assessment of evidence, teacher-led activities, role-play and film, outside speakers, the school nurse.

Sixth Form

Discussion, outside speakers (when possible), current media including newspapers, DVDs and websites.

Resources

Resources are carefully selected from a wide range of sources and are regularly reviewed and evaluated by staff, and where appropriate by students. The primary resources used are those which have gained a 'Quality Assurance' mark by the PSHE Association. Other resources available on the PSHE Education Association website (the school is a member of the Association) are widely used when planning and resourcing the SRE and PSHEE programme.

When selecting resources care is taken to ensure that the information given is appropriate to the age of the students and relates to their experiences as well as fitting the values and ethos of the school.

Assessment

Assessment gives the pupils opportunities to reflect on their learning, increases motivation and improves their awareness of their development. It also allows other interested parties to evaluate the impact that PSHEE is having for pupils and whole school outcomes. Assessment is a combination of teacher assessment and student self – and peer assessment.

Assessment is used to compare where a pupil is at the end of a lesson or series of lessons against where they were before the lessons). The bench mark against which progress is measured is the pupil's own starting point, not the performance of others.

The model used is that of the one provided by the PSHE Association:

1. Baseline assessment which could be completed at the start of the lesson or during tutor time in preparation for the first lesson
2. Build Assessment for Learning into the lesson
3. At the end of the 'learning' progress is measured from the starting point and used to evidence progress and inform future learning

Staff Training

Training is ongoing in order to ensure good practice. It is important that teachers who are willing to be involved in sex education are given support and feel confident in what they are doing. Staff are offered training in conjunction with other WISF teachers when opportunities arise.

Responding to Sensitive Issues

The Legal Position

A teacher's pastoral concerns should never trespass on parental rights and responsibilities. As a general rule, according to circular 5/94, teachers should not give contraceptive advice to an *individual* pupil under the age of 16. A pupil requesting advice on any aspect of sexual behaviour should be encouraged to discuss the matter with her parents and (if appropriate) a relevant health profession, possibly the school nurse.

School Practice

Teachers should not give pupils advice on contraception pertaining to their *individual personal situation, but should encourage them to speak to their parents*. If pupils say they are unable to seek help from their parents, the member of staff concerned should, only after a careful discussion with them on the moral, physical and legal implications, inform the child about how to seek help from appropriate health professionals. *Pupils should have the right to information about who these professional people are and where they can be found in their local areas.*

Teachers are able to discuss with individual pupils the *issues that surround* the use of contraception. If the teacher is uncertain about any of the issues involved and seeks advice or support from another member of staff within the school, or a health professional outside, it is important to respect the student's confidentiality by presenting a hypothetical situation which will exclude their identity. If the teacher feels that in talking to an individual *around* matters of contraception there is a risk that they might be put in a position which could be compromising, it would be advisable for them to be accompanied by another member of staff, having agreed with the student who this should be.

Answering pupils' questions

If teachers do not feel comfortable with questions that arise out of issues pertaining to relationships and sex education, then they should seek advice from either their Year Head, their Head of Department, the Head of PSHEE, the school nurse or from the Senior Deputy, as they see appropriate. They should not feel obliged to answer difficult questions immediately, and to do so could be inappropriate in a class forum. An anonymous question box/envelope is a resource used when teaching sensitive issues. If a teacher is uncertain by answering a question then they should refer to the Head of PSHEE.

Procedures concerning Confidentiality and Disclosure

It is important that pupils understand the position regarding confidentiality between themselves and staff before speaking to them in confidence.

Teachers should not make promises of confidentiality to a student that cannot be kept.

However,...

It is important that young people feel confident that they are able to approach teachers for information and support on issues that may relate to their sexual behaviour. It is vital that teachers are able to respond to young people's requests for help and do not turn them away. It is unlikely that young people will trust teachers if they feel that this information will be passed on to their parents. Legal opinion suggests that teachers should only inform parents of the sexual activity of pupils, if, in their professional opinion, it is in the best interest of the child to do so. (Sex Education Forum: response to DFE guidelines).

Where the circumstances are such as to lead a teacher to believe that a pupil has embarked upon, or is contemplating, a course of conduct which is likely to place her at physical risk or in breach of the law, the teacher has a general responsibility to ensure that the pupil is aware of the implications and is urged to seek advice. In such circumstances, the teacher should inform the head teacher. The head teacher should arrange for the pupil to be counselled if appropriate and, where the pupil is under age, for the parents to be made aware, preferably by the pupil herself (and in that case checking that it has been done). Circ. 5/94 para.40.

If there is any disclosure which indicates that a student is at risk of or has experienced abuse it is essential that this is reported using the My Concern platform or using a green form if unable to access the school system.

It is important that outside speakers are aware of these procedures.

Aims for teaching about HIV/AIDS at The Kingsley School

- To promote a whole school approach to HIV/AIDS.
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- To impart current factual information about HIV/AIDS in a clear and explicit way in order to allay fears about the spread of the virus, and to inform them about the precautions that can be taken to minimise transmission.
- To raise the pupils' awareness about the importance of demonstrating our care, hope and support for those infected with HIV/AIDS.
- To provide opportunities for pupils to clarify their values and attitudes towards people with HIV/AIDS.
- To acknowledge the importance of equal opportunity with regard to people with HIV/AIDS
- To promote responsible sexual behaviour.
- To prepare the pupils for adult life.

The different stages of the SRE programme

Aims are presented for Prep School, Senior School and Sixth Form separately.

Relationships and Sex Education within the Prep School, including Early Years Foundation Stage (EYFS)

Pupils in the Preparatory School follow the Jigsaw programme of study for PSHE and Citizenship, which is closely aligned to the 2014 National Curriculum framework and non-statutory guidelines from the PSHE Association.

There are six 'Puzzles' in Jigsaw that are designed to progress in sequence from September to July:

Autumn 1: Being Me in My World

Autumn 2: Celebrating Difference (including anti-bullying)

Spring 1: Dreams and Goals

Spring 2: Healthy Me

Summer 1: Relationships

Summer 2: Changing Me (including Sex Education)

The 'relationship and sex education' components are taught in the context of relationships, communication, social skills and values, always relative to the age and maturity of pupils.

EYFS

To develop pupils' sense of themselves and the changes they have experienced since birth.

The Jigsaw sex education pieces in the 'Changing Me' puzzle, aim to give children their entitlement to information about puberty and human reproduction, appropriate to their age and stage of development. It is treated in a matter-of-fact manner to allay embarrassment and fear.

The following grids show the SRE objectives covered through the Jigsaw programme in Key Stages 1 & 2 at The Kingsley Preparatory School.

PSHE Association Core Theme 2 – Relationships In Key Stages 1 & 2, pupils should be taught:	JIGSAW – the 6 Puzzles					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts	Y3, Y4, Y6	Y1, Y2, Y4, Y6	Y1, Y2, Y4, Y5, Y6	Y4	Y1, Y2, Y3, Y4, Y5, Y6	Y5, Y6
How to recognise and manage emotions within a range of relationships	Y4	Y3, Y6		Y4	Y2, Y3, Y4, Y5, Y6	Y6
How to recognise risky or negative relationships including all forms of bullying and abuse		Y1, Y2, Y3, Y4, Y5, Y6			Y5, Y6	
How to respond to risky or negative relationships and ask for help		Y1, Y2, Y3, Y4, Y5, Y6		Y4	Y1, Y2, Y5, Y6	
How to respect equality and diversity in relationships		Y1, Y2, Y4, Y5, Y6			Y5	Y3

PSHE Association Core Theme 1 – Health and Well-being In Key Stages 1 & 2, pupils should be taught:	JIGSAW – the 6 Puzzles					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
What is meant by a healthy lifestyle				Y1, Y2, Y3, Y5		
How to maintain physical, mental and emotional health and well-being	Y1, Y2, Y5, Y6	Y6	Y1, Y3, Y4	Y1, Y2, Y3, Y4, Y5, Y6	Y4	Y1, Y2, Y3, Y4, Y5, Y6
How to manage risks to physical and emotional health and well-being	Y1, Y2	Y3	Y4	Y3, Y4, Y5, Y6	Y6	Y4
Ways of keeping physically and emotionally safe	Y1, Y2			Y1, Y2, Y3, Y5, Y6	Y3	Y2
About managing change, such as puberty, transition and loss					Y4, Y6	Y1, Y2, Y3, Y4, Y5, Y6
How to make informed choices about health and well-being and to recognise sources of help with this				Y1, Y2, Y3, Y5, Y6		Y5, Y6
How to respond in an emergency				Y5, Y6		
To identify different influences on health and well-being				Y4, Y5, Y6		

KEY STAGE 1 & 2

Relationships and Sex Education in the Senior School (Key Stages 3 and 4)

Science

In Key Stage 3, pupils are taught about reproduction in animals in the context of human reproduction. The structure of human reproductive systems, fertilisation and pregnancy are covered.

In Key Stage 4, pupils who study GCSE biology as part of the separate science programme will cover hormonal control of the menstrual cycle in humans, the structure of human gametes, and treatments for infertility.

PSHEE

KEY STAGE 3

AIMS:

- To enable pupils to understand what consent means, why it is important, and strategies to manage persuasion and pressure on consent.
- To encourage pupils to understand and value their sexuality.
- To prepare pupils for and to clarify pubertal changes: physical, practical, emotional and social.
- To help pupils to celebrate the growth and development of their bodies and emotions, and encourage a positive self-image.
- To study the process of human reproduction, conception, and contraception.
- To ensure they are given clear, accurate information to enable them to take responsibility for their own sexual behaviour and health (including, in Year 7 FGM, in Year 8 sexual and gender identity in Year 9, information about HIV/AIDS and other STIs, FGM, contraception, pregnancy)
- To enable pupils to communicate about sexual matters in a clear and unembarrassed way, using appropriate language.
- To help pupils to understand their responsibility for themselves and towards others as they grow up, and to make clear the importance of developing their own values and their ability to make moral choices, including the importance of valuing and protecting themselves.
- To raise pupils' awareness and understanding of themselves, their sexuality and that of others.
- To help children see beyond the immediate situation, to the consequences that result from their behaviour, practising coping and decision-making skills in role-play.

KEY STAGE 4

AIMS:

- To ensure that pupils understand what consent is, the legal and ethical details, the meaning of choice, freedom and capacity to consent and strategies to manage giving and withdrawing consent.
- To ensure pupils are given clear and accurate information to enable them to take responsibility for their own sexual behaviour and health, including information about HIV/AIDS and other STIs, fertility, pregnancy and abortion.
- To explore the powerful feelings connected with sexuality and sexual behaviour.
- To encourage pupils to value themselves and their sexuality, and to develop a deeper understanding of the importance of close and loving relationships, now and in their future lives beyond school, aware of the dignity of all people and their responsibility to themselves and others.

- To ensure pupils are made aware of healthy and unhealthy relationships
- To encourage responsibility in relationships, reflecting upon the effect that their behaviour has on other people, and to clarify their own sexual values.
- To encourage debate and discussion on social and moral issues concerning sexuality in order to develop pupils' critical awareness, and their ability to make reasoned judgements establishing their own values.
- To encourage pupils to see the importance of basing the expression of their sexuality on essential human values rather than stereotypes which promote their sexuality at the expense of other people's.
- To consider what loving means to them in the light of their own needs and experience.
- To give pupils the opportunity to practise assertiveness, to equip them for difficult situations in their future lives.

Relationships and Sex Education in the Sixth Form

In the Sixth Form we adopt a flexible approach to Relationships and Sex Education, providing pupils with the most up-to-date information about issues which are relevant to them as adults. Year 12 and Year 13 groups are often combined, and sessions are conducted either in individual tutor groups or with the entire Sixth Form when speakers are invited. The PSHEE time comes during tutor time and sometimes during Enrichment where speakers are used to discuss topics which require more time.

Overview of RSE

The audit of the KS3 and KS4 PSHE Curriculum coverage of the Statutory Guidance provides an overview of RSE.