



RELATIONSHIP AND SEX EDUCATION

RSE Policy - Secondary Phase

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1 INTRODUCTION	1
2 AIMS	1
3 STATUTORY GUIDANCE	2
4 LINKS WITH OTHER POLICIES	2
5 DELIVERY OF PROGRAMME	2
6 ROLES AND RESPONSIBILITIES	4
7 RIGHT TO BE EXCUSED FROM RSE	5
8 WORKING WITH EXTERNAL AGENCIES	6
9 SAFEGUARDING	6

1 INTRODUCTION

The KABP is aware that children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way, while also having the knowledge on how to protect themselves from the risks that may present to them.

2 AIMS

The aim of Relationship and Sex Education (RSE) is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like, what makes a good friend, a good colleague and a successful marriage, civil partnership or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help students 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.

The KABP's RSE policy for the Secondary phase will provide clear progression from what is taught in primary in Relationships Education. We will build on the foundation of RSE and, as students grow up, at the appropriate time extend teaching to include intimate relationships. Alongside being taught intimate relationships, students will also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult.

Teaching of RSE in the KABP schools will enable students:

- to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful;
- to understand the benefits of healthy relationships to their mental wellbeing, self esteem and self-respect and to understand that unhealthy relationships can have a lasting, negative impact on mental wellbeing;
- to believe they can achieve goals and that in order to achieve those goals they must stick at the tasks despite the challenges they may face;
- to be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way;
- to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence including honour-based violence and forced marriage) and strategies to manage this or access support for themselves or others at risk;
- to recognise risks, harmful content and contact, and how and when to report issues to keep them safe online; to, within the law, be well equipped to make decisions for themselves about how to live their own lives in the future, whilst respecting the right of others to make their own decisions and hold their own beliefs.



3 STATUTORY GUIDANCE

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 Education compulsory for all students receiving primary education and Relationships and Sex Education (RSE) compulsory for all students receiving secondary education. The regulations also make Health Education compulsory in Academies.

4 LINKS WITH OTHER POLICIES

This policy should be read in conjunction with the following KGA policies:

- Safeguarding Policy
- Anti-Bullying Policy
- E-Safety Policy
- Equality Information

5 DELIVERY OF PROGRAMME

The KABP acknowledges that high-quality, evidence-based and age-appropriate teaching can help students prepare for the opportunities, responsibilities and experiences of adult life as well as promoting the spiritual, moral, social, cultural, mental and physical development of students both at school and in society. RSE will be set in the context of a wider whole-school approach to supporting students to be safe, happy and prepared for life beyond school.

The curriculum on relationships and sex will complement and be supported by, the KABP and school's wider policies on behaviour, inclusion, respect for equality and diversity, anti-bullying and safeguarding.

RSE will sit within the context of the KABP and school's broader ethos and approach to developing students socially, morally, spiritually and culturally; and its pastoral care system. The curriculum on health education will similarly complement, and be supported by, the KABP and school's education on healthy lifestyles through physical education, food technology, science and its sport, extra-curricular activity and school food.

Curriculum Overview
YEAR 7
<p>Puberty – 5 x 1-hour lessons looking at both the physical and emotional changes during puberty. Understanding the process of menstruation and what it all means.</p> <p>Looking at the importance of hygiene in both males and females, predominantly because of the changes that occur during puberty. Explore and understand appropriate and inappropriate behaviours and attitudes towards sexuality and challenge stereotypes.</p> <p>Four lessons are taught in mixed classes and one lesson is taught single sex, which enables students to ask any awkward questions with same sex teacher. Breast care, sanitary care and testicular cancer awareness is spoken about in single sex lessons and the reasons why it is important for young people to know their own bodies (early detection, etc.).</p> <p>Families – 2 x 1-hour lessons exploring different kinds of families and how they are made up. Questioning what a 'normal family' is and looking into different pressures and relationships within the family. We look at who makes decisions within the family and what some of the rules, expectations and traditions are. Consider how important marriage is and why some people decide to get married or not. We also look at what Domestic Abuse is, the different forms that it can take and the effects and signs of domestic abuse.</p> <p>Friendships - 2 x 1-hour lessons asking pupils to consider the qualities of friendships, how friendships may change and how to deal with a variety of difficult situations relating to friendships. We ask pupils to consider what makes a good/bad friendship and provide scenarios to help them recognise positive and negative peer influences. We look at how our own behaviours/attitudes may impact a friendship.</p> <p>Child on Child abuse/Bullying/Cyberbullying/Internet Safety - x 4-hour lessons - During these lessons we introduce the term Child on Child abuse and work through the different forms this may take which includes sexual, cyber, physical, verbal and</p>



mental. We ask pupils to reflect on the impact this type of behaviour may have on the victim, the perpetrator and bystanders. We discuss ways in which we can deal with the bullying behaviour and who we can go to for support. We introduce to pupils the term 'sexting', pupils will learn what the term means and the laws relating to this form of behaviour.

YEAR 8

Friendship/Relationships – 3 x 1 hour lessons exploring firstly friendships and then relationships. Revisit individual 'Friendship Quiz' from Year 7. In small groups looking at what is 'important' and 'not important' in a friendship and then moving on to potential relationships. Looking at the age laws surrounding sex and the potential effects on the mind and body if young people decide to have sex at an early age. Pupils are asked to consider what constitutes a healthy/unhealthy relationship. To start to realise and understand the pressures that students may find themselves under and explore where the pressures may come from with regards to decisions around sexual relationships (peers, media, pornography, etc.). Looking at 'consent', it's importance and what it actually means. In the Summer term we have a special one off 1 hour lesson with the outside agency 'Stop Domestic Abuse' who support our message of consent and build on the pupils' knowledge and understanding using a variety of methods, such as scenarios and debates.

Contraception - 2 x 1-hour lesson looking through 'packs' of information regarding the most popular forms of contraception. A chance for the students to have their first look and talk about this subject, find out about the information, help, support and services that are available on-line and in the area that they live. Students complete worksheets using the information that they have discovered.

1 x 1-hour lesson in single sex groups going over HPV and revisiting breast care with the girls and testicular cancer with the boys, this time with models of testicles and breasts. A chance for students to ask questions that they possibly found difficult to ask in a mixed sex environment.

Grooming – 1 x 1-hour lesson on Grooming; exploring what it is and how our young people can protect themselves from the potential dangers of on-line activity. Also exploring how they generally keep themselves safe from other potential dangers.

Sexing – 1 x 1-hour lesson on Sexting; what it is, why do young people do it? The consequences of being involved in sexting, looking at both the law and the emotional/mental health side of things.

YEAR 9

Relationships – 2 x 1 hour sessions looking at different aspects of relationships (what boys and girls want, what they think they want, relationship timeline, pressures, age laws, consent, 'First Love' film). Practical session showing how different oils can affect condoms in a negative way.

Contraception – 1 x 1-hour session with students working in groups, finding information out about the most popular types of contraception (how they work, effectiveness, consequences of not using them properly). Feeding back information to the rest of class.

STI's – 1 x 1-hour session predominantly focusing on chlamydia and how easily it can be passed on if 'safer sex' isn't practised.

Contraception and more – 1 x 1-hour session working in small groups, looking at different 'real life' scenarios from 'Solent Sexual Health'. Students are asked to give their advice as if they were Solent Sexual Health workers. Looking at different forms of contraception, pregnancy testing, emergency contraception, thinking about STI's, age laws, potentially abusive relationships and help and advice for future healthy sexual relationships. Opportunity to ask questions and to view and handle different forms of contraception.

FGM (Female Genital Mutilation), Honour Based Violence and Marriage – Within our 'Diversity' topic we explore what FGM is, why it happens and the effects that it can have on somebody. We look at honour based violence, what this is and why it might happen. We also discuss marriage, if it is important or not and how important is it to be freely entered into?

YEAR 10

STI's – 2 x 1-hour session giving information about the different STI's including pictures and symptoms and how they affect people both immediately and in the longer term. Talking about how to prevent getting them (safer sex) and where you can go for help, treatment and further advice. Dispelling myths along the way.

Relationships – 3 x 1 hour sessions beginning by asking the students to think about themselves, who they are, what is important to them, what they are looking for in a relationship and what they offer in return. Looking at what they feel is acceptable and not acceptable behaviours in a relationship. Moving onto potential safe/unsafe situations and abusive relationships. Re-visiting 'consent' and confirming that everyone understands what this means. Relationship timeline – what does a 'typical' relationship look like?



Contraception – 2 x 1-hour session looking at condoms, the contraceptive pill, the implant and emergency contraception in more detail. Looking at where it is available from, how it works, who it is suitable for, etc. Contraception ‘top trumps’ – Safer Sex Aces.

Pornography – 2 x 1 hour sessions What are the laws and implications surrounding sexual images and sexting? How does this link to self-worth? What is pornography? What is the difference between porn and a real life sexual relationship? How are our perceptions of a healthy relationship effected by pornography and the media?

Planning a party – 2 x 1 hour sessions asking students to plan a potential house party. This lesson is to bring everything that the students have learnt over the year (and previous years) together and look at and discuss the potential risky situations that could occur as a result of alcohol and/or drug use, the potential consequences of risky sexual behaviour and the general behaviour of young people at these social gatherings. Students complete ‘risk assessments’ to lessen the ‘risks’.

YEAR 11

Crisis/Teenage Pregnancy – 2 x 1 hour sessions using a ‘CedarOak’ PowerPoint presentation, examining the choices available when facing a crisis pregnancy and looking at ‘life-issues’ that are fundamental to these choices.

Looking at the different stages of a foetus / baby during the 40 weeks of pregnancy.

Informing students about CedarOak as a place for information and support.

Looking at the film ‘Conceptions & Misconceptions’ and getting the students to put themselves in the shoes of a ‘teenage parent’. A place to both ask and answer questions with regards to impacts and implications of a teenage pregnancy.

STI’s / HIV – 2 x 1 hour sessions revisiting the topic of STI’s from last year, looking at some of the more common STI’s (chlamydia, genital warts, herpes, etc.) and reminding ourselves of long term and short term effects, signs and symptoms, protection / safer sex, who and where to contact with questions / problems, etc.

Second lesson focusing on HIV & AIDS, looking at what they are exactly, how they are transmitted, any stigma attached to them, asking opinions on some controversial statements (British Red Cross lesson).

Sexuality & Gender – 1 x 1-hour session looking at keywords and definitions, the difference between ‘gender’ and ‘sex’, legal changes over the years for the LGBT community, how lives can be affected by opinions, rejection, stigma, etc.

2 x 1 hour sessions focusing on the film ‘Pride’ and the story behind it. Looking at public opinion/perception with regards to sexuality over the years.

CONDOM AWARENESS

From Year 10 students are able to sign up for ‘Condom Awareness’ via KABP Learning. We offer to students 1-hour single sex sessions after school where they can find out more about contraception, emergency contraception, relationships, safer sex, STI’s, pressures, consent, etc. The staff who facilitate these sessions are ‘Get It On’ trained and are therefore able to issue ‘Get It On’ cards to the students who have attended the ‘training’ sessions if required. PSHRE staff that are trained accordingly will distribute condoms to students producing a valid Get It On card.

LGBTQ Club

A weekly student/pupil led group, where our young people can discuss any issues that may be affecting them, as well as offer support to each other. students/students bring various points to the group each week which are then discussed. students/pupils are welcome to come every week or as and when they require. Staff with a specialism in LGBTQ are there to support.

6 ROLES AND RESPONSIBILITIES

The KABP and Board will:

- Monitor the implementation of the policy across all schools within the Trust
- Monitor student progress to ensure that students achieve expected outcomes;
- Ensure that schools are resourced in such a way that the KABP fulfils its legal obligations.
- All students make progress in achieving the expected educational outcomes;
- The subjects are well led, effectively managed and well planned;
- That the quality of provision is subject to regular and effective self-evaluation;
- That the subjects are resourced in a way that ensures the school can fulfil its legal obligations.



The Executive Lead for Personal Development will ensure that:

- All staff are informed of the policy and the responsibilities included within the policy;
- All teachers explore how new pedagogies and technology can be fully utilised to support subjects;
- The subjects are staffed and timetabled in a way to ensure the KABP and the school fulfil their legal obligations;
- The teaching of RSE is monitored to ensure that it is delivered in ways that are accessible to all students with SEND;
- The school works with parents/carers when planning and delivering RSE to students.
- Clear information is provided to parents/carers on the subject content and the right to request that their child is withdrawn.

Staff

Linked NHS Sexual Health Nurse

Our NHS Sexual Health Nurse visits school once a week to speak with and help students. She is permitted to offer advice on different forms of contraception available and can administer the contraceptive pill and implant. In addition students are able to seek her professional advice regarding the Morning After Pill and our NHS Sexual Health Nurse is able to administer this. In addition to regular visits our NHS Sexual Health Nurse may be called upon for any emergency should anything arise.

All staff will ensure that:

- Ground rules are negotiated with the group before embarking on lessons of a sensitive nature so that both the staff and students can work together in a supportive atmosphere in which all members can speak with confidence and without fear of embarrassment, anxiety or breach of confidentiality;
- All students are offered the opportunity to explore ideas, situations and feelings in an atmosphere of confidence and support;
- At all times teaching will take place in the context of an explicit moral framework;
- All points of view they may express during the course of teaching RSE are unbiased;
- The teaching of RSE is delivered in ways that are accessible to all students with SEND;
- The emphasis of teaching RSE will always be the importance and understanding of personal relationships and the right of the individual to make informed choices;
- Issues of stereotyping, sexual equality, harassment, rights and legislation underpin the teaching of RSE;
- Where appropriate they direct students to seek advice and support from an appropriate agency or individual. It is inappropriate for staff to give students personal advice on matters such as contraception;
- Where a student has embarked on a course of action likely to place them at risk, the member of staff will ensure that the student is aware of the implications of their behaviour. The member of staff should refer any potential concerns to the Designated Safeguarding Lead.

Parents/Carers - The Trust acknowledges the key role that parents/carers play in the development of their children's understanding about relationships. Parents are the first educators of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

All Parents/Carers will be:

- Given every opportunity to understand the purpose and content of Relationships Education and RSE;
- Encouraged to participate in the development of Relationships Education and RSE;
- Able to discuss any concerns directly with the school

7 RIGHT TO BE EXCUSED FROM RSE

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

The KABP, before granting any such request, will require the Executive Lead for Personal Development to discuss the request with the parent and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Following the discussions, except in exceptional circumstances, the KABP will respect the parents' request to withdraw their child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.



The Executive Leader for Personal Development will ensure that where a student is excused from sex education, the student will receive appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from the national curriculum.

8 WORKING WITH EXTERNAL AGENCIES

The KABP is aware that working with external partners will enhance the delivery of RSE and will support schools to bring in specialist knowledge and implement different ways of engaging with young people.

Where schools use external agencies, they will check the credentials of the visiting organisation and any visitors linked to the agency. Schools will also ensure that the teaching delivered by the visitor fits with the planned programme and the published policy.

Schools will work with external agencies to ensure that the content delivered is age-appropriate and accessible for all students. Any materials that are used as part of the delivery must be approved by the school in advance of the session.

The school will ensure that the visitor is aware of aspects of confidentiality and understands how safeguarding reports should be dealt with in line with the KABP's Safeguarding Policy

9 SAFEGUARDING

The KABP recognises that at the heart of RSE, the focus is on keeping children safe, and acknowledges the significant role schools have in preventative education. In our schools, we will allow children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children will be made aware of the processes to enable them to raise their concerns or make a report and how any report will be handled. This will also include processes when they have a concern about a peer or friend. In line with the document Keeping Children Safe in Education (KCSIE), all staff are aware of what to do if a child tells them that they are being abused or neglected.

Staff are also aware of the need to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those that need to be involved, such as the Designated Safeguarding Lead and children's social care.

A member of staff will never promise a child that they will not tell anyone about a report of abuse, as this is not in the best interests of the child. The involvement of the Designated Safeguarding Lead (or Deputy Designated Safeguarding Lead) will ensure that trusted, high quality local resources are engaged, links to the police and other agencies are utilised and the knowledge of any particular local issues it may be appropriate to address in lessons.

Our specialist staff, whenever speaking to a young person regarding sexual health, all work within the 'Fraser Guidelines, 1985'.

FRASER GUIDELINES, 1985 - ENGLAND, WALES AND NORTHERN IRELAND

Much of the law affecting consent is not set out in legislation but is common (judge-made) law. See below section [History of government policy](#).

It is considered good practice for health professionals to follow the criteria commonly known as the Fraser guidelines:

- that the young person understands the advice and has sufficient maturity to understand what is involved
- that the doctor could not persuade the young person to inform their parents, nor to allow the doctor to inform them
- that the young person would be very likely to begin, or continue, having sexual intercourse with or without contraceptive treatment
- that, without contraceptive advice or treatment, the young person's physical or mental health would suffer
- that it would be in the young person's best interest to give such advice or treatment without parental consent

In 2004, the Department of Health issued revised guidance for health professionals in England. This covers confidentiality, duty of care, good practice and the Sexual Offences Act 2003. The recommendations include that services should produce an explicit confidentiality policy and advertise that their services are confidential to under-16s [5]. In England, Wales and Northern Ireland, the laws on sexual offences do not affect the ability of professionals to provide confidential sexual health advice, information or treatment if it is in order to protect the young person from sexually transmitted infections or pregnancy, to protect their physical safety or to promote their emotional wellbeing.