



**Kings Langley School**

Unlocking Potential for Life

# Relationships and Sex Education (RSE) Policy

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## Character Development: Commitment to Equality and Diversity:

This school is founded on a set of fundamental values designed to enable all students and adults connected with our community to flourish and succeed, regardless of background or circumstances. We are determined to be open to people, places, methods and ideas—and as such, equality and diversity are at the heart of everything we do. Our continued dedication to social justice and equality of opportunity is embodied in everything we do.

We are creating an **inclusive** school community where:

- People are treated with dignity and respect
- Inequalities are challenged
- We anticipate, and respond positively to, different needs and circumstances so that everyone can achieve their potential
- We value diversity and we recognise that different people bring different perspectives, ideas, knowledge and culture, and that this difference brings great strength.
- We believe that discrimination or exclusion based on individual characteristics and circumstances, such as age; disability; caring or dependency responsibilities; gender or gender identity; marriage and civil partnership status; political opinion; pregnancy and maternity; race, colour, caste, nationality, ethnic or national origin; religion or belief; sexual orientation; socio-economic background; trade union membership status or other distinctions, represents a waste of talent and a denial of opportunity for self-fulfilment.
- We recognise that patterns of under achievement at any level and differences in outcomes can be challenged through positive intervention activities designed to bridge gaps.
- We respect the rights of individuals, including the right to hold different views and beliefs. We will not allow these differences to be manifested in a way that is hostile or degrading to others.
- We expect commitment and involvement from all our staff, students, partners and providers of goods and services in working towards the achievement of our **vision**.

## Relationships and Sex Education

*Relationships and sex education (RSE) is lifelong learning about physical, moral and emotional development, embedded in a context that enhances the self-worth and confidence of each individual and encourages mutually respectful relationships and empathy for others.*

## Intent

The DFE guidance states:

*‘These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’, wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.’*

Our key aim of this policy is to;

- Ensure that our students receive Relationships and Sex Education (RSE) in a range of contexts, which reflect the school’s aims to ensure that students are happy, healthy and flourishing individuals whilst also being reflective and contributing members of the Kings Langley family and the rest of society.



- Help students develop knowledge and understanding of their own physical and emotional development.
- We seek to work with parents and other supporting agencies to ensure that the teaching of RSE reflects the Department of Education (DfE) Guidance (July 2020) and complements teaching at home.
- Provide a framework to promote a climate which enables all students, regardless of ability, gender or sexual orientation, special needs, to develop the ability to make safe and reasoned choices supporting our desired outcomes of developing “strong character”.
- Help students reflect on possible options and making reasoned choices (phronesis) allowing them to consider their own values and attitudes towards sex and relationships, as well as explore the conflicting range of values and attitudes they encounter now and will do in the future.

The cultural, ethnic, gender identity, religious backgrounds and maturity of our students are taken in consideration to ensure that our teaching of RSE is inclusive and sensitive. The school aims to ensure students:

- Receive their RSE in the wide context of relationships and personal development. RSE needs to be part of an integrated cross-curricular programme helping students to develop their skills and shape their values and attitudes.
- Learn and understand about physical development at appropriate stages and deal with issues of gender, sexual orientation and other stereotyping.
- Gain knowledge of sexual reproduction, sexual health, emotions and relationships.
- Receive clear information relating to local and national services including sexual health advice, sexuality, contraception, unplanned pregnancy and how to access these services.
- Learn about and receive information regarding safe practises when using social media, and other communication devices and be able to appreciate links with other issues such as peer pressure and risk taking behaviour.

## Implementation

On an annual basis, the Learning Area Leader of PSHE and SLT line manager will:

- Update the RSE calendar and publish this on the school website as an appendix to this policy
- Ensure that the programme of study surrounding and including sex and relationships, is updated in line with DfE statutory guidance: Education, Relationships and Sex Education (RSE) and Health Education (July 2020)
- Ensure the RSE curriculum is well led, effectively managed and well planned.
- Ensure the curriculum is age appropriate and of high quality.
- Ensure that there is a parent and governor consultation regarding the RSE policy and programme of study.
- Seek Governor approval of the RSE policy following the parent and Governor consultation.
- Report to the Governors’ Curriculum Committee. These reports should include information on national and local statutory arrangements, a record of parental and student complaints, the number of students withdrawn from lessons and the number of teachers involved in the delivery of RSE.

They will also:

- Ensure that teachers will be provided with opportunities to gain in-service training to improve subject knowledge and subject pedagogy, as well as keep their expertise up to date and current in areas such as LGBTQ, Female genital mutilation (FGM), Stonewall, and any changes in law.
- Monitor teaching and learning in lessons, and ensure that the delivery of these lessons fulfils the teacher expectations below.

All PSHE teaching staff will be expected to:



- Provide RSE in accordance with this policy.
- Implement the agreed programme of study, and use the materials provided. Where teachers would like to adapt materials for their preferred teaching style, these materials must be agreed with the LAL first.
- Review materials prior to delivering them to the students.
- Refer parents to the LAL regarding parents who do not want their child to study sex education.\* *Please see the frequently asked questions section in the appendix for further details.*
- Ensure that students know that teachers cannot offer unconditional confidentiality in accordance with safeguarding practises, and reassuring students that, if confidentiality has to be broken, they will be informed first and then supported as appropriate.
- Always treat students with sympathy and support.
- Use inclusive language.
- Ask for advice from SENCO about how best to identify and support students individual needs
- Ask for support when teaching topics that they find personally challenging.
- Report any safeguarding concerns or disclosures that students may make as a result of the subject content.

Students will be expected to:

- Understand that some topics are of a sensitive nature to some other students, and behave accordingly.
- Listen and be respectful of other points of view that do not reflect their own.
- Use appropriate language and not be derogatory to others.
- Be respectful of both the teacher and other students, when asking questions or expressing personal opinions.

Parents should:

- Be the first teachers of their children (as per DfE guidance).
- Follow the programme of study from our website, so they can talk to their children about their own values, experiences and perspectives.
- View the RSE calendar, an appendix to this policy, before making an informed decision whether or not to withdraw their child from all or part of the sex education aspects, except for those parts that are included in the statutory National Curriculum.)
- Offer, where possible, to be part of the annual RSE consultation

## **Subject Content for RSE (Secondary)**

**Families. Students should know:**

- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed
- That there are different types of committed stable relationships
- How these relationships might contribute to human happiness and their importance for bringing up children
- 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
- Why marriage is an important relationship choice for many couples and that it must be entered into freely
- The characteristics and legal status of other types of long term relationships
- The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting
- 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 and advice, including reporting concerns about others, if needed

**Respectful relationships, including friendships. Students should know:**

- 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.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- 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).
- 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.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.



- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and sexual violence and why these are always unacceptable.
- 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.

#### **Online and Media. Students should know:**

- Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- 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.
- Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
- What to do and where to get support to report material or manage issues online.
- The impact of viewing harmful content
- That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
- How information and data is generated, collected, shared and used online.

#### **Being safe. Students should know:**

- 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.
- 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).

#### **Intimate and sexual relationships, including sexual health. Students should know:**

- 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.
- 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
- Potential impact of lifestyle on fertility for men and women and menopause.
- That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- That they have a choice to delay sex or to enjoy intimacy without sex.
- The facts about the full range of contraceptive choices, efficacy and options available.
- The facts around pregnancy including miscarriage
- 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).
- 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.
- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- How the use of alcohol and drugs can lead to risky sexual behaviour.
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

## **Appendix I Frequently Asked Questions**

### **Does the Department for Education's guidance state exactly what needs to be taught?**

*The guidance sets out the key learning that pupils must receive by the end of Year 11. Schools will decide exactly how they teach the curriculum and what resources they will use. Information about this should be in the school policy.*

### **What values underpin Relationships and Sex Education?**

*The core values include:*

- *The importance of stable, loving relationships*
- *Respect for all*
- *Rights, responsibilities and the law*
- *Equality*
- *Acceptance of diversity*
- *Kindness*
- *Generosity*
- *Honesty*

**Will I be consulted before these subjects are taught?**

Yes.

*Kings Langley School will engage and consult with parents when developing and reviewing their policies and programmes of study for Relationships and Sex Education and Health Education.*

*We will listen to parents' views, but we will then make decisions as to how we will proceed. Every school must deliver the statutory curriculum content, so parent consultation does not provide a parent veto on curriculum content. Exactly how the curriculum is taught is ultimately a decision for the school.*

**Can I request my child is excused from Health Education?**

No.

*Parents will not be able to withdraw their child from Health Education in secondary school. Health Education includes teaching about the changing adolescent body in a timely way to ensure young people are prepared for changes they will experience before they happen.*

**Can I request my child is excused from the Sex Education curriculum?**

Yes.

*Parents will be able to request that their child is excused from those parts of lessons that are defined as sex education in the school policy. It is hoped that when parents have opportunities to find out more about what will be taught and how, very few parents will want to do this.*

*Parents should note that the science curriculum includes human reproduction. Discussion of sex within relationships education, therefore, provides opportunities to set this learning in the context of meaningful relationships, personal values, health and safety.*

*Parents requesting to excuse their child from sex education will be invited to discuss their concerns with a member of staff and asked to specify which particular aspects of sex education content they wish to withdraw their child from. Parents have this right until three terms before the term in which the young person becomes 16 years old. At this point young people have a right to make their own decision and to opt into sex education.*

**Will excusing my child from sex education mean they will not learn about sex?**

No.

*The school cannot guarantee that pupils will not learn about sex from other sources outside the classroom. There are many places that children and young people can get information from including: parents, peers, older siblings and the internet. The accuracy of the information they access will be variable.*

*The delivery of Sex Education within RSE ensures that what pupils learn is age and developmentally appropriate, addresses their real questions and is based on important values and the law.*

**Can I request my child is excused from the elements of sex education taught through the science curriculum?**

No.

*Parents do not have a right to excuse their child from any part of the science curriculum, including lessons about reproduction and human development.*

**Can I request my child is excused from lessons about the changing adolescent body and puberty?**

No.

*Parents cannot excuse their child from elements of Health Education. They can only excuse their child from what the school defines as 'sex education' in their policy.*

**Can I excuse my child from lessons about LGBT people and relationships?**

No.

*The purpose of the Relationships Education curriculum is to educate pupils, age appropriately, about relationships and diversity in the world they live in. It is important that pupils know that different families and individuals exist and are respected under the law.*

*LGBT-inclusive curriculum content is not new: it has been a requirement for all schools under the Equality Act 2010. The new Relationships Education curriculum reinforces this by clarifying that the lessons young people receive in school must be inclusive of diverse families and be relevant to all pupils. The teaching must promote equality and respect, present material that is accurate and balanced, and it must be underpinned by legal rights and*

*responsibilities. Content related to LGBT people will therefore be fully integrated into the curriculum, rather than being delivered in stand-alone lessons. Parents will not be able to excuse their child from this.*

**Will family diversity be represented?**

*Yes.*

*Families, both in school and in the wider world, sometimes look different from a child's own family. Pupils will be taught that British society values diversity and that all families deserve respect. Families are characterised by love and care, even though this may be expressed through different traditions and values.*

*In schools, learning about families must be inclusive. The Relationships Education curriculum must allow every child the right to see their family represented and all pupils must be confident and safe to speak about who they live with and who cares for them.*

**Will schools teach about a range of relationships: marriage, civil partnerships, relationships outside of marriage and same sex relationships?**

*Yes.*

*The curriculum enables young people to understand the importance of a stable, secure and loving environment for family life and will include the range of different family types that can provide this. Teaching will therefore represent the full range of committed and mutually supportive stable relationships in our society, including religious and civil marriages, civil partnerships, and relationships outside of formal commitment. The range of families represented will include step families, same-sex parents, grandparents as parents, adoptive families, and more.*





Year	Autumn	Spring	Summer
7	<p><b>PSHE(Resilience)</b> Building positive relationships &amp; conflict management; peer pressure; being safe online; social media</p> <p><b>PSHE</b> Healthy relationships &amp; why are they important; friendships, gender stereotyping</p>	<p><b>PSHE(Resilience)</b> Who is my community?; causes of racism; peer pressure; gangs;</p>	<p><b>PSHE(Resilience)</b> Building positive relationships &amp; conflict management</p> <p><b>PSHE</b> What is good mental health?; Understanding emotions; puberty</p> <p><b>PSHE</b> Puberty</p> <p><b>Science</b> the structure of the sperm and egg, the reproductive system, fertilisation, changes that occur during puberty, pregnancy (including effect of drugs and alcohol on the unborn baby) and birth.</p>
8	<p><b>PSHE</b> Healthy and unhealthy relationships; empathy and relationships; marriage; teenage pregnancy; contraception; body image; sexting and the law; being safe online</p> <p><b>Computer Science</b> Online safety</p> <p><b>PSHE</b> Body image and mental health</p>	<p><b>PSHE</b> migration; asylum seekers; causes of racism; challenging racism; homophobia</p>	
9	<p><b>PSHE</b> Changing and stable families; forced marriage; STIs; abortion and the law; teenage parents; signs of grooming; trolling, harassment and whistleblowing; sexting and the law; pornography and the law; sex in the media</p> <p><b>One day event: The act</b> – behind closed doors, domestic violence</p>	<p><b>PSHE</b> Types of prejudice; HBT (Homo, Bi and Trans bullying); extremism and radicalisation; racism in Modern Britain</p>	
10	<p><b>Textiles</b> Social, moral &amp; cultural issues of textiles – body image; etc</p>	<p><b>RE</b> Abortion</p>	<p><b>Textiles</b> Social, moral &amp; cultural issues of textiles – body image; etc</p>

	<p><b>Food</b> Body image ad food consumption</p> <p><b>PSHE</b> Different types and levels of relationships; parenting skills and family life; same sex relationships; tension between teens and parents; divorce; consent and rape; grooming and sexual exploitation; peer to peer sexual abuse; sexual health (STIs); different types of contraception; domestic violence</p>	<p><b>English</b> blood brothers</p> <p><b>Textiles</b> Social, moral &amp; cultural issues of textiles – body image; etc</p> <p><b>Food</b> Body image ad food consumption</p> <p><b>RE</b> Roles of men &amp; women; marriage; civil partnerships; divorce; religious belief about sex (abstinence, celibacy), contraception, homosexuality</p>	<p><b>Food</b> Body image ad food consumption</p>
11	<p><b>Textiles</b> Social, moral &amp; cultural issues of textiles – body image; etc</p> <p><b>Food</b> Body image ad food consumption</p> <p><b>Science</b> Puberty; sex hormones</p>	<p><b>Textiles</b> Social, moral &amp; cultural issues of textiles – body image; etc</p> <p><b>Food</b> Body image ad food consumption</p> <p><b>Science</b> Sexually transmitted infections</p>	<p><b>Textiles</b> Social, moral &amp; cultural issues of textiles – body image; etc</p> <p><b>Food</b> Body image ad food consumption</p>
12	<p><b>Textiles</b> Social, moral &amp; cultural issues of textiles – body image; etc</p> <p><b>PSHE</b> fertility and IVF; adoption and fostering; LGBTQ sex relationships; consent; sex education (abstinence; commitment; pleasure of sex)</p> <p><b>English</b> Love through the ages, sex and love</p>	<p><b>Textiles</b> Social, moral &amp; cultural issues of textiles – body image; etc</p> <p><b>PSHE</b> Breast/ testicular cancer- links to relationships</p> <p><b>PSHE</b> FGM and Human rights; mental health</p>	<p><b>Textiles</b> Social, moral &amp; cultural issues of textiles – body image; etc</p> <p><b>PSHE</b> domestic abuse; understanding causes and prevention of cancer</p>
13	<p><b>Textiles</b> Social, moral &amp; cultural issues of textiles – body image; etc</p> <p><b>PSHE</b> Consent, alcohol and rape</p> <p><b>RE</b> Sexual ethics</p>	<p><b>Textiles</b> Social, moral &amp; cultural issues of textiles – body image; etc</p> <p><b>PSHE</b> Staying safe at uni – alcohol &amp; effects; drugs and party drugs; LGBTQ trans relationships</p>	<p><b>Textiles</b> Social, moral &amp; cultural issues of textiles – body image; etc</p>