



Kemnal
Technology
College



RELATIONSHIPS SEX AND HEALTH EDUCATION POLICY

This Policy was reviewed:

March 2021

The Policy will next be reviewed by TKAT &
Kemnal Technology College by:

March 2022



Statement of Intent

At Kemnal Technology College, we believe Personal, Social, Health and Economics education (PSHE) is the foundation of a child's learning. It helps give children the skills and understanding they need to be morally good, healthy and independent citizens. In addition, we provide our children the opportunity to learn about their rights and understand how their actions affect others by offering a Rights Respecting ethos; which encompasses experience of diversity and our changing society. PSHE is also integrated throughout our bespoke curriculum. Our children are encouraged to develop their self-worth by playing a positive role in contributing to school life and the wider community.

Aims

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

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

Statutory Requirements

As a secondary academy school we must provide RSHE to all pupils 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 Kemnal Technology College, we teach RSE as set out in this policy.

Our policy for PSHE and RSE has been written using recommendations from PSHE Association, SCARF Coram and statutory requirements from the DfE.

Guidance from the DfE 2020 states Personal, Social, Health and Economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice.



Policy Development

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

1. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
2. Parent/stakeholder consultation – parents and any interested parties were invited to make comment following being issued with a draft policy
3. Pupil consultation – we investigate what exactly pupils want from their PSHE/RSHE through Student Voice
4. Ratification – once amendments were made, the policy was shared with governors and ratified

Definition

PSHE/RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

PSHE/RSHE involves a combination of sharing information, and exploring issues and values.

RSHE is not about the promotion of sexual activity.

Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils 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.

Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in the pastoral programme – Kemnal Hearts, assemblies and extracurricular activities e.g. diversity days, friendship week, anti-bullying initiatives. We will use outside agencies, as appropriate such as 'Your Choice, Your Voice' service to support the teaching of RSHE.



Students with SEND will be fully included in the RSHE curriculum, however steps will be taken to ensure that delivery and content is appropriately pitched to meet the requirements of all individuals.

RSHE topics may also be delivered via assemblies.

Students will be provided with the opportunity to seek advice or have questions answered in a confidential manner. However, in terms of confidentiality, this will link directly to the set procedures of the school's Safeguarding policy.

PSHE/RSHE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

Relationships Education

- ❖ Families
- ❖ Respectful relationships, including friendships
- ❖ Online and media
- ❖ Being safe
- ❖ Intimate and sexual relationships, including sexual health

Health Education

- ❖ Mental wellbeing
- ❖ Internet safety and harms
- ❖ Physical health and fitness
- ❖ Healthy eating
- ❖ Drugs, alcohol and tobacco
- ❖ Health and prevention
- ❖ Basic first aid
- ❖ Changing adolescent body

Living in the Wider World

- ❖ Our impact on society
- ❖ Financial health and well-being

For more information about our PSHE/RSHE curriculum, see Appendices 1. 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) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).



Roles and Responsibilities

The Governing Board

The governing board will approve the PSHE/RSHE policy, and hold the Headteacher to account for its implementation.

The governing board will hold the Headteacher to account for the implementation of this policy.

The Headteacher

The Headteacher is responsible for ensuring that PSHE/RSHE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSHE (see section 8).

Staff

Staff are responsible for:

- ❖ Delivering PSHE/RSHE in a sensitive way
- ❖ Modelling positive attitudes to PSHE/RSHE
- ❖ Responding to the needs of individual pupils
- ❖ Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSHE

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Headteacher.

Miss Cornish (Deputy Headteacher) is responsible for the teaching and learning of PSHE/RSHE at Kemnal Technology College

Pupils

Pupils are expected to engage fully in PSHE/RSHE and, when discussing issues related to PSHE/RSHE, treat others with respect and sensitivity.



Relationship and Sex Education and Parents' Right to Withdraw

Although The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019 made Relationship Education compulsory parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSHE 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 3 of this policy and addressed to the Miss Cornish (Deputy Headteacher).

A copy of withdrawal requests will be placed in the student's record. The Deputy Headteacher will discuss the request with parents.

We believe that sex education should allow children a safe space to ask the questions they may have without shame or judgement. Evidence states that a graduated age appropriate, spiral curriculum is the best way of preventing the topic of sex, reproduction and private body parts of becoming taboo and children from becoming embarrassed by the topic.

We believe it is important that this material is delivered by the classroom teacher in conjunction with parents/carers as it highlights to the children that relationship and sex education is something we can all talk about. Our classroom teachers cover all other aspects of the curriculum, and know the children. This means they are more likely to be aware of any additional needs, support or particularly sensitive topics that may make a child in their class vulnerable due to some of the sensitive nature of the topic. We believe this makes them ideally placed to deliver the material sensitively to all children in their class. For the majority of the programme, we do not separate our classes into girls and boys, as we believe it is important for both girls and boys to learn about each other's bodies, changes and experiences. By keeping children together in mixed groups, children will learn to talk openly without embarrassment in front of each other and we can foster a better understanding, break down gender stereotypes and build positive relationships and respect for each other, regardless of gender. However, for part of one lesson, boys and girls are separated to ask specific questions regarding their gender to avoid embarrassment.



Staff Professional Development

Staff are trained on the delivery of PSHE/RSHE as part of their CPD programme.

The Deputy 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 RSHE.

Monitoring Arrangements

The delivery of PSHE/RSHE is monitored by Miss Cornish through:

- ❖ Learning walks
- ❖ Book looks
- ❖ Meetings with staff
- ❖ Student lunches, where feedback will be gathered from the students

The subject leader will monitor plans, teaching and learning in order to evaluate strengths and weaknesses in the school and indicate areas for improvement. The subject leader will regularly evaluate the scheme of work to ensure that the needs of the pupils are being met and that there is progression and continuity of learning through the school.

Teachers assess the children's work in PSHE by making informal judgements as they observe them during lessons. We have clear expectations of what children will know and understand at the end of each year and key stage. Assessment should offer the children the opportunity to reflect on their own progress. Pupils' development in RSHE is monitored by their Form Tutor, PSHE teacher and Head of Year as part of our internal assessment systems and pupil voice.

This policy will be reviewed Miss Cornish annually. At every review, the policy will be approved by the Headteacher, Mr Cavanagh and the Chair of Governors, Dick Brown.

Equal Opportunities

PSHE/RSHE follows the schools Equality Policy and is underpinned by our equality statement:

Single Equalities Statement

We welcome the equality duties on schools. We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstance. We are committed to creating a community that recognises and celebrates difference within a culture of respect and cooperation. We appreciate that a culture which promotes equality in relation to all protected characteristics (age, disability, gender reassignment,



marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation) will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. Our commitment to equality and diversity is a fundamental part of our drive towards excellence.

We recognise that equality will only be achieved by the whole school community working together – our learners, staff, governors and parents in particular.

As a school we have worked hard to ensure we deliver a diverse curriculum and children study a range of exceptional people from a wide range of backgrounds and cultures.

Sources of Further Information

This policy has drawn on:

- ❖ DfES 'Sex and Relationship Education Guidance' (2020)
- ❖ Brook, Sex Education Forum and PSHE Association 'Sex and Relationships Education (SRE) for the 21st Century' - Supplementary advice to the Sex and Relationship Education Guidance DfE (0116/2000) (2011)
- ❖ DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Draft Guidance (July 2018)

Links To Other Policies

- ❖ Schools own Safeguarding (inc. responding to disclosures)
- ❖ Schools own Anti-bullying
- ❖ Schools Equality, diversity and inclusion policy
- ❖ DfE Keeping children safe in education

Useful Resources

Coram Life Education Online Teaching and Learning Training Film Clips and RSE Guidance Document: supports schools in organising and delivering RSE with confidence. Available as part of the SCARF online comprehensive Relationships Education and Health Education curriculum resources:

<https://www.coramlifeeducation.org.uk/scarf/lesson-plans/relationships-education--teacher-resources-guidance-documents-and-training-films> (password protected).



PSHE Association RSE Policy Guidance

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/writing-your-rse-policy-guidance-pshe-association> (members only)

The Sex Education Forum RSE Policy Guidance

<https://www.sexeducationforum.org.uk/resources/advice-guidance/sre-policy-guidance>

The Sex Education Forum have also provided a free resource to assist you in consulting pupils, parents and staff to inform you about what changes need to be made to your RSE policy and practice. 'Activities for consulting about your school sex and relationships policy'.

<https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/Consultation%20activities%20-%20SRE%20policy%20-%20Sept%202014.pdf>



TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> ❖ 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 why it must be freely entered into ❖ Characteristics & 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 or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	<ul style="list-style-type: none"> ❖ 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



TOPIC	PUPILS SHOULD KNOW
Online and Media	<ul style="list-style-type: none"> ❖ 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 & data is generated, collected, shared & used online
Being Safe	<ul style="list-style-type: none"> ❖ 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) 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
Financial Decisions & Careers	<ul style="list-style-type: none"> ❖ How to make safe financial choices ❖ About ethical and unethical business practices and consumerism ❖ About saving, spending and budgeting ❖ How to manage risk-taking behaviour ❖ About equality of opportunity in life and work ❖ How to challenge stereotypes and discrimination in relation to work and pay ❖ About employment, self-employment and voluntary work ❖ How to set aspirational goals for future careers and challenge expectations that limit choices ❖ How to effectively budget and evaluate savings options



- ❖ How to prevent and manage debt, including understanding credit rating and pay day lending how data is generated, collected and shared, and the influence of targeted advertising
- ❖ How thinking errors, e.g. Gambler's fallacy, can increase susceptibility to gambling
- ❖ Strategies for managing influences related to gambling, including online
- ❖ About the relationship between gambling and debt
- ❖ About the law and illegal financial activities, including fraud and cybercrime
- ❖ How to manage risk in relation to financial activities
- ❖ How to evaluate strengths and interests in relation to career development
- ❖ About opportunities in learning and work
- ❖ Strategies for overcoming challenges or adversity
- ❖ About responsibilities in the workplace
- ❖ How to manage practical problems and health and safety
- ❖ How to maintain a positive personal presence online
- ❖ How to evaluate and build on the learning from work experience
- ❖ How to use feedback constructively when planning for the future
- ❖ How to set and achieve smart targets
- ❖ Effective revision techniques and strategies
- ❖ About options post-16 and career pathways
- ❖ About application processes, including writing CVs, personal statements and interview technique
- ❖ How to maximise employability, including managing online presence and taking opportunities to broaden experience
- ❖ About rights, responsibilities and challenges in relation to working part time whilst studying
- ❖ How to manage work/life balance



TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none">❖ 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❖ The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women❖ 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



	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 7	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations	Diversity Diversity, prejudice, and bullying	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	Financial decision making Saving, borrowing, budgeting and making financial choices
Year 8	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks
Year 9	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Employability skills Employability and online presence
Year 10	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	Exploring influence The influence and impact of drugs, gangs, role models and the media	Addressing extremism and radicalisation Communities, belonging and challenging extremism	Work experience Preparation for and evaluation of work experience and readiness for work
Year 11	Building for the future Self-efficacy, stress management, and future opportunities	Next steps Application processes, and skills for further education, employment and career progression	Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	Independence Responsible health choices, and safety in independent contexts	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	



Parent Form: Withdrawal From Sex Education Within RSHE

TO BE COMPLETED BY PARENTS

Name Of Child		Class	
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Name Of Parent		Date	
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Reason For Withdrawing From Sex Education Within Relationships & Sex Education:

Any Other Information You Would Like The School To Consider:

Parent Signature	
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TO BE COMPLETED BY THE SCHOOL

Agreed Actions From Discussion With Parents	
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