



Relationships and Sex Education Policy Updated Sep 2019

EQUALITIES STATEMENT

Kingsmeadow School is committed to equal opportunities for all and the policy will be applied equally to all members of the school community regardless of age; disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex and sexual orientation.

We are committed to providing a calm, caring and well-ordered environment where everyone feels safe, happy and understands the expectations of attitudes to learning in order to create an ethos conducive to excellent learning and teaching for all.

We promote a culture of praise and encouragement and expect consistency of response to both positive and negative behaviour.

We believe that positive relationships based on mutual respect, promote positive attitudes to learning and that as students learn by example, all adults within the school should act as positive role models with regard to their own behaviour.

Equality Targets

Everyone at Kingsmeadow School must strive to accept and meet the differing needs and aspirations of all members of the school community, using human resources and skills available to us all to:-

1. Safeguard individuals from all forms of abuse and harassment. We must ensure that victims can be confident of support and, where appropriate redress. We must ensure that aggressors can never claim the excuse of acting out of ignorance.

Success Criteria

- Incidents of aggression and bullying are rare and dealt with effectively and outcome of which are recorded on our MIS (Management Information System).

2. Establish a school ethos built on mutual trust and respect. We should treat others as we would wish to be treated. We should respect other people, their property and school premises.

Success Criteria

- Students regularly receive merits and praise for their positive attitudes to learning, respect to others, their school campus and their local community.
- Incidents of disrespectful behaviour are rare and dealt with promptly and effectively and the outcome of which are recorded on our MIS..

3. Safeguard the rights and freedoms of others. We must actively pursue our aim to help students develop personal moral values which respect the values and tolerates differing religious and cultures.

Success Criteria

- Racist and homophobic incidents are extremely rare and dealt with promptly and effectively and the outcome of which are recorded on our MIS.
- Students display tolerance, support of and celebrate other cultures/religions through their work.

4. Develop an organisation which maximises pupil opportunity and experience. We must ensure that the curriculum and other activities encourages and supports the opportunity for all. We must ensure that students are not excluded from activities because of status or income.

Success Criteria

- All student groups are able to access the curriculum fully and discreet intervention results in specific gaps in student achievement narrowing and in line with the whole school population and national figures. E.g. boys, girls, students with SEND and students receiving free school meals.

Contents

1. Aims
 2. Statutory requirements
 3. Definition
 4. Delivery of RSE
 5. Roles and responsibilities
 6. Parents' right to withdraw
 7. Training
 8. Monitoring arrangements
-

1. Aims

The aims of sex and relationship education (RSE) 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

2. Statutory requirements

Under [section 3.6 of the National Curriculum](#), RSE is compulsory from year 7 onwards.

Secondary schools must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

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

3. Definition

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

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

4. Delivery of RSE

Delivery of elements of some aspects of RSE occur in several curriculum areas within the school. This includes the curriculum for science, PE, food technology, English and REAL. These have been mapped out across KS3 and KS4 and are continuously monitored and reviewed for content and effectiveness. The rest of the RSE curriculum (which is the majority) is delivered through Character Days. These are days or half-days where the timetable is collapsed for a single year group to study relevant areas of the RSE curriculum.

A specialist team deliver the RSE Curriculum with support from external professionals where appropriate. This team of staff are highly skilled and trained so we believe that they are usually the best people to work with the students on many of the RSE topics. RSE lessons are set within the wider context of the Character

Learning curriculum and focus on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included.

Any RSE lesson may consider questions or issues that some students will find sensitive, such as consent in a relationship. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time. Where a student has a special educational need which would suggest that she/he needs support to fully access any RSE lesson, then in-class support is put in place as would be for any other subject.

5. Roles and responsibilities

5.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from components of RSE (see section 6).

5.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

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

5.4 Pupils

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

6. Parents and carers' right to withdraw

Parents and carers have the right to withdraw their children from the non-statutory/non-science components of RSE.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and carers and take appropriate action.

Alternative work will be given to students who are withdrawn from RSE.

7. Training

Staff are trained on the delivery of RSE and it is part of the school continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training.

8. Monitoring arrangements

It is the responsibility of the SMSC Co-ordinator to oversee and organise the monitoring and evaluation of RSE, in the context of the overall school plans for monitoring the quality of teaching and learning. The SMSC programme is treated as a subject department in this exercise, under which all departments undertake yearly self-evaluation and a twice yearly Focussed Area Review exercise led by the School Management Group. If deemed necessary we also commission an external review of our provision by our SIP or similar.

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's sex and relationship education policy, and on support and staff development, training and delivery.