

# **RSE Policy**

**2023-24**



## KAA Mission Statement

### **INTREPIDUS**

*(adj.)*

**Definitions: Undaunted, fearless, bold**

KAA has at its core the pursuit of the very highest standards in education, both inside the classroom and beyond it. We believe all children can exceed their expectations, no matter what their prior attainment and experiences. At our school no child will be labelled; we will treat them all as intelligent and individual. Through our ethos, our extended curriculum and our entrepreneurial approach we will develop students into confident, rounded individuals, equipped for anything that life throws at them. Our motto – INTREPIDUS – will help us to realise our ambition.

### **As KAA staff we aim to:**

- Create a culture of high aspirations, high motivation and high achievement for all
  - Build a strong community based on fairness and personal responsibility
  - Welcome, value and respect all who come in the school
- Be reflective and committed to our ongoing development as teachers and leaders, in our continuous strive for excellence
  - Promote positive dialogue and partnership with our community

### **Our four core values are:**



We know that they will guide our work to create an outstanding academy which can transform the lives of our students.

# Contents

**Page 4** – RSE Vision and Intent

**Page 4** – How is RSE delivered?

**Page 5** – RSE as part of the PSHE Curriculum

**Page 6** – How is RSE assessed and monitored at KAA?

**Page 7** – Core Principles and Safeguarding of RSE Delivery

**Page 9** – RSE Curriculum Content

**Page 14** – Engaging with parents and parental right to withdraw

**Page 16** – **Statutory content:** Relationships and Sex Education (RSE)

## RSE Vision and Intent

The Children and Social Work Act 2017 introduces new legislation on relationships and sex education in schools. As of September 2021, the delivery of relationships and sex education is a statutory part of the curriculum in secondary schools. Relationships Education should promote equal, safe and enjoyable relationships and be taught in a way which fosters LGBTQ (lesbian, gay, bisexual, transgender, questioning) and gender equality which is in line with the Equalities Act 2010.

Our aim is that all students are provided with relationships and sex education to help and support them through their lifelong learning about physical, emotional and moral development. We seek to ensure students gain an understanding of the importance of stable and loving relationships, respect, communication and care for others.

RSE is lifelong learning about physical, moral and emotional development. It is about teaching sex, sexuality and sexual health in a way that is fully understood and effectively retained by pupils in our care. It is also about teaching what it is to be in a caring, stable and mutually supportive relationship with another person, and how to control and understand feelings that come with being in a relationship.

As an Academy, we emphasise that by providing comprehensive RSE, we are not encouraging pupils to become sexually active at a young age. This policy aims to ensure that the right provision is in place so that pupils may have all the knowledge they need to make informed decisions and responsible choices as they progress into adulthood.

The Department of Health set out its ambition for all children and young people to receive high-quality relationships and sex education in the Sexual Health Improvement Framework (2013), while the Department for Education's paper The Importance of Teaching (2010) highlighted that 'Children need high-quality sex and relationships education so they can make wise and informed choices'.

The Department for Education's Guidance on Statutory Relationships and Sex Education (2019) requires that all pupils are taught safety in forming and maintaining relationships, characteristics of a healthy relationship and how relationships may affect mental and physical health. The law requires that Relationships and Sex Education (RSE) is to be taught in all secondary schools in England and that Relationships Education is to be taught in all primary schools in England.

## How is RSE delivered?

RSE is delivered as part of the PSHE curriculum. All students in years 7-13 cover this topic as part of the Spring 1 unit of work. PSHE provision is monitored by Jasmine Vines, Assistant Principal – Personal Development and is ratified by the Trustees.

However, RSE is not a topic that can be delivered or learned in isolation from the wider curriculum. The science national curriculum will cover **basic human biology** and is still

statutory in maintained schools. While science will teach about **conception** and perhaps **contraception**, RSE through PSHE will explore what lifestyle choices young people may wish to make, and having made those choices what language, strategies and skills they need to stay healthy and safe. Science will not directly teach assertiveness or, should they wish to become sexually active, how to negotiate contraception with a partner.

**Religious Education** content includes aspects of **law** (e.g. marriage, and civil partnerships) and the views of **religious** and secular groups on matters such as **abortion** and **same-sex relationships**.

Some aspects of RSE are delivered through **Computer Science** lessons. For example, recognition of how young people may put themselves at risk through the use of technology, including risks to their emotional and physical well-being, safety and personal reputation. It is important to explore the risks, and the law as it pertains to the sharing and downloading of images and information and **safe ways of sharing personal information, social networking, online dating and sharing images**.

## RSE as part of PSHE

### How was the content decided?

The content is based on the statutory guidance on RSE and Health Education (S).

The content has been selected so that throughout the programme pupils 'practice' life skills such as assertiveness, self-awareness, decision-making, and considering all aspects of relationships and what affects them. It also provides many opportunities for pupils to explore their own and others' attitudes, values and opinions on a variety of issues.

### How are resources devised?

RSE resources are developed by DoLs, and tutors, with the support of the SLT lead, they are designed to be:

- Up to date and in line with government policy
- Inclusive - including different types of sexuality
- Positive, healthy and unbiased
- Age appropriate
- Promoting positive values
- Accurate

### How is RSE delivered?

RSE is delivered in weekly PSHE lessons during the Spring term as well as regularly through tutor time and curriculum lessons such as Science, Religious Education and PE. In KS4 students will also receive RSE education during a 'Drop Down Day' where they cover a range of topics.

These days may also be supported by one-off talks from external agencies, providers or speakers where appropriate.

### **Who delivers RSE?**

- Form tutors
- Curriculum teachers
- External agencies used to enhance the programme
- School Nurse

### **How does the school use outside agencies?**

The delivery of sex and relationship education is the sole responsibility of the school, but occasionally appropriate and suitably experienced and/or knowledgeable visitors from outside the school may be invited to contribute to the delivery of RSE in school. The academy has a code of practice for using visitors to support the delivery of PSHE:

- Visitors are invited into school because of the particular expertise or contribution they are able to make
- All visitors are familiar with and understand the school's RSE policy and work within it
- All input to PSHE lessons is part of a planned programme and negotiated and agreed upon with staff in advance
- All visitors are supervised/supported by a member of staff at all times
- The input of visitors is monitored and evaluated by staff and pupils to inform future

### **How is RSE monitored and evaluated?**

RSE schemes of work and lessons are quality-assured prior to delivery by the Directors of Learning and overseen by Jasmine Vines, Assistant Principal. Lessons are routinely visited through learning walks to check the quality of teaching and the appropriateness of the content being delivered.

At the end of the scheme of work, students will complete a Google Form that will identify any gaps in knowledge that need to be re-addressed and highlight any adjustments that need to be made to the RSE curriculum.

### **Single and mixed-sex groups**

All pupils will receive the full RSE programme, however, on occasion, it may be appropriate to provide opportunities for pupils to discuss matters further in single-sex groups or individually. However, this should not mean that there is any group which is omitted from aspects of RSE education. For example, boys should learn about menstruation as well as girls.

# Core Principles

## Diversity and Inclusion

Kensington and Chelsea is an ethnically diverse borough. In a class, we may have pupils from a wide variety of cultures and with a wide variety of faiths. These cultures and faiths often hold views about sexual behaviour. Our tutors and schemes of work are sensitive to these views but ensure that pupils have access to the learning they need to stay safe, and healthy and understand their rights as individuals.

Kensington Aldridge Academy, like all public institutions, has specific responsibilities in relation to equality and protected characteristic groups. Our RSE caters for all pupils and is respectful of how pupils choose to identify themselves, understanding that depending on their age and maturity, their sexual orientation and gender identity may be 'emerging'. This means that sex and relationships education is sensitive to the different needs of individual pupils and will evolve and adapt over time.

In teaching Relationships Education and RSE, the Academy will ensure that the needs of all pupils are appropriately met and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.

## Equal Opportunities

Our RSE programme aims to be inclusive of all regardless of gender, race, religion, colour, language, culture, social circumstances, appearance, sexuality, ability or disability. Our RSE programme responds to the needs of individual pupils and takes the cultures, faiths and family backgrounds of all pupils into consideration.

## Special Educational Needs and Learning Difficulties

Form tutors delivering RSE ensure that differentiation appropriate to the individual students in their class is planned for all PSHE lessons. Pupils with special educational needs are given extra RSE support by SEN staff and pupils with English as their second language receive help from assigned staff.

## Dealing with questions

KAA staff will:

- Have the option to answer only those questions that relate directly to the agreed programme / lesson
- Make provisions for questions about sex, reproduction and puberty to be answered individually or returned to in the next lesson, as they arise, outside the planned programme
- Find time to answer other RSE-relevant questions, or pass them on to dols.
- Make it clear, through ground rules, that nobody should ask personal questions

- Be prepared to modify the programme if a certain question recurs (perhaps because of media coverage)
- Allow individual staff to use their professional judgement to answer questions in front of the whole class or individually
- Encourage pupils to ask their parents/carers any question outside the planned programme
- Ensure that if a teacher is concerned that a pupil is at risk of sexual abuse, they should follow the safeguarding procedures (provided in the safeguarding policy).
- Encourage students to use the question boxes in the kaa library

## **Safeguarding Children Statement**

RSE may bring about disclosures of safeguarding children's issues and all staff are conversant with the procedures for reporting their concerns. Further details can be found in the academy's Safeguarding Policy.

## **Understanding Child Sexual Exploitation (CSE)**

All staff receive Safeguarding training each year and are alert to signs that a student is at risk of or is suffering sexual exploitation. This training ensures our staff are aware that:

- Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status.
- Child sexual exploitation does not always involve physical contact and can happen online.
- One of the main examples is when children are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status
- In all cases, consent can never be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them.

Our RSE curriculum plays an important role in helping our students gain an understanding of acceptable and unacceptable relationships and sexual behaviour. Content on consent, sexual bullying and coercion is included in our PSHE curriculum.

## **Confidentiality statement**

Teachers are aware that effective sex and relationship education can lead to disclosure of a child protection issue. In these circumstances, teachers cannot offer or guarantee absolute confidentiality. If a teacher believes that a child is at risk or in danger, they talk to the named child protection coordinator who may or may not confer with the Principal before any decision is made. For further details about confidentiality teachers and parents can refer to the school's Confidentiality Policy.

## **Training**

For RSE to be implemented effectively, staff training on the core knowledge, vocabulary and how to deliver sensitive topics is essential.



Training for staff includes a whole school session in the Spring Inset, focused support and guidance during the Year Team Meeting and the opportunity to seek more help and guidance in a staff drop-in session. Where necessary teachers are trained by external subject experts relating to specific topics, e.g. FGM training is delivered by the RE department.

## Trustees

As well as fulfilling their legal obligations, the Trustees also make sure that:

- All pupils make progress in achieving the expected educational outcomes;
- The subjects are well-led, effectively managed and well-planned;
- The quality of provision is subject to regular and effective self-evaluation;
- Teaching is delivered in ways that are accessible to all pupils with SEND;
- Clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- The subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligation

## RSE Curriculum Content

| <b>Year 7: What do my different relationships say about me?</b> |   |   |
|---|---|---|
| <b>Learning Objectives</b>                                      | <ul style="list-style-type: none"> <li>• Different types of relationships, making positive relationships.</li> <li>• Working as a team, organisation or community.</li> <li>• Rights and responsibilities.</li> <li>• Interpersonal skills, such as being an active listener, emotional intelligence, assertiveness and getting consent and permission in a wider context (but would include touching / respecting personal space).</li> <li>• Harmful relationships and consent</li> </ul> |   |
| <b>Week</b>   | <b>Title</b>  | <b>Learning Objectives</b>  |
| Week 1  | How can we form positive relationships?   | <ul style="list-style-type: none"> <li>• To state some characteristics of a good friendship.</li> <li>• To describe the positive qualities that I can bring to a relationship.</li> </ul> |
| Week 2  | How can I be a team player?   | <ul style="list-style-type: none"> <li>• To effectively work as a member of a team.</li> <li>• To bring positive attributes to group work.</li> </ul>                                     |
| Week 3  | What are my rights and responsibilities?  | <ul style="list-style-type: none"> <li>• To explain my rights and responsibilities as a member of the school community.</li> </ul>  |
| Week 4  | What is active listening and communicating?   | <ul style="list-style-type: none"> <li>• To state the importance of mindful communication.</li> <li>• To practise being a good listener</li> </ul>  |
| Week 5  | What are harmful relationships?   | <ul style="list-style-type: none"> <li>• To state some characteristics of an unhealthy or toxic relationship.</li> </ul>  |

|        |                             |  |
|--------|-----------------------------|--|
|        |                             | <ul style="list-style-type: none"> <li>To evaluate relationships to recognise unhealthy ones</li> </ul>  |
| Week 6 | Does 'No Means No' Mean No? | <ul style="list-style-type: none"> <li>To define the word 'consent'.</li> <li>To identify the meaning and the implications of 'sexual consent'.</li> <li>To recognise when consent is permitted/ not permitted and the necessity for consent.</li> <li>To recognise when a person gives/does not give consent and provide an explanation for why 'no means no'.</li> </ul> |

### Year 8 - Are all my relationships healthy?

|                            |  |   |
|----------------------------|--|---|
| <b>Learning Objectives</b> | <ul style="list-style-type: none"> <li>Exploration of the positive qualities that people can bring to a relationship.</li> <li>The features of positive and stable relationships (including trust, mutual respect, honesty, equality) and those of unhealthy or toxic relationships (including imbalance of power, coercion, control, exploitation, abuse of any kind).</li> <li>Managing the breakdown of friendships.</li> </ul> |   |
| <b>Week</b>                | <b>Title</b>   | <b>Required content</b>   |
| Week 1                     | Healthy vs toxic relationships   | <ul style="list-style-type: none"> <li>To understand the characteristics of healthy relationships</li> <li>To describe the positive qualities that we can bring to our relationships</li> <li>To be able to evaluate relationships and recognise unhealthy ones</li> </ul>  |
| Week 2                     | Mindful Communication  | <ul style="list-style-type: none"> <li>To develop an understanding of methods of communication in relationships</li> <li>To practise listening skills within conversations</li> </ul>   |
| Week 3                     | Our rights in relationships  | <ul style="list-style-type: none"> <li>To understand the meaning of consent in the context of relationships.</li> <li>To recognise the importance of respecting personal space.</li> <li>To develop an understanding of assertion within relationships</li> <li>To feel confident to assertively say 'no' in the face of pressure.</li> </ul> |
| Week 4                     | Abusive relationships  | <ul style="list-style-type: none"> <li>To recognise signs of an abusive relationship.</li> <li>To describe potential factors that can make one vulnerable to abuse.</li> <li>To know how to access support for someone who might be in an abusive or exploitative relationship</li> </ul>   |

|        |   |   |
|--------|---|---|
| Week 5 | How can I navigate the breakdown of a relationship? | <ul style="list-style-type: none"> <li>To recognise the right of anyone to end a relationship.</li> <li>To learn strategies to manage the breakdown of a relationship</li> <li>To recognise the effects of changing relationships.</li> </ul> |
| Week 6 | How can I apply boundaries to my relationships      | <ul style="list-style-type: none"> <li>To recognise what boundaries are and their advantages</li> <li>To learn how to maintain healthy boundaries</li> </ul>  |

### **Year 9: Am I ready to have a boyfriend/girlfriend?**

|                            |   |  |
|----------------------------|---|--|
| <b>Learning Objectives</b> | <ul style="list-style-type: none"> <li>To begin with, do I even want one? Recognising the diversity in romantic relationships and developing sexuality; the differences between biological sex, gender and sexuality (genderbread person)</li> <li>Trans and gender non-binary.</li> <li>Expectations of being in a romantic relationship.</li> <li>Recognising healthy, unhealthy, and abusive romantic relationships.</li> <li>Different levels of intimacy and consent in this context – how to assertively withhold or withdraw consent.</li> <li>The media portrayal of relationships versus real life and the possible impact of this on people’s expectations of relationships (including toxic masculinity).</li> </ul> |  |
| <b>Week</b>                | <b>Title</b>  | <b>Learning Objectives</b>   |
| Week 1                     | Do I want a relationship?   | <ul style="list-style-type: none"> <li>Different types of relationships</li> <li>Connection between puberty and interest in relationships (hormonal)</li> <li>Peer pressure</li> <li>Lasting effect the relationships (including friendships) can have on you and your future</li> </ul> |
| Week 2                     | Diversity in romantic relationships<br><br>Recognising the diversity in romantic relationships and developing sexuality   | <ul style="list-style-type: none"> <li>Developing sexuality</li> <li>Recognition that there are different types of romantic relationships</li> <li>Protected characteristics</li> <li>Same-sex parents and rights (how gay couples can become parents)</li> </ul>                        |
| Week 3                     | Trans and gender non-binary.  | <ul style="list-style-type: none"> <li>Biological sex and gender</li> <li>What does it mean to be trans / non-binary</li> <li>Gender dysphoria</li> <li>Protected characteristics</li> <li>Children's hobbies and interests don't immediately link to gender dysphoria</li> </ul>        |
| Week 4                     | What makes a healthy relationship?  | <ul style="list-style-type: none"> <li>Learned behaviour (family, peers, media)</li> <li>Identify healthy partnerships and traits e.g. trust and openness</li> </ul>   |

|        |   |   |
|--------|---|---|
|        |   | <ul style="list-style-type: none"> <li>• Perfect partner? More reliant on personality than looks</li> <li>• Importance of not keeping relationships secret (e.g. from friends or parents)</li> <li>• Unhealthy relationships and power imbalance</li> <li>• Identify the factors that stop people from leaving abusive relationships</li> <li>• Who you can turn to if you or your peers are in an unhealthy or abusive relationship</li> </ul> |
| Week 5 | Intimacy and the need for consent                   | <ul style="list-style-type: none"> <li>• Different levels of intimacy both emotional and physical</li> <li>• Sexual intimacy and peer pressure</li> <li>• Intimacy and the law</li> <li>• Definition of consent</li> <li>• Identify why both people must consent at all times</li> <li>• Should never feel pressure to share images of yourself (Against the law)</li> </ul>  |
| Week 6 | The relationships we see in the media consolidation | <ul style="list-style-type: none"> <li>• Which relationships do you idolise?</li> <li>• Are the relationships we see in the media true representations?</li> <li>• How diverse are the relationships in TV/film (race and sexuality)</li> <li>• Consolidation</li> </ul>  |

| <b>Year 10 - How is Consent applied?</b> |   |  |
|--|---|--|
| <b>Learning Objectives</b>               | <ul style="list-style-type: none"> <li>• Students understand what makes a healthy relationship and their rights and responsibilities within different kinds of relationships. They recognise and are tolerant of the fact that not all relationships are the same. They can also identify unhealthy or abusive relationships and can protect themselves from harm.</li> </ul> |  |
| <b>Week</b>                              | <b>Title</b>  | <b>Required content</b>  |
| Week 1                                   | Expressing sexuality  | <ul style="list-style-type: none"> <li>• List ways that different people express their sexuality.</li> <li>• Learn how to communicate and understand different sexual feelings</li> <li>• Learn to talk about sexuality appropriately.</li> </ul>  |
| Week 2                                   | Is there such a thing as a 'normal' relationship?   | <ul style="list-style-type: none"> <li>• Recognise the problematic nature of describing things as "normal"</li> <li>• Identify what students personally believe are safe and "normal" sexual practices</li> <li>• Understand that each individual can make a decision about their own sexual intimacy, and this should not be judged by others.</li> </ul> |

|        |  |  |
|--------|--|--|
| Week 3 | How does the media manipulate sexual norms?    | <ul style="list-style-type: none"> <li>• The role of sex in the media and its impact on sexuality including pornography, gender norms, sexual norms, feminism etc).</li> <li>• Learn strategies to think critically and not allow ourselves to be influenced by the media in a negative way</li> </ul>   |
| Week 4 | Sexual consent. If it's not a yes, is it a no? | <ul style="list-style-type: none"> <li>• State the laws regarding consensual sex.</li> <li>• Describe ways that consent is sought, given and withdrawn.</li> <li>• Discuss how different scenarios fit on a "consent continuum".</li> </ul>  |
| Week 5 | STIs – dangers and keeping safe                | <ul style="list-style-type: none"> <li>• Identify the most common STIs and the best ways of preventing them.</li> <li>• Describe the symptoms of the most common STIs</li> <li>• Understand how to stay safe and protected from an STI, understand how to seek help.</li> </ul>  |
| Week 6 | Decisions about my sexual behaviour            | <ul style="list-style-type: none"> <li>• Understand the age of consent and social 'norms' around sexual intimacy</li> <li>• Consider when someone may be 'ready' to become sexually active, signs that you are not ready or engaging in sexual activity for the wrong reasons.</li> <li>• Recognise that being knowledgeable and confident in deciding if, when and with whom to become sexually active, is important to health and well-being.</li> <li>• Recognise that each person's decision to be sexually active is a personal one, which can change over time and should be respected at all times</li> </ul> |
| DDD    | SRE  | <ul style="list-style-type: none"> <li>• Unhealthy and unhealthy relationships</li> <li>• Recognising signs of abusive relationships</li> <li>• Further discussion of consent</li> <li>• Contraception</li> <li>• STIs (further)</li> <li>• Pathways available in the event of unintended pregnancy</li> </ul>   |

**Year 11: What will a happy relationship mean for me?**

|               |  |                            |
|---------------|--|----------------------------|
| <b>Topics</b> | <ul style="list-style-type: none"> <li>• Living together, marriage and civil partnerships.</li> <li>• Different cultural views and norms of marriage and long-term relationships.</li> <li>• Recognising unhealthy or abusive relationships (including emotional and physical abuse, forced marriage and rape).</li> <li>• Rape culture, "incel" culture and related sexual ethics.</li> </ul> |                            |
| <b>Week</b>   | <b>Title</b>   | <b>Learning Objectives</b> |

|        |  |   |
|--------|--|---|
| Week 1 | What does it mean to be married?                 | <ul style="list-style-type: none"> <li>• I can explain different cultural views on marriage (including the benefits of raising children)</li> <li>• I can explain the difference between forced and arranged marriage</li> <li>• I can understand the legal rights of being married (civil vs religious)</li> </ul> |
| Week 2 | Do you have to be married to be committed?       | <ul style="list-style-type: none"> <li>• I can explain what cohabitation means</li> <li>• I can explain what a civil partnership is</li> <li>• I can evaluate the benefits of marriage, cohabitation or civil partnerships for my life choices</li> </ul>   |
| Week 3 | How can a relationship be emotionally abusive?   | <ul style="list-style-type: none"> <li>• I can explain what emotional abuse is</li> <li>• I can explain what coercive control is</li> <li>• I know how to access help for emotional abuse</li> </ul>  |
| Week 4 | How does the law protect me from domestic abuse? | <ul style="list-style-type: none"> <li>• I can recognise signs of an unhealthy relationship</li> <li>• I can explain what physical abuse is</li> <li>• I can explain the laws on rape (within marriage also)</li> <li>• I know how to access help for physical abuse</li> </ul>                                     |
| Week 5 | What is incel culture?                           | <ul style="list-style-type: none"> <li>• I can explain what the term incel means</li> <li>• I can give examples of incel beliefs</li> <li>• I can explain how people are radicalised in these views</li> </ul>  |
| Week 6 | What will a happy relationship mean for me?      | <ul style="list-style-type: none"> <li>• I can use my knowledge from previous lessons to evaluate if staying married should be an expectation</li> </ul>  |
| DDD    | SRE  | <ul style="list-style-type: none"> <li>• Repeat of key topics around consent, contraception and STIs</li> <li>• Application to more real-life practical scenarios</li> <li>• Support from external services</li> </ul>  |

## Working with parents

The RSE curriculum aims to complement and support the sex education provided to our students at home. Parents and carers can access the RSE curriculum on the school website and are informed regularly of the content of the PSHE curriculum to be covered, including a letter home in advance of RSE lessons taught in Spring 1. Parents and carers are able to discuss

issues relating to RSE with their child's form tutor during parent's evenings, or by directly contacting their child's teacher. All parents are also invited to a Drop-In coffee morning to seek more information on RSE education at KAA.

Before lessons on RSE, all parents will be written to, using the standard letter format:

DATE

### **Year XX Relationships and Sex Education**

Dear Year XX Parents/Carers,

At Kensington Aldridge Academy we are committed to educating your child with the knowledge and skills they need to be successful in later life, both academically and in their wider social and emotional welfare. As part of your child's education, we promote personal well-being and development through a comprehensive Personal, Social, Health and Economic (PSHE) education program.

I am writing to let you know that, in our PSHE lessons of the Spring term, your child's class will be taking part in lessons that will focus on the Relationships and Sex Education (RSE) aspect of the PSHE education program. RSE lessons in Year XX will include teaching about [e.g. .... physical and mental health during puberty, types of relationships, understanding consent, contraception, and safety and well-being in romantic, as well as non-romantic, relationships.]

Our students are growing up in an increasingly complex world. They have many exciting opportunities ahead of them and it is our desire to equip them to navigate these opportunities safely and successfully. As an academy, we are committed to the Equality Act of 2010; we have a statutory responsibility to deliver lessons that educate about, and challenge discrimination against anyone on the grounds of "age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sexual orientation." Please be assured that the lessons have been planned to reflect the breadth of views within our student community and to ensure that students learn that respectful debate is healthy and productive.

The Department of Education has made the teaching of RSE compulsory for all schools from 2020. According to the government's new legislation, parents have the right to withdraw a child in Year 8 from the Sex Education lessons in this program but are not able to withdraw him/her from any aspects of the Relationships or Health Education. Further guidance is available here:

<https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>

As a school community, we are committed to working in partnership with parents; parental feedback has indicated that the overwhelming majority of parents continue to be highly supportive of the relationships and sex education program.

If you would like to find out more, you can find the Medium-Term Plan for the lessons on the school website. We are also holding a drop-in session on XXX where

you can meet with Jasmine Vines, Assistant Principal and discuss any questions you may have, or you can contact us directly.

Best wishes,

**XXXXXX**  
**Director of Learning Year X**  
[XXXXXX@kaa.org.uk](mailto:XXXXXX@kaa.org.uk)

**Jasmine Vines**  
**Assistant Principal**  
[j.vines@kaa.org.uk](mailto:j.vines@kaa.org.uk)

## **Withdrawal**

The Academy has a legal obligation to deliver relationship education and health education (including through the science curriculum reproduction, where a child cannot be withdrawn) and parents are only permitted to withdraw their child from sex education 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. Requests should be made in writing to XXX.

However, in practical terms no content is solely 'sex education', it is always sex *and* health or sex *and* relationships education, so parental withdrawal will only apply to the end Q&A session of RSE education.

Any withdrawal conversations should be rooted through Jasmine Vines, discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead).

## **Statutory Content: Relationships and Sex Education (RSE)**

By the end of their time in secondary education, students will explore the following topics.

### **Families**

Students should know:

- 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 – for example, 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.
- The characteristics and legal status of other types of long-term relationships.
- The roles and responsibilities of parents with respect to raising 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), how to seek help or 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, such as;
  - 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 (for example, how they might normalise non-consensual behaviour or encourage prejudice)
- That in school and 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, the 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 concerning the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

## **Online and media**

Pupils 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 to be 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, for example, 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**

Pupils 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**

Pupils 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, for example 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 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 and 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

## The Law

It is important for students to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and ensure young people take responsibility for their actions.

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- Marriage
- Consent, including the age of consent
- Violence against women and girls
- Online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- Pornography
- Abortion
- Sexuality
- Gender identity
- Substance misuse
- Violence and exploitation by gangs
- Extremism and radicalization
- Criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- Hate crime
- Female genital mutilation (FGM)

This policy is reviewed annually.