



# King's Academy Ringmer

**“in pursuit of excellence”**

## **Relationships and Sex Policy (RSE)**

**Date:** agreed at FG on 25 November 2020

**Review date:** July 2021

This relationships and sex policy covers King's Academy Ringmer's approach to teaching relationships and sex education (RSE). It was produced following thorough consultation with the whole-school community, including students, parents/carers, staff, school governors and, where relevant, appropriate members of the wider community, such as medical professionals and faith leaders.

It will be reviewed every two years, or sooner if the RSE curriculum is amended, such as in response to emerging themes, changing student needs, or the introduction of new legislation and guidance.

Parents will be informed about the policy through RSE consultation events, and referencing in the school prospectus, and can access a copy by following a link from the school website. Should a hard-copy of the document be required, the school will be happy to provide this upon request and will also work with any parents who require the policy in an alternative format to meet their individual needs and ensure equitable accessibility for all.

### **Values, aims and objectives:**

Relationships and sex education (RSE) is delivered to complement the wider ethos, values and principles of our school. Our school's overarching aims and objectives for students is **'to have well-rounded individuals who strive to be the best academically and personally'**. RSE is underpinned by a clear set of embedded values and principles that complement the school ethos and permeate through the teaching practice, resources and classroom management of RSE lessons. These values and principles should:

- ✓ Be accurate and factual
- ✓ Be positively inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief, or other life-experience, particularly HIV status and pregnancy
- ✓ Include the development of character skills to support healthy and safe relationships, and ensure comfortable communication
- ✓ Promote a critical awareness of the different attitudes and views on sex and relationships within society, including peer norms and those portrayed in the media

- ✓ Provide opportunities for reflection in order to nurture personal values based on mutual respect and care Valid in purchasing school only. Not to be copied or otherwise distributed. 16 | RSE Solution: Secondary Before you start
- ✓ Be part of a spiral curriculum that is delivered in every year group in the school, reflecting the age and level of the learner
- ✓ Ensure children and young people are clearly informed of their rights, such as how they can access confidential advice and help within the boundaries of safeguarding
- ✓ Be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision
- ✓ Be delivered by competent and confident teachers
- ✓ Be provided within a safe, democratic and empowering learning environment, based on the principle that prejudice, discrimination and bullying are not tolerated

The RSE curriculum has been planned following student consultation. This ensures the needs of all students can be met through the delivery of an age and stage-appropriate curriculum. The curriculum addresses traditional and emerging issues, and relevant challenges as identified by students. Consultation with students will be conducted on a regular basis. This will inform the RSE curriculum review, ensuring it remains responsive to emerging needs.

Some elements of the RSE curriculum are a statutory requirement to teach in order for the school to meet February 2019 government RSE guidance and The Equalities Act, 2010. It is important to teach RSE through a spiral curriculum. This means students will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. This developmental approach helps students to make informed decisions relevant to their age and stage. RSE will support the school's commitment to safeguard students, preparing them to live safely in the modern world.

RSE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It will equip young people with accurate information, positive values, and the skills to enjoy healthy, safe and positive relationships, to celebrate their sexuality and to take responsibility for their sexual health and wellbeing, now and in the future.

Some elements of the RSE curriculum are a statutory requirement to teach, to meet February 2019 government RSE guidance and The Equalities Act, 2010. It is important to teach RSE through a 'spiral curriculum'. This means that students will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. This developmental approach helps students to make informed decisions. RSE will support the school's commitment to safeguard its students through a curriculum that prepares them to live safely in the modern world.

Our intended RSE curriculum is detailed below, but may vary in response to emerging public health issues and to reflect the rapidly changing world in which our students are living and learning. If this is the case, parents/carers will be provided with appropriate notice before the amended programme is delivered. Sometimes the

curriculum will be complemented by themed assemblies, topic days and cross-curricular links.

## The Curriculum



### Year seven

Puberty and reproduction: consolidation of KS2 learning

Gender identity and sexuality: difference between sex, gender and sexuality

Healthy relationships: features of a healthy relationship

Female genital mutilation (FGM): associated risks and its status as a criminal act

Recognising and responding to bullying and abuse: inc. online

Asking for help: developing the confidence and skills



### Year eight

The HPV vaccine: the purpose and importance of immunisation

Relationships and attraction: recognising diversity in relationships

Sexuality and attraction: recognising diversity in sexuality

Marriage, forced marriage and the law: consent and sexual activity

Sexting: understanding the risks and consequences, inc. how to respond

Peer support: knowing when to break confidence for safety

**Y<sub>9</sub>**

**Year nine**

Self-esteem: understanding the impact of changing relationships	Sex and the media, inc. pornography influences on behaviour	Consent: respecting the right to give, withhold and withdraw consent	Contraception: an introduction to contraceptive methods	STI's and how to prevent them: rights and responsibilities to be healthy	Accessing information, advice and guidance: right to confidentiality
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**Y<sub>10</sub>**

**Year ten**

Body image, the media and cosmetic procedures: idealised and artificial body shapes	Gender identity and sexuality: Diversity in gender expression and sexuality within relationships	Healthy relationships: understanding consent within sexual activities	Readiness for sexual intimacy: communicating the right not to engage in sexual activities	Contraception: barrier methods to prevent STI transmission within a range of sexual activities	Pregnancy pathways: emergency contraception, abortion and the law
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## Year eleven

Testicular and breast examination: identifying and responding to cancer concerns	Sex in the media: the impact on sexual norms and ethics within sexual relationships	Healthy relationships: asserting a response to unhealthy and abusive relationships	Consent: recognising and understanding coercion and persuasion within relationships	Contraception: communicating and negotiating the effective use of contraception	Pregnancy pathways: exploring options for unintended teenage pregnancy and parenthood
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The RSE programme will be led by Natalie Moorhouse, Head of Humanities, taught by PSHE specialist teachers, and supported by the school nurses and external sexual health services. All staff involved in the delivery of RSE have received specialist training to ensure that students receive clear and consistent approaches to RSE throughout their time at King's Academy Ringmer.

RSE will be taught through a range of teaching methodologies which might include drama, discussions, individual private reflection, quizzes and fact-finding, attitude spectrums, debating, independent research and artistic presentations. This wide range of teaching strategies promotes engagement by all students, irrespective of preferred learning styles. Distancing techniques, such as the use of characters, within RSE avoids students feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes RSE more accessible to students who may have experienced unhealthy relationships and/or abuse, reducing barriers to learning. The school's responsibility to safeguard students, through a curriculum that prepares them to live safely in the modern world, will remain central to curriculum content, teaching methodologies and supporting resources.

At King's Academy Ringmer we actively celebrate the diversity of our students, their families and the wider whole-school community. RSE will always be taught in a non-judgemental, non-biased and fully inclusive manner, through clear, impartial, scientific information, as well as covering the law, to ensure all students have equal access to our RSE curriculum. Through consultation, continuous assessment and regular reviews of the curriculum, we ensure that we consistently recognise and respect students' different abilities, levels of maturity, personal circumstances, including sexual orientation, gender identity, faith or culture, and those of their family, friends and the wider whole-school community, in accordance with the school's inclusion policy.

At the end of every lesson, students will be provided with an opportunity to ask questions in an open setting, and will also be provided with an opportunity to raise questions without being identified, through the use of post-it notes. Teachers will answer questions as fully as they feel age- and stage-appropriate, based on the level

of knowledge demonstrated by students during the lesson. Teachers may ask a student to wait for a response to a question if they need time to consult with a colleague or the school leadership team in order to construct an appropriate answer. Teachers can refuse to answer a question that they feel is inappropriate, and will never answer personal questions about their own body, personal circumstances or lifestyle choices. If a teacher does not answer a question, the student will have the reasons clearly explained and the teacher will work with the student to identify suitable sources of information where they can obtain an answer to their question.

Teachers will signpost students to information relevant to the topic being taught to ensure safe sources of information, advice and guidance are provided. Teachers will also work closely with the school's pastoral system to advise on topic coverage so that the school can be responsive to a student's pastoral needs, and safeguarding arrangements can be actioned efficiently if required. If the school has any reason to believe a student is at risk of harm, we are required to respond in accordance with the school's safeguarding policy.

Students' learning will be assessed at the end of every topic to ensure that students are making sufficient progress to build on prior teaching and learning, and that teaching strategies and resources remain relevant and effective. Assessment activities might also be implicit, forming part of a normal teaching activity to ensure that students do not feel under pressure. The evaluation of teaching and learning assessments will be shared with students and parents as appropriate.

The most effective RSE is a collaboration between school and home. The school will provide support to parents and carers through an annual evening workshop, which presents a valuable opportunity to develop awareness of emerging RSE topics, meet RSE teachers, and review the resources being used, as well as consider ways to build on the learning at home, fostering strong channels of communication between parents/carers and their children. The school also operates an open-door policy enabling parents to contact the Head of Humanities by phone or email.

This policy complements the following policies: • Anti-bullying • E-safety • Equality • Inclusion • PSHE • Safeguarding • Teaching and learning

Updated November 2020 by Natalie Moorhouse