

KENSINGTON
PARK SCHOOL

RELATIONSHIPS & SEX EDUCATION (RSE) POLICY

The aim of this policy is to create a positive culture around issues of sexuality and relationships, and to develop students' skills to discuss this with sensitivity. It is designed to help students develop their self-respect, self-esteem, mutual respect, confidence, tolerance and empathy for themselves and others as well as preparing them to make informed, reasoned and responsible choices.

This Policy is governed by the following:

- Section 34 of the Children and Social work act 2017.
- Section 403 of the Education Act 1996.
- *Keeping Children Safe in Education* (September 2023)

Supporting Documents

- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010; advice for schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
 - Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools(advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development)

Introduction

RSE is defined as the emotional, social and cultural development of students, and involves learning about relationships including sex education, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information, and exploring issues and values. At KPS, RSE is not about the promotion of sexual activity but rather about facilitating students to have a greater understanding of the ways to stay safe in this area. It is taught as part of the broader PSHE curriculum.

Curriculum

The RSE curriculum forms an integral part of our PSHE education. An overview of our PSHE scheme of work is given at the end of this document (Appendix 3) and specific reference to where RSE, safeguarding, British Values and SMSC are covered are detailed in our Medium Term plans, available on our Firefly platform.

We ensure that every student is guaranteed an education that covers mental health and wellbeing; physical health (including healthy lifestyles and first aid); learning about safe, healthy relationships and sex (including understanding consent, negotiating life online, intimate relationships).

If students ask questions outside the scope of this policy, staff will respond in an appropriate manner so they are fully informed and do not seek answers online. Any safeguarding concerns will be reported following the usual school procedures.

Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. This is delivered by staff once a week during tutor time as well as in designated lesson time, weekly in Y7 and fortnightly in Y8-11. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE) at Key Stage 3 as part of Philosophy and Ethics (PX) at Key Stage 4. Further time to explore and develop thinking about these ideas is a key feature of the RSE curriculum.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including: families; respectful relationships, including friendships; online and media; being safe; intimate and sexual relationships, including sexual health.

For more information about our RSE curriculum and specifically, the statutory requirements set out by the DfE, see Appendix 1. The KPS curriculum has been developed with these at the forefront to ensure all aspects are covered in sufficient detail across the five years of education that students are with us.

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, LGBTQI+ parents/carers, families headed by grandparents/carers, adoptive parents/carers, 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).

Aims:

At Kensington Park School, the aims of Relationships and Sex Education (RSE) are as follows:

- To provide balances and factual information
- To enable students to make informed decisions and to react appropriately to different situations;
- To encourage students to consider the consequences of their actions;
- To encourage students to reflect upon their own emotional development
- To stress the importance of good communication in relationships;
- To ensure students have clear understanding of the legal framework, and the importance of consent.

Equality:

Schools are required to comply with the relevant requirements of the Equality Act 2010. Under the provisions of that Act schools must not unlawfully discriminate against students because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation. Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the requirements of SEND pupils when planning for the provision of RSE.

The school can take positive action where it can be shown that it is proportionate to deal with particular disadvantages affecting one group because of a protected characteristic. For example, the school could take positive action to support LGBTQ+ pupils if there was evidence they were disproportionately being subjected to bullying, abuse or harassment.

The school will seek to be aware of contemporary issues such as 'everyday sexism', misogyny, homophobia and gender stereotypes and will take positive action to build a culture where these are not tolerated and any occurrences are identified and tackled.

Students with special educational needs and disabilities (SEND)

The school will ensure that RSE is accessible for all its students.

The school is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to their SEND. Such factors will be taken into consideration in the delivery of RSE. The School's SEND Policy includes information on the Roles and Responsibilities of Teachers: All colleagues, included those teaching PSHE/RSE, must be aware of this guidance.

Lesbian, Gay, Bisexual and Transgender (LGBTQ+)

In teaching RSE, Kensington Park School will ensure that the needs of all students are appropriately met and that all students understand the importance of equality and respect. The school will ensure that teaching is sensitive and age appropriate, and will fully integrate discussion of LGBTQ+ issues into all relevant parts of the broader RSE curriculum. RSE will be fully inclusive and relevant to those who identify as LGBTQ+.

Legislation (statutory regulation and guidance)

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 states that students receiving secondary education must be taught RSE and Health Education from September 2020. The guidance gives schools freedom to deliver the content set out in the guidance in the context of a broad and balanced curriculum. At Kensington Park School, the school has chosen to deliver RSE mainly as part of a timetabled PSHE program supplemented with various extra-curricular talks and activities.

This policy is also informed by PSHE Association Guidance, specifically 'Writing Your School's Relationships and Sex Education (RSE) Policy' (2018). The school will also consider the PSHE association's toolkits and resources as it develops its RSE content.

Roles and responsibilities

Astrum Advisory Board

Astrum Advisory Board will approve the RSE policy, and hold the Headmaster to account for its implementation.

The Headmaster

The Headmaster is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSE (see Appendix 2).

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress through reflection on topics within the Core Themes (Health and Wellbeing, Relationships and Living in the Wider World)
- Responding to the needs of individual students
- Responding appropriately to students whose parents/carers wish them to be withdrawn from the non-statutory 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 Head of Year in the first instance. Such cases can then be brought to the attention of the Heads of Senior School and Sixth Form.

Students

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

Parents/carers' right to withdraw

Parents/carers have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until three 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 2 of this policy and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the students' educational record. The Heads of Senior School and Sixth form will discuss the request with parents/carers and take appropriate action. Alternative work will be given to students who are withdrawn from sex education.

Monitoring Arrangements

The delivery of RSE is monitored by the Heads of Year with oversight from the Heads of Senior School, Sixth form and DSL.

This policy will be reviewed annually and will be approved by the Astrum Advisory Board.

Appendix 1 – By the end of secondary school students should know

TOPIC	STUDENTS 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 • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents/carers 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

	<ul style="list-style-type: none"> • 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
<p>Online and media</p>	<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

	<ul style="list-style-type: none"> • 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 prison • How information and data is generated, collected, shared and 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)
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

	<ul style="list-style-type: none"> • 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
The Law	<p>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 which ensure young people take responsibility for their actions.</p>

	<p>Students are made aware of the relevant legal provisions when relevant topics are being taught, including for example:</p> <ul style="list-style-type: none">• 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 radicalisation• criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)• hate crime• female genital mutilation (FGM)
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DfE guidance July 2020

Appendix 2 Parent/Carer Form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS	
Name of child	Class
Name of parent	Date
Reason for withdrawing from sex education within relationships and sex education	
Any other information you would like the school to consider	
Parent signature	

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/ carers (including what the students will do instead	

KPS RSE Policy: Reviewed 09.2023
Next Review: 09.2024

Appendix 3 PSHE Scheme of Work

- Core themes: Health and Wellbeing, Relationships and Living in the Wider World)

Year 7 PSHE Programme:

SOW for Timetabled Weekly PSHE Lessons	Autumn Half Term 1 <i>[approximately 6 lessons]</i>	Autumn Half Term 2 <i>[approximately 7 lessons]</i>	Spring Half Term 1 <i>[approximately 5 lessons]</i>	Spring Half Term 2 <i>[approximately 5 lessons]</i>	Summer Half Term 1 <i>[approximately 6 lessons]</i>	Summer Half Term 2 <i>[approximately 5 lessons]</i>
		Responding to conflict and adversity	Building relationships	Personal health and puberty	Developing an awareness of life online	Bullying and prejudice (gender focus)

SOW for Tuesday Tutor Time Weekly PSHE Sessions	Autumn Half Term 1 <i>[approximately 6 tutor periods]</i>	Autumn Half Term 2 <i>[approximately 7 tutor periods]</i>	Spring Half Term 1 <i>[approximately 5 tutor periods]</i>	Spring Half Term 2 <i>[approximately 5 tutor periods]</i>	Summer Half Term 1 <i>[approximately 6 tutor periods]</i>	Summer Half Term 2 <i>[approximately 5 tutor periods]</i>
		Transition and safety	Developing learning skills and aspirations	Healthy body	Building self- esteem and regulating emotions	Financial decision making

Key:

Health & wellbeing, Relationships, Living in the wider world

Year 8 PSHE Programme:

SOW for Timetabled Weekly PSHE Lessons	<u>Autumn Half Term 1</u> <i>[approximately 3 lessons]</i>	<u>Autumn Half Term 2</u> <i>[approximately 3 or 4 lessons]</i>	<u>Spring Half Term 1</u> <i>[approximately 2 or 3 lessons]</i>	<u>Spring Half Term 2</u> <i>[approximately 2 or 3 lessons]</i>	<u>Summer Half Term 1</u> <i>[approximately 3 lessons]</i>	<u>Summer Half Term 2</u> <i>[approximately 2 or 3 lessons]</i>
	Identity and relationships	Identity and relationships	Health – drugs and alcohol	Health – drugs and alcohol	Digital literacy and online safety	Digital literacy and online safety

SOW for Tuesday Tutor Time Weekly PSHE Sessions	<u>Autumn Half Term 1</u> <i>[approximately 6 tutor periods]</i>	<u>Autumn Half Term 2</u> <i>[approximately 7 tutor periods]</i>	<u>Spring Half Term 1</u> <i>[approximately 5 tutor periods]</i>	<u>Spring Half Term 2</u> <i>[approximately 5 tutor periods]</i>	<u>Summer Half Term 1</u> <i>[approximately 6 tutor periods]</i>	<u>Summer Half Term 2</u> <i>[approximately 5 tutor periods]</i>
	Relationships in the family	Careers, aspirations and community	Emotional wellbeing	Effective citizenship	Becoming a critical thinking consumer	Challenging discrimination

Key:

Health & wellbeing, Relationships, Living in the wider world

Year 9 PSHE Programme:

SOW for Timetabled Weekly PSHE Lessons	<u>Autumn Half Term 1</u> <i>[approximately 3 lessons]</i>	<u>Autumn Half Term 2</u> <i>[approximately 3 or 4 lessons]</i>	<u>Spring Half Term 1</u> <i>[approximately 2 or 3 lessons]</i>	<u>Spring Half Term 2</u> <i>[approximately 2 or 3 lessons]</i>	<u>Summer Half Term 1</u> <i>[approximately 3 lessons]</i>	<u>Summer Half Term 2</u> <i>[approximately 2 or 3 lessons]</i>
		Intimate relationships	Intimate relationships	Becoming an expert in online safety	Becoming an expert in online safety	Unequal relationships

Year 9–11 Yearly Rotational Tuesday Tutor Time PSHE Programme:

SOW for Tuesday Tutor Time Weekly PSHE Sessions	<u>Autumn Half Term 1</u> <i>[approximately 6 tutor periods]</i>	<u>Autumn Half Term 2</u> <i>[approximately 7 tutor periods]</i>	<u>Spring Half Term 1</u> <i>[approximately 5 tutor periods]</i>	<u>Spring Half Term 2</u> <i>[approximately 5 tutor periods]</i>	<u>Summer Half Term 1</u> <i>[approximately 6 tutor periods]</i>	<u>Summer Half Term 2</u> <i>[approximately 5 tutor periods]</i>
<u>YEAR A</u>	Understanding our environment	Conversations about mental health	Careers and future life skills	Health and independence	Finance (online focus)	PSHE yearly reflections
<u>YEAR B</u>	Sustainable living	Strategies for emotional wellbeing	Transferable employment skills and	Respectful relationships	Finance (budgeting focus)	PSHE yearly reflections

			setting goals			
YEAR C	Effective citizenship	Peer pressure and its effects on mental health	Careers – CVs and job applications	Revisiting positive physical health	Developing examination techniques	PSHE yearly reflections

Key:

Health & wellbeing, Relationships, Living in the wider world, RSE, British Values, SMSC, Safeguarding

Year 10 PSHE Programme:

SOW for Timetabled Weekly PSHE Lessons	Autumn Half Term 1 [approximately 3 lessons]	Autumn Half Term 2 [approximately 3 or 4 lessons]	Spring Half Term 1 [approximately 2 or 3 lessons]	Spring Half Term 2 [approximately 2 or 3 lessons]	Summer Half Term 1 [approximately 3 lessons]	Summer Half Term 2 [approximately 2 or 3 lessons]
	Drugs, alcohol and peer influence	Drugs, alcohol and peer influence	Healthy relationships	Healthy relationships	Addressing extremism and radicalisation	Addressing extremism and radicalisation

Year 9–11 Yearly Rotational Tuesday Tutor Time PSHE Programme:

SOW for Tuesday Tutor Time Weekly	Autumn Half Term 1 [approximately 6 tutor periods]	Autumn Half Term 2 [approximately 7 tutor periods]	Spring Half Term 1 [approximately 5 tutor periods]	Spring Half Term 2 [approximately 5 tutor periods]	Summer Half Term 1 [approximately 6 tutor periods]	Summer Half Term 2 [approximately 5 tutor periods]

PSHE Sessions						
YEAR A	Understanding our environment	Conversations about mental health	Careers and future life skills	Health and independence	Finance (online focus)	PSHE yearly reflections
YEAR B	Sustainable living	Strategies for emotional wellbeing	Transferable employment skills and setting goals	Respectful relationships	Finance (budgeting focus)	PSHE yearly reflections
YEAR C	Effective citizenship	Peer pressure and its effects on mental health	Careers – CVs and job applications	Revisiting positive physical health	Developing examination techniques	PSHE yearly reflections

Key:

Health & wellbeing, Relationships, Living in the wider world, RSE, British Values, SMSC, Safeguarding

Year 11 PSHE Programme:

SOW for Timetabled Weekly PSHE Lessons	Autumn Half Term 1 <i>[approximately 3 lessons]</i>	Autumn Half Term 2 <i>[approximately 3 or 4 lessons]</i>	Spring Half Term 1 <i>[approximately 2 or 3 lessons]</i>	Spring Half Term 2 <i>[approximately 2 or 3 lessons]</i>	Summer Half Term 1 <i>[approximately 3 lessons]</i>
	Communication in relationships	Building for the future	Communication in relationships	Families	Families

Year 9–11 Yearly Rotational Tuesday Tutor Time PSHE Programme:

SOW for Tuesday Tutor Time Weekly PSHE Sessions	<u>Autumn Half Term 1</u> <i>[approximately 6 tutor periods]</i>	<u>Autumn Half Term 2</u> <i>[approximately 7 tutor periods]</i>	<u>Spring Half Term 1</u> <i>[approximately 5 tutor periods]</i>	<u>Spring Half Term 2</u> <i>[approximately 5 tutor periods]</i>	<u>Summer Half Term 1</u> <i>[approximately 6 tutor periods]</i>	<u>Summer Half Term 2</u> <i>[approximately 5 tutor periods]</i>
<u>YEAR A</u>	Understanding our environment	Conversations about mental health	Careers and future life skills	Health and independence	Finance (online focus)	PSHE yearly reflections
<u>YEAR B</u>	Sustainable living	Strategies for emotional wellbeing	Transferable employment skills and setting goals	Respectful relationships	Finance (budgeting focus)	PSHE yearly reflections
<u>YEAR C</u>	Effective citizenship	Peer pressure and its effects on mental health	Careers – CVs and job applications	Revisiting positive physical health	Developing examination techniques	PSHE yearly reflections

Key:

Health & wellbeing, Relationships, Living in the wider world, RSE, British Values, SMSC, Safeguarding

Year 12 & 13 PSHE Programme:

SOW for Timetabled Weekly PSHE Lessons	<u>Autumn Half</u>	<u>Autumn Half</u>	<u>Spring Half</u>	<u>Spring Half</u>	<u>Summer Half</u>
	<u>Term 1</u> [approximately 4 lessons]	<u>Term 2</u> [approximately 7 lessons]	<u>Term 1</u> [approximately 2 or 3 lessons]	<u>Term 2</u> [approximately 2 or 3 lessons]	<u>Term 1</u> [approximately 3 lessons]

Autumn Half Term 1

Wednesday 22nd September – National Fitness Day – Health & Fitness **Health & wellbeing**

Wednesday 29th September – Mental Health & Stress Management **Health & wellbeing**

Wednesday 6th October – National Poetry Day & Black History Month **Living in the wider world**

Wednesday 13th October – LGBTQ+ Awareness – Acceptance, Tolerance & Inclusion **Relationships Living in the wider world**

Autumn Half Term 2

Wednesday 3rd November – National Stress Awareness Day – Student Strategies! **Health & wellbeing**

Wednesday 10th November – Anti-Bullying Week (Peer on Peer Abuse) **Health & wellbeing Relationships**

Wednesday 17th November – RSE (TBC – Imperial Students/It Happens) **RSE**

Wednesday 24th November – Prevent (TBC) – Incel awareness **Living in the wider world**

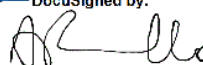
Wednesday 1st December – AIDS Awareness Day **Living in the wider world** & BEAT – Eating Disorder Awareness **Health & wellbeing**

Wednesday 8th December – Drug & Alcohol Awareness **Health & wellbeing**

Key:


Health & wellbeing, **Relationships**, **Living in the wider world**, **RSE**, **British Values**, **SMSC**, *Safeguarding*

Headmaster

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11 April 2024

KPS Advisory
Board Member

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17 April 2024