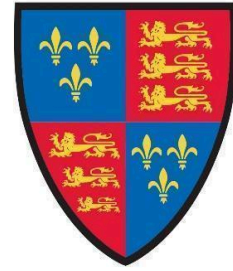




**THE SCHOOLS OF
KING EDWARD VI
IN BIRMINGHAM**

In pursuit of educational excellence for all



**KING EDWARD VI
ACADEMY TRUST
BIRMINGHAM**

Relationships and Sex Education (RSE) Policy.

Responsible Board/ Committee	Pastoral/Compliance Committee
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I. What is RSE?

- RSE is lifelong learning about physical, social, moral, cultural, ethical, emotional and sexual development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.
- RSE hopes to provide accurate information about the body, reproduction, sex, and sexual health. It will also give students essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe in the modern world, both on and offline.
- RSE contributes to:
 - a positive ethos and environment for learning.
 - safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school.
 - a better understanding of diversity and inclusion, a reduction in gender-based and homophobic/biphobic/transphobic (HBT) prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships.
 - helping students keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice.
 - reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence, and bullying.
- RSE does not:
 - encourage young people to become sexually active at a young age.
 - promote a particular sexual orientation.
 - sexualise young people.

II. The Law.

We have based our school's RSE policy on the following:

- DfE guidance documents Relationships Education, Relationships and Sex Education (RSE) and Health Education, last updated September 2021;
- Relationships Education (Secondary), last updated September 2021;
- Physical Health and Mental Well-being (Primary and secondary), last updated September 2021;
- PSHE Association and Sex Education Forum.
- Guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.
- Guidance issued by the secretary of state as outlined in the Equality act 2010 : A duty not to discriminate against the nine protected characteristics that are set out by the Act (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- Keeping children safe in education – Statutory safeguarding guidance (2022).

III. Purpose.

- High-quality, evidence-based and age-appropriate teaching of Relationships and Sex can help prepare pupils for the opportunities, responsibilities and experiences of adult life. Our Relationships and Sex Education (RSE) Policy is designed with the following purposes:
 - To inform students about different types of relationships, including friendships, family relationships and intimate relationships
 - To understand how to build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent; how to manage conflict and how to recognise unhealthy relationships
 - To ensure students know how relationships may affect health and wellbeing, including mental health
 - To promote healthy relationships and safety online
 - To teach factual knowledge around sex, sexual health and sexuality within the context of relationships; to help students acquire the skills and understanding to make considered decisions about safe and lawful sexual behaviour and personal safety, now and in the future
 - To help students acquire the skills and confidence to access confidential health advice, support and treatment if necessary.

IV. Safe Environment.

- RSE involves consideration of sensitive issues about which different people may hold strong and varying views. The school's approach to RSE will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias.
- We will ensure a safe learning environment. Ground rules have been agreed to provide a common values framework within which to teach.
- Our PSHCE/RSE code of conduct states that everybody has the right to express their opinions, everybody has the right to be heard and that all emotions and feelings are valid.
- Pupils are encouraged to show open-mindedness – to listen to and respect all points of view, irrespective of whether they agree with them, or not.

- Pupils are encouraged to show empathy – to aim to understand feelings of other people.
- Pupils are encouraged to behave with integrity – to value honesty, to take responsibility for their actions.

V. Curriculum.

- The DfE requires all secondary school students to learn about certain RSE topics by the end of secondary school. These requirements are listed at Appendix A to this Policy.
- RSE Curriculum as part of Personal, Social, Health, Citizenship and Economic Education (PSHCE).
- Certain biological aspects of the RSE Curriculum are taught within the Science Curriculum and other aspects are included in the RE Curriculum.
- We ensure RSE is inclusive and meets the needs of all of our pupils, including those with special educational needs and disabilities (SEND), recognising that pupils with special educational needs may be more vulnerable to exploitation, bullying and other issues due to the nature of their SEND.
- Considerations are also made for:
 - religious and cultural diversity
 - diverse sexuality of students
 - HBT bullying and behaviour
 - student’s age and physical and emotional maturity
 - students who are new to English
- The Curriculum is a live document, it is being reviewed and updated as appropriate.

VI. Delivery.

- The main RSE programme is planned and delivered through PSHE lessons/tutor time/drop-down days.
- In addition, certain biological aspects are delivered through Science lessons, other aspects of RSE arise in tutor time and cross-curricular links exist within a number of subjects (RE, Biology, etc.)
- Pupils receive one lesson per week of PSHE/RSE.
- RSE education programme is presented by means of various techniques and strategies such as videos, discussions, visiting speakers as well as formal written information. In this way it is intended that children of all abilities will be able to draw important information and insights in this area.
- Teaching staff will receive RSE training as part of the school’s CPD programme; teachers do not have the right to opt out of teaching RSE. Any concerns about delivering RSE will be raised with the Headteacher.

VII. Assessment

- Baseline assessments are carried out at the start of the new topic to assess students’ prior knowledge.
- Assessment for Learning (AfL) is built into the lessons to gauge understanding, adapt teaching and maximise learning.
- Assessment of Learning is used at the end of a taught topic.

- Some aspects of learning in PSHE lend themselves more easily to formal assessment than others, however we will aim to measure all learning and development which has value in PSHE, and not value only those aspects that are easy to measure.
- Assessment activities which are more open ended are used to assess understanding of different values, attitudes and beliefs.
- Students have opportunities to reflect on their learning, especially when that learning relates directly to the individual's identity – their personal qualities, attitudes, skills, attributes, achievements and influences.
- High level questioning is used as an effective tool within the assessment process. Teachers use questions to find out what learners know, understand and can do, as well as to analyse learners' responses and their questions. Questions can reveal what learners' specific misconceptions are in order to target teaching more effectively.

VIII. Monitoring.

- We have the same high expectations of the quality of pupils' work in RSE and Health Education as for other curriculum areas.
- The programme is regularly monitored and evaluated by Lead Professional PSHCE.
- Evaluation of the programme will take place through learning walks, exercise books and folders scrutiny.
- Teachers will critically reflect on their work in delivering RSE and engage in ongoing inquiry.
- The views of students and teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis.

IX. Home-School Partnership.

- We view the partnership of home and school as vital in providing the context to developing healthy and safe relationships.
- The teaching offered by the school is complementary and supportive to the role of parents and has regard to parents' views about its content and presentation.
- This Relationship and Sex Education Policy is available to all parents on request and opportunities will be made during the academic year to discuss material and teaching methods used in Relationship and Sex Education.
- Particular attention and decisions are taken with regards to parents from some religious groups and ethnic minorities who may not feel comfortable in dealing with the subject publicly.
- We will notify parents when Relationships and Sex education will be taught, by a letter and/or via a newsletter.

X. Safeguarding

- Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue.

- If a pupil discloses something of a personal nature, teachers will report it to the Designated Safeguarding Lead. Staff cannot promise absolute confidentiality if approached by a student for help. Staff will make this clear to students.
- All external visitors are selected carefully in line with our values and school ethos and are required to follow the school's safeguarding procedures from the point of arrival.
- Visitors/external agencies which support the delivery of RSE will be required to meet with the Lead Professional PSHCE before delivering any sessions to discuss content and make-up of the groups. Teachers will always be present during visitors' sessions.

XI. The Right to Withdraw.

- There is no right to withdraw from Relationships Education or Health Education, as set out by legislation.
- Parents or carers have the right to request that their child be withdrawn from all or part of the sex education component of the RSE Curriculum, until three terms before the child turns 16. After this point, it is the child's choice: if a pupil chooses to be taught the sex education components of the RSE Curriculum, the school will take all reasonable efforts to ensure that they are.
- The process to request to withdraw students from the sex education components of the RSE Curriculum is the same for students with special educational needs and disabilities (SEND). However, in exceptional circumstances the Headteacher may want to take the specific needs of a student with SEND into account when making this decision.
- The form for making a request for withdrawal is at Appendix B to this Policy.
- The sex education component of the RSE Curriculum are those areas covered in the "Intimate and sexual relationships, including sexual health" part of Appendix A – DFE requirements.
- Parents are welcome to review any RSE resources the school uses.
- Requests for withdrawal should be put in writing and addressed to the Lead Professional PSHCE. Parents will then be invited in for a discussion with the Headteacher before withdrawal requests being granted. Parents/carers are encouraged to discuss their decisions at the earliest opportunity.
- The notes from the meeting together with a copy of withdrawal requests will be placed in the pupil's educational record.
- If a pupil is excused from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

XII. Raising Concerns about this Policy or the RSE Curriculum.

- In the first instance, concerns about the Policy and the RSE curriculum should be forwarded to Lead Professional PSHCE.
- If the issue is not resolved, a meeting with the Hadteacher will be arranged to provide an opportunity for further discussion.
- Complaints will not be considered if they are based on prejudice or a desire to discriminate against a particular group.

Appendix A. DfE requirements.

Topic	Pupils should know
<p>Families</p>	<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 – 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 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), how to seek help or advice, including reporting concerns about others, if needed
<p>Respectful Relationships including Friendships</p>	<ul style="list-style-type: none"> ● 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)

	<ul style="list-style-type: none"> ● 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
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, 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	<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, for example physical, emotional, mental, sexual and reproductive health and wellbeing

	<ul style="list-style-type: none"> ● 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
<p>The Law</p>	<p>It is important 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>Changing adolescent bodies.</p>	<ul style="list-style-type: none"> ● Key facts about puberty, the changing adolescent body and menstrual wellbeing. ● The main changes which take place in males and females, and the implications for emotional and physical health
<p>Mental Wellbeing</p>	<ul style="list-style-type: none"> ● how to talk about their emotions accurately and sensitively, using appropriate vocabulary ● that happiness is linked to being connected to others ● how to recognise the early signs of mental wellbeing concerns ● common types of mental ill health (e.g. anxiety and depression) ● how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health ● the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness

Physical Health and Fitness	<ul style="list-style-type: none"> ● the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress ● the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health ● about the science relating to blood, organ and stem cell donation
Healthy Eating	<ul style="list-style-type: none"> ● how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer
Drugs, Alcohol and Tobacco	<ul style="list-style-type: none"> ● the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions ● the law relating to the supply and possession of illegal substances ● the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood ● the physical and psychological consequences of addiction, including alcohol dependency ● awareness of the dangers of drugs which are prescribed but still present serious health risks ● the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so
Health and Prevention	<ul style="list-style-type: none"> ● about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics ● about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist ● (late secondary) the benefits of regular self-examination and screening ● the facts and science relating to immunisation and vaccination ● the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn
Basic First Aid	<ul style="list-style-type: none"> ● basic treatment for common injuries ● life-saving skills, including how to administer CPR [footnote 2] ● the purpose of defibrillators and when one might be needed
Internet Safety and Harm	<ul style="list-style-type: none"> ● the similarities and differences between the online and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks relating to online gambling

	<p>including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</p> <ul style="list-style-type: none"> • How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
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Appendix B. Withdrawal Form.

To be completed by a parent/guardian.

Name of child		Class	
Name of parent/guardian		Date	

Reason for withdrawing from sex education within relationships and sex education:

Any other information you would like the school to consider:

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Parent/Guardian Signature:

Agreed actions from discussion with parents/guardians	
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