



KINGS NORTON GIRLS' SCHOOL

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Relationship and Sex Education Policy (incorporating health education)

Reviewed:	June 2023
Review date:	June 2026
Review cycle:	Every 3 years
Owner:	DGU
Committee:	Standards & Curriculum

Rationale

This policy came into effect after consultation with parents/carers. The school chooses how to deliver the subject reflecting on the make-up and arising needs of our student body however, statutory guidance from the Department for Education (DFE) is also taken into account along with the Equality Act 2010 and school's advice.

RSE is carried out principally within the Personal, Social and Health Education (PSHE) programme. Some aspects of the teaching are covered through the Science, Computer Science, RE, Food and Nutrition and Physical Education curriculum also, during tutor time and specific health days.

Today's children and young people grow up in an increasingly complex world both on and offline. This presents many opportunities, but also challenges and risks. Students must learn to be safe and healthy, and how to manage their academic, personal and social lives in a positive way both on and offline. At Kings Norton Girls' School we recognise that RSE is learning about physical, moral and emotional development and not just about intimate relationships. It is about the importance of stable and loving relationships including marriage for family life, and about respect, love and care. RSE provides students with factual knowledge and an understanding of the influences on young people, encouraging them to be aware of the options open to them and to take charge of decisions about their own behaviour, including on-line behaviour. It encourages the development of personal and interpersonal skills, the awareness and respect of self and others and encourages reflection and responsibility. In line with our school values, it encourages students to demonstrate respect of self and others, and to be courageous to enable all to flourish socially, emotionally and academically.

Under the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, from the academic year 2020/2021:

- It is compulsory for academies to provide **Relationships and sex education (RSE)** and Health Education.

Parents/carers request to withdraw their child from all or part of sex education

Parents/carers may request to withdraw their child from all or part of any sex education delivered as part of statutory RSE, but only after discussion with the Headteacher, who will respect the parents'/carers' wishes if they continue to hold that view after discussion. However, parents/carers do not have the right to withdraw their children from the biological aspects of human growth and reproduction necessary under national curriculum science. After turning 15 years of age, if the student wishes to receive sex education then the school will make arrangements to provide it within the next three terms and the parents/carers have no right to appeal against that decision.

The school is mindful to make reasonable adjustments to alleviate disadvantage or vulnerability of any of our students under the SEND Code of Practice when planning RSE lessons. Also, teachers try hard not to discriminate against any students because of any 'protected characteristics' under the Equality Act 2010 (ie age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity or sexual orientation).

Purpose

The purpose of RSE at Kings Norton Girls' school is to develop further the relationships education our students have received in primary school and give them the information they need to help them develop healthy, nurturing relationships of all kinds including what makes a good friend, a good colleague and a successful marriage, partnership or other type of committed relationship. The aim is also to cover intimate relationships (including the use of contraception) and developing such relationships whilst resisting coercion to have sex. It will teach what is acceptable and what is unacceptable behaviours in relationships. At Kings Norton Girls' School we aim to explain how to identify when relationships are not right and understand how to deal with such situations and encourage students to enjoy the positive effects that good relationships have on their mental wellbeing.

External agencies

Kings Norton Girls' School deepens the students' RSE and Health Education by using external visitors to deliver certain topics. The school checks in advance that:

- The teaching delivered by visitors fits with the planned programme for teaching RSE.
- Details of what will be covered by the visitor, the materials that the visitor will use in the sessions, a session plan, and how the session will be delivered to ensure age appropriateness for our students and inclusivity.
- They are fully aware of the relevant provisions of The Equality Act 2010.
- The lead teacher will also discuss with the visitor aspects of confidentiality and reporting any safeguarding issues.

Topics to be covered

RSE at Kings Norton Girls' School builds on the foundations of Relationships Education and age-appropriate sex education our students will have received at their primary schools.

Teaching will explain relevant legal provisions so that students clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

When planning the teaching of RSE the school has taken into account the religious background of all students and reflects what the law allows and does not allow. Different faith perspectives on the issues are covered in wider school curriculum including in Religious Education.

Students learn about the following topics in the RSE curriculum and Appendix A identifies when each topic is covered and in which subject area.

Families

- 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 the legal status.
- why marriage is an important relationship choice for many couples and why it must be willingly 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 and friendships

- the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the lack of it and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
- practical steps they can take to improve or support respectful relationships.
- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage.
- 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 social media safety and harm

- 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 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 jail.
- how information and data is generated, collected, shared and used online.

Being safe

- 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, sexual health

- 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 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 (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 health aspect of the RSE and Health education will ensure that students are taught:

Mental wellbeing:

- 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.

Internet safety and harms

- the similarities and differences between the online world 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 related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.
- 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.

Physical health and fitness

- 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 cardiovascular ill-health.
- about the science relating to blood, organ and stem cell donation.

Healthy eating

- how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Drugs alcohol and tobacco

- 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

- 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

- basic treatment for common injuries.
- life-saving skills, including how to administer CPR.
- the purpose of defibrillators and when one might be needed.

Changing adolescent body

- 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.

Reviewing

The governors will review this policy annually and assess its implementation and effectiveness in the light of any changes to the national curriculum or to legislation. The views of staff, parents/carers and children are taken into account whenever changes are introduced. Parents/carers are encouraged to raise questions to understand the school's approach.

Staff training

We shall seek to provide training for those teachers who are involved in the Relationships and Sex Education programme in order to provide them with the requisite skills and knowledge. We shall also ensure that colleagues who are engaged in the programme are kept up-to-date with DfE and Birmingham City Council regulations and guidelines. Student and parent/carer surveys are used to evaluate the effectiveness of the programme from the students' and parents'/carers' points of view.

Monitoring the implementation of the policy

The Deputy Headteacher (Students) together with the leader of PSHE will be responsible for the day-to-day implementation of the policy in relation to the preparation and delivery of Relationships and Sex Education within the curriculum. An annual report will be made to the Standards & Curriculum Committee of the Governing Body. Representatives from the Governing Body will monitor relationships and sex education issues on a regular basis to enable the appropriate implementation of the policy.

Related school policies update

- Equality Policy
- Safeguarding and Child protection
- Curriculum Policy
- Teaching and learning policy
- SEN policy
- Anti-Bullying Policy

Related national documents

DFE - Keeping Children Safe in Education for the current academic year

DFE Relationships Education, Relationships and Sex Education (RSE) and Health Educations; updated September 2021

OFSTED - Inspecting safeguarding in early years, education and skills settings, Updated September 2022

Appendix A: RSE and HE Topic Map (NOTE TO GOVERNORS: This is being worked on at the moment and will be sent when complete)