



**KING EDWARD VI
ACADEMY TRUST
BIRMINGHAM**



**KING EDWARD VI
KING'S NORTON
SCHOOL FOR BOYS**

RSE Policy

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<i>Policy Owner</i>	D. Clayton
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Sex and Relationships Education Curriculum Intent

Sex and Relationships Education at King Edward VI King's Norton School for Boys (KNSB) aims to support our boys through their physical, emotional and moral development from childhood to adolescence and into adulthood. We believe that Sex & Relationship Education is an essential part of a broad and balanced curriculum. It is delivered to all students in accordance with the school's Equal Opportunities Policy and the requirements of the DfE Sex and Relationships Education Guidance (2000) and the more recent Relationships Education, Relationships and Sex Education 2025), and Health Education (England) Regulations 2019 which are made under sections 34 and 35 of the Children and Social Work Act 2017.

The teaching of RSE and health education can help to prepare students for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of students at school and in the wider society.

Our RSE curriculum is designed to support students' mental health, emotional wellbeing and sense of belonging within the school community. Through an inclusive and safeguarding-led approach, students are supported to develop resilience, confidence and the skills needed to navigate increasingly complex social, emotional and digital environments.

It has been approved following consultation with relevant Heads of Department (Science, Religious Education, ICT/Computing, and PE) as well as students, parents, governors and staff involved in teaching Sex and Relationships.

A copy of this policy is available on the school's website. Curriculum information is also published on the school portal.

Statutory Requirements

As a secondary school we must provide RSE to all pupils as per section 34 of the Children and Social Work Act 2017. Schools are also required to comply with the relevant requirements of the Equality Act 2010 with particular relevance here to the fact that schools must not unlawfully discriminate against pupils because of their 'protected' characteristics. Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for RSE.

Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

Aims

The aims of relationships and sex education (RSE) at our school are to:

- provide an environment in which sensitive discussions can take place
- help students develop feelings of self-respect, confidence and empathy
- provide a knowledge of how the human body functions and how it develops so that students understand the changes that are happening to their bodies and how these will affect them
- develop self-esteem, self-awareness and communication skills
- support students' mental health and emotional wellbeing by developing resilience, self-worth and strategies for seeking support when needed
- promote a sense of belonging, inclusion and community where students feel safe, valued and respected
- provide support and information for young people and their parents
- support students through key transition points, including transition from Key Stage 2 to Key Stage 3 and from Key Stage 4 into further education, employment and adult life
- create a positive culture around issues of sexuality and relationships
- give all students objective and accurate information concerning sexual relationships
- equip them to make considered decisions about their own relationships
- encourage them to respect the needs and rights of others
- foster a sense of moral responsibility
- create a positive culture around issues of sexuality and relationships
- develop the skills to avoid unwanted sexual experiences
- provide opportunities for students to talk with adults who are prepared to engage with them about issues that are concerning them
- encourage students to accept that others' sexuality may be different from their own
- ensure all students, including those with SEND and vulnerable learners, can access and engage meaningfully with the curriculum through adaptive teaching and appropriate support

Delivery of RSE

RSE is taught within the timetabled Personal Development schedule. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Religious Education.

RSE is taught both in discrete topics but content is also covered over a range of Personal Development areas which ensures a more cohesive and embedded approach to the subject. Delivery of the RSE curriculum is varied and adapted as needed to ensure the content is accessible to all students, including those with SEND.

The school recognises that some students, including vulnerable students and those with additional needs, may require further support, adapted resources or additional pastoral guidance to fully access and understand aspects of the curriculum. Staff carefully consider the needs, backgrounds and experiences of students to ensure delivery is inclusive, supportive and age appropriate.

The curriculum has been developed in line with the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' guidance.

The school will consider the context and views of the wider local community when developing the curriculum to ensure it is reflective of issues in the local area. We will also consider the religious background of all students when planning teaching, to ensure all topics included are appropriately handled. Curriculum content is regularly reviewed to ensure it reflects emerging safeguarding concerns, local and national trends, technological developments and the lived experiences of students.

Students also receive stand-alone sex education sessions delivered by a trained health professional.

Across all Key Stages, students will be supported in developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertive communication
- Seeking help and support when required
- Emotional literacy and self-regulation
- Building positive relationships and a sense of belonging within the school and wider community
- Informed decision-making

- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

By the end of secondary school, students will know:

1) Families

- 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 relationships.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- How stereotypes, particularly those based on sex, gender, race, religion, sexual orientation or disability, can cause damage, e.g. how they might normalise non-consensual behaviour.
- 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, responsibilities of bystanders to report bullying and how and where to seek help.
- The types of behaviour in relationships that can be criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and violence and why these are always unacceptable.
- The legal rights and responsibilities regarding equality, with reference to the protected characteristics defined in the Equality Act 2010, and that everyone is unique and equal.

2) Online and media

- Their rights, responsibilities and opportunities online, and that the same expectations of behaviour apply in all contexts.
- About online risks, including that material shared with another person 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 they receive.
- What to do and where to get support to report material or manage issues online.
- The impact of viewing harmful content.
- The ways in which online content, influencers, algorithms and harmful online communities can negatively influence attitudes, behaviours, relationships and self-image.
- How to critically evaluate online information, recognise manipulation and challenge harmful ideologies and misinformation online.
- 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 is a criminal offence which carries severe penalties, including jail.
- How information and data is generated, collected, shared and used online.

3) 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 to recognise unhealthy, exploitative or coercive behaviours in both online and offline relationships and how to safely seek support for themselves or others.
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn – this includes online.

Intimate and sexual relationships, including sexual health

By the end of secondary school, students will 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 and 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 both men and women.
- The 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 enjoy intimacy without sex.
- The facts about the full range of contraceptive choices, their effectiveness and options available.
- The facts around pregnancy including miscarriage.
- That there are choices in relation to pregnancy, with legally and medically 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) are transmitted, how risk can be reduced through safer sex and the importance of 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.

Through the delivery of RSE, King Edward VI King's Norton School for Boys aims to prepare students for safe, healthy and respectful adult lives. The curriculum supports students in understanding themselves and others, managing risk, developing positive relationships and making informed decisions in an increasingly complex world. It is underpinned by safeguarding, inclusivity and the promotion of respect, empathy and responsibility.

Roles and Responsibilities

The Governing Board

The governing board will approve the RSE policy, and hold the head teacher to account for its implementation. They are responsible for:

- Ensuring all students make progress in achieving the expected educational outcomes
- Ensuring the RSE curriculum is well-led, effectively managed and well-planned
- Evaluating the quality of provision through regular and effective self-evaluation
- Ensuring that teaching is delivered in ways that are accessible to all pupils with SEND
- Providing clear information to parents on the subject content and the right to request that their child is withdrawn
- Ensuring RSE is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations

The Headteacher

The Headteacher is responsible for monitoring RSE to ensure that it is taught consistently and effectively across the school. They are responsible for:

- The overall implementation of this policy
- Ensuring all staff are suitably trained to deliver the subjects
- Ensuring parents are fully informed of this policy
- Reviewing all requests to withdraw students from non-statutory elements of the RSE curriculum
- Discussing withdrawal requests with parents, and the child if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education
- Ensuring withdrawn students receive appropriate, purposeful education during the period of withdrawal
- Encouraging parents to be involved in consultations regarding the school's RSE curriculum.
- Reviewing this policy on an annual basis
- Reporting to the governing board on the effectiveness of this policy and the curriculum

RSE Lead:

The Teacher In Charge is responsible for:

- Overseeing the delivery of RSE
- Working closely with colleagues in related curriculum areas to ensure the RSE curriculum compliments, and does not duplicate, the content covered in national curriculum subjects
- Ensuring the curriculum is age-appropriate and of high-quality

- Reviewing changes to the RSE curriculum and advising on their implementation
- Monitoring the learning and teaching of RSE, providing support to staff where necessary
- Ensuring the continuity and progression between each year group
- Helping to develop colleagues' expertise in the subject
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum
- Ensuring the school meets its statutory requirements in relation to the delivery of RSE

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RSE

Students

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

Parents' role and right to withdraw

The school understands that parents' role in the development of their children's understanding about relationships and health is vital and will work closely with parents when planning and delivering the content of the school's RSE curriculum.

When in consultation with parents, the school will provide:

- The curriculum content, including what will be taught and when.
- Examples of the resources the school intends to use to deliver the curriculum.
- Information about parents' right to request withdraw their child from non-statutory elements of RSE and health education.

Parents will be provided with opportunities to understand and ask questions about the school's approach to RSE curriculum as we acknowledge that some aspects of the curriculum may be of concern to parents. If parents have concerns or questions regarding RSE, they should contact the school via email to set up a meeting.

Parents have the right to request that their child be withdrawn from some or all of the sex education delivered as part of the statutory Relationships and Sex Education (RSE) curriculum, except where it is covered in the National Curriculum for Science. This right is granted under section 405 of the Education Act 1996 and is further outlined in the Department for Education (DfE) guidance on RSE (2019)

Process for Withdrawal:

- If a parent wishes to withdraw their child from sex education lessons, they must submit a written request to the Headteacher.

- The Headteacher will invite the parent to a discussion to clarify the content of the curriculum, address any concerns, and discuss the benefits of receiving this education.
- Following this discussion, if the parent still wishes to withdraw their child, the request will be granted, and alternative arrangements will be made to ensure the child's continued learning in a suitable manner.

Exceptions to Withdrawal:

- There is no right to withdraw from Relationships Education, which is a statutory part of the curriculum.
- There is no right to withdraw from Health Education, including lessons on puberty, menstrual health, and mental well-being.
- From three terms before their 16th birthday, if a pupil wishes to receive sex education, they have the right to opt-in, even if they were previously withdrawn by their parents. The school will provide sex education to any pupil who requests it at this stage.

We encourage parents to engage with us in open dialogue about RSE, and we welcome any questions or concerns to ensure that students receive a balanced and age-appropriate education in line with statutory guidance.

Monitoring the delivery of RSE

The delivery of RSE is monitored by the RSE lead through:

- Setting and monitoring student work
- Learning walks
- Book scrutiny
- Collaborative meetings
- Attending relevant in-person and online training
- Ensuring that the RSE team attend relevant training
- Ensuring knowledge of RSE updates and their implementation in school
- Students' development in RSE is monitored by class teachers
- This policy will be reviewed by the head teacher and the governing body annually and will be approved by them in collaboration

2022-23 curriculum plan is subject to change to suit the needs of the students.

	Autumn		Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid Health and puberty Healthy routines, influences on health, puberty, unwanted contact	Digital literacy Online safety, digital literacy, media reliability	Diversity Diversity, prejudice, and bullying	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations	Financial decision making Saving, borrowing, budgeting and making financial choices
Year 8	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation ENRICHMENT DAY TBD	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Addressing extremism and radicalisation Communities, belonging and challenging extremism ENRICHMENT DAY TBD	

Year 9	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process	Employability skills Employability and online presence	
Year 10	Work experience Preparation for and evaluation of work experience and readiness for work	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	Exploring influence The influence and impact of drugs, gangs, role models and the media
Year 11	Building for the future Self-efficacy, stress management, and future opportunities	Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	Next steps Application processes, and skills for further education, employment and career progression	Independence Responsible health choices, and safety in independent contexts		