



## **Relationships Education and, Relationships and Sex Education Policy**

### **Introduction**

- The School believes that effective relationships education and relationships and sex education is essential for young people to make responsible and well-informed decisions about their lives. The aim of relationships education and relationships and sex education is to help prepare pupils for the opportunities, responsibilities and experiences of adult life. The School recognises that to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build self-efficacy. These subjects can support children and young people to develop resilience, to know how and when to ask for help, and to know where to access support.
- The School recognises that the role of parents in the development of their children's understanding about relationships is vital. Parents are first teachers of their children. They have the most significant influence in enabling their children to grow to maturity and to form healthy relationships. The School's relationship education and relationships and sex education programme is intended to complement and support the role of parents and carers in educating their children about sexuality and relationships.
- The School recognises an aim of this policy is to help to create a culture of safety, equality and protection.
- The School value to 'value one another' is an important aspect of PSHE.

### **Scope and Application**

This relationships education and relationships and sex education policy applies to the primary (Kirkstone Lower School) and secondary (Kirkstone Upper School) age phases of the School.

The policy applies to all staff (including employees, fixed term, part-time, temporary and voluntary staff and helpers) and pupils of the School.

### **Regulatory Framework**

This policy has been prepared to meet the School's responsibilities under:

Education (Independent School Standards) Regulations 2014;

*Statutory framework for the Early Years Foundation Stage* (DfE, March 2017);

Education and Skills Act 2008;

Education Act 2002;

Children Act 1989;

Equality Act 2010;

Children and Families Act 2014;



Children and Social Work Act 2017;

Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.

This policy has regard to the following guidance and advice:

It is based on statutory guidance from the DfE Relationships education, relationships and sex education and health education (DfE, June 2019);

Keeping children safe in education (DfE, September 2021) (**KCSIE**);

Sharing nudes and semi-nudes: advice for education settings working with children and young people (DfDCMS and Council for Child Internet safety, December 2020)

Working together to safeguard children: statutory guidance on inter-agency working to safeguard and promote the welfare of children (DfE updated December 2020);

Sexting in schools and colleges: responding to incidents and safeguarding young people (UK Council for Child Internet Safety, August 2016);

Sexual violence and sexual harassment between children in schools and colleges (DfE, December 2021);

Searching, screening and confiscation: advice for schools (DfE, January 2018);

Relationships education, relationships and sex education and health education FAQs (DfE, April 2019), the Government response to draft *Relationships education and relationships and sex education (RSE) and health education guidance*;

Relationships, sex and health education: guide for schools (DfE, June 2019), DfE guide for parents that schools can use to communicate about teaching relationships and health education.

Creating an LGBT-inclusive primary curriculum (Stonewall, 2019)

Respectful School communities: Self Review and Signposting Tool (DfE)

Plan your relationships, sex and health curriculum (DfE September 2020)

Teaching about relationships, sex and health (DfE, September 2020)

Review of sexual abuse in schools and colleges (Ofsted June 2021)

The following School policies, procedures, documents and resources material are relevant to this policy:

- Safeguarding and Child Protection Policy and Procedures;
- Behaviour and Discipline Policy;
- Risk Assessment Policy for Pupil Welfare;



- Anti-bullying Policy;
- Disability Policy;
- Learning Difficulties Policy;
- Inclusion, Equality and Diversity Policy;
- Online Safety Policy;
- Acceptable Use of ICT Policy for Pupils;
- Curriculum Policy;
- Kirkstone House School Overview of Personal, Social, Health and Economic Education (PSHE) and Spiritual, Moral, Social and Cultural Education
- Upper School Handbook on Personal, Social, Health and Economic Education (PSHE), Relationships and Sex Education (RSE), Emotional Wellbeing (EW) and Spiritual, Moral, Social and Cultural Education (SMSC);

### **Publication and Availability**

This policy is published on the School's website.

This policy is available free of charge in hard copy on request from the School Office.

A copy of this policy is available for inspection from the School during the School day.

This policy can be made available in large print or other accessible format if required.

### **Definitions**

Where the following words or phrases are used in this policy:

References to the Head mean the Head of the Kirkstone Upper School or lower school.

References to Parent or Parents means the natural or adoptive parents of the pupil (irrespective of whether they are or have ever been married, with whom the pupil lives, or whether they have contact with the pupil) as well as any person who is not the natural or adoptive parent of the pupil, but who has care of, or parental responsibility for, the pupil (e.g. legal guardian).

Responsibility statement and allocation of tasks

Our Proprietor has overall responsibility for all matters which are the subject of this policy including the approval of this policy.

The Proprietor is required to ensure that all those with leadership and management responsibilities at the School actively promote the well-being of pupils.

### **Definition of relationships education and relationships and sex education**

Relationships education for primary education and relationships and sex education for secondary education is part of the PSHE curriculum in the context of a broad and balanced curriculum, intended to provide what children and young people need to know about how to



be safe and healthy, and how to manage their academic, personal and social lives in a positive way. It comprises learning about the nature of marriage and civil partnership and their importance for family life and the bringing up of children; safety in forming and maintaining relationships; the characteristics of healthy relationships and how relationships may affect physical and mental health and wellbeing. The education provided is age appropriate and developmentally appropriate and is taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents, with the aim of providing pupils with the knowledge they need of the law.

Sex education, as part of relationships and sex education in secondary schools includes also the teaching about intimate and sexual relationships, including sexual health. It also includes what the law says about sex, relationships and young people, as well as broader safeguarding issues and using technology.

Sex education is not compulsory in primary schools. The School science curriculum policy includes reference to the subject coverage in related areas including the main external body parts, the human body as it grows from birth to old age (including puberty) and the reproduction in some plants and animals.

### **Curriculum Content**

By the end of primary education, relationships education will include teaching about families and people who care; caring friendships; respectful relationships; online relationships and being safe. The Kirkstone House School PSHE curriculum and the overview detail what each topic covers and when each topic is taught. See Appendix 1 for a broad overview of the curriculum map.

In addition to relationships education, the School will teach sex education including teaching contained in the science curriculum policy about the main external body parts, the human body as it grows from birth to old age (including puberty) and the reproduction in some plants and animals and all aspects of reproductive health education and relevant topics outlined.

By the end of secondary education, relationships and sex education will include teaching to develop knowledge on the topics specified for primary education. In addition, the curriculum provision will include teaching about families; respectful relationships, including friendships; issues around being online and the media; being safe and intimate and sexual relationships, including sexual health.

By the end of secondary education, pupils should be made aware of the relevant legal provisions when relevant topics are being taught including marriage, consent, including the age of consent, violence against women and girls, on-line 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 such as County Lines, extremism / radicalisation, criminal exploitation, hate crimes and female genital mutilation

### **Equality**

The School will ensure that it considers the makeup of the student body, including the gender and the age range of the pupils and take this into account in the design and teaching of relationships education and sex and relationships education. The School will consider whether



it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics. This may include positive action to support girls, as although anyone can experience sexual harassment and violence, research indicates that girls are disproportionately affected.

The School will be alive to issues such as sexual violence and sexual harassment, sexism, homophobia and stereotypes and will take positive action to build a culture of respect where such issues will not be tolerated and any incidences are identified and tackled. Sexual violence and sexual harassment and it is never acceptable and will not be tolerated. The School is committed to the approach that the starting point should always be that there is zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated. Sexual violence and sexual harassment will not be passed off as 'banter' as the School recognises that this can lead to unacceptable behaviours and an unsafe environment for children. The School will act as though sexual harassment and on-line sexual abuse are happening even when there are no specific complaints or reports about it.

The School will consider ways to foster healthy and respectful peer –peer communication and behaviour between boys and girls and provide an environment which challenges perceived limits on pupils based on their gender or other characteristic including these subjects and as part of a whole school approach.

**Students with special educational needs and disabilities (SEND):** relationships education and relationships and sex education will be accessible for all pupils and to ensure this, teaching will be differentiated and personalised. The School is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and will take this into consideration when designing and teaching these subjects.

**Lesbian, Gay, Bisexual and Transgender (LGBT):** The School will ensure that the teaching of relationships education and relationships and sex education is sensitive and age appropriate in content and will consider when it is appropriate to teach pupil about LGBT. This content will be fully integrated into the programmes of study rather than delivered as a stand-alone unit or lesson.

The School is aware of its legal duties, including those pursuant to the Equality Act 2010, which makes it unlawful for the Board of Governors of the School to discriminate against, harass or victimise a pupil or potential pupil in prescribed circumstances, including:

- in the way it provides education for pupils;
- in the way it provides pupils access to any benefit, facility or service; or
- Subjecting them to any other detriment.
- The School is also aware of its duties to teach about equality issues and to ensure teaching at the School does not discriminate against pupils.

## Curriculum Delivery

The content of the relationships and sex education curriculum is delivered through the curriculum areas of science, PSHE and other relevant departments and is also delivered in the following ways:

Pastoral programme:

- Tutor time delivered by form tutors



- Assembly delivered by members of staff and / or external agencies
- Collapsed timetable sessions delivered by members of staff and / or external agencies.

The School appreciates that pupils may ask their teachers or other adults questions pertaining to sex or sexuality which go beyond the School's curriculum. The School's approach is to ensure that teachers are confident to deal with such questions in an age-appropriate manner, recognising that children whose questions go unanswered may turn to inappropriate sources of information. INSET and other training will seek to include information on how teachers can respond.

### **Safeguarding, Reports of Abuse and Confidentiality**

The School will follow *Keeping children safe in education (KCSIE)* and will ensure children are taught about safeguarding, including about how to stay safe online. Open forums to discuss potentially sensitive issues will be made available to children. Children will also be made aware of how to raise concerns or make a report and how any report will be handled. The School recognises that a one size fits all approach may not be appropriate for all pupils and a more contextualised approach for more vulnerable pupils might be needed.

Teachers will follow the School's policy on confidentiality between themselves and students and manage an appropriate level of confidentiality. Students should be reassured that their best interests will be maintained, but teachers cannot offer or promise absolute confidentiality. Teachers will follow the School's safeguarding policy if a child protection issue is raised.

The School will encourage students to talk to their parents or carers and support them to do so. The School will also inform students of sources of confidential help, for example, the School nurse, counsellor, GP or local young person's advice service.

Where the school invites external agencies to support the delivery of these subjects, the School will agree in advance of the session how a safeguarding report will be dealt with by the external visitor.

### **Parents' and Carers' Participation**

The School recognises that parents and carers are the first teachers of their children and that they play a vital role in:

Teaching their children about relationships and sex;

Maintaining the culture and ethos of the family;

Helping their children cope with the emotional and physical aspects of growing up;

Preparing them for the challenges and responsibilities that sexual maturity brings.

The School will consult with parents and carers in the development and review of this policy and on the content of the relationship education and relationship and sex education programmes.

The School will communicate to parents what will be taught and when in delivering relationships education and relationships and sex education.



Parents and carers of pupils at the Upper School have the right to request that their child be withdrawn from some or all of sex education delivered as part of relationships and sex education at secondary age except for those parts included in the science curriculum, which cover the biological aspects of human growth and reproduction. The School will make alternative arrangements for students in each case so that they receive appropriate, purposeful education during the period of withdrawal.

Following a request to withdraw in relation to a pupil at the Upper School, the Head will request a discussion with the child's parents or carers, and where appropriate, with the child. Following that discussion, except in exceptional circumstances, the School should respect the parents' or carers' request to withdraw the child, up to three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the School should make arrangements to provide the child with sex education during one of those terms. There may be exceptional circumstances where the Head may want to take into account a pupil's specific needs arising from their special education needs or disability into account when making this decision. Any discussions and decisions will be documented by the School.

Parents and carers of Kirkstone House School have the right to request that their child be withdrawn from some or all of sex education delivered as part of relationships and sex education at primary age except for those parts included in the science curriculum. The individual subjects are identified in the overview of the delivery of teaching units coverage across curriculum areas tables.

The parents' and carers' right to request that their child be withdrawn from some or all of sex education will be communicated to them by the School. There is no right to withdraw from relationships education.

## **Consultation**

This policy has been produced in consultation with parents and carers and seeks to take into account the views of teachers and pupils.

## **Training**

The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.

The level and frequency of training depends on role of the individual member of staff and the need for them to complete risk assessments as part of their role.

The School maintains written records of all staff training.

## **Record Keeping**

All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.

All matters arising from this policy involving a child protection issue will be recorded and dealt with under the School's safeguarding and Child Protection policy.



The information created in connection with this policy may contain personal data. The School's use of this personal data will be in accordance with data protection law. The School has published privacy notices on its website which explain how the School will use personal data. In addition staff must ensure that they follow the School's data protection policies and procedures when handling personal data created in connection with this policy.

### **Monitoring, Evaluation and Review**

The roles with responsibility for PSHE, Science and other relevant subject leaders are as follows:

Upper School: Head of PSHE, and Head of Science;

They will ensure that:

All schemes of work are reviewed on a regular basis to assess the content and that the content as defined within the policy is accurate and conforms to current guidance;

Colleagues within their department or staff delivering this curriculum are familiar with this policy and ensure that delivery conforms to the guidelines set down in the policy and its appendices;

Staff teaching any part of this programme are asked to review content and delivery. The outcomes of this evaluation are used to inform future amendments to the teaching programme, consultation with parents and any training and development needs;

Any review of the programme includes an opportunity for the views of parents to be considered;

The content of all outside agencies' presentations is evaluated to ensure that it is in line with this policy.

Signed:

**Emma Wilson**  
**Head of PSHE.**

Review Date: September 2022