

Relationship and Sex Education (RSE) policy

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Vision

At Kettlethorpe High School, we believe that our high quality personal, social, health and economic (PSHE) and relationship and sex education (RSE) will equip our pupils with the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential. The physical, mental and social health and safety of every child is uppermost in our approach to PSHE and RSE at Kettlethorpe High School. All that is taught reflects the best intentions for the pupil in upholding the welfare of the pupil.

We believe in empowering our pupils to understand the world that they live in and to be confident in their own place in society. We encourage them to develop into good, considerate members of the public, following our school's vision of working together to be the best we can be.

Definitions and Legal Requirements

Under the Education Act 1993 and Education Reform 1998, all schools are required to maintain a statement of policy regarding RSE and make it available to parents on request. This policy complies with DoFE Guidance on Sex and Relationships Education and has been drawn up on the basis of law and guidance provided by the PSHE Association and wider agencies.

Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st Century (2014)
- Keeping Children Safe in Education – statutory safeguarding guidance (2023)
- Children and Social Work Act (2017)
- RSE statutory curriculum (2020)

Personal, social, health and economic education (PSHE) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life. PSHE education contributes to schools' statutory duties outlined in the Education Act 2002 to provide a balanced and broad curriculum. The programme of study includes three core themes:

- Health and wellbeing
- Relationships
- Living in the wider world

Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Most of the curriculum is taught as part of the PSHE programme, accompanied by statutory topics within the science curriculum. It is about the understanding of the importance of healthy, stable and positive relationships which are built around respect, love and care for family life. It involves acquiring information to stay safe and healthy, developing skills and forming beliefs, values and attitudes.

Roles and Responsibilities

The PSHE and RSE programme will be led by the PSHE Coordinator, overseen by the Assistant Head Teacher. It will be taught by tutors and accompanied by outside agencies, where appropriate, which could include Wellbeing Days and assembly presentations. All staff who deliver RSE will receive full training to ensure appropriate and supported delivery of content.

During RSE lessons (and at other times) controversial topics may arise. The judgement of individual teachers will decide whether the subjects are suitable for class discussion. Teachers will try to answer pupils' questions honestly, sensitively and in such a way that takes the context into account. If a question is felt to be too explicit, the teacher will acknowledge it and deal with it outside the whole class setting. Where discussions about sexual behaviour arise (for example HIV/AIDS) teachers will deal sensitively and objectively with information of this kind, avoiding the development of bias and prejudice. Where discussions about sexual behaviour arise from unrelated topics, teachers will give attention to relevant issues, again using professional judgement.

It is the responsibility of all teachers and pupils to show respect for all genders, sexualities and identities. Pupils should never be asked to disclose sexual orientation or personal information. Any concerns that arise about sexual abuse or any other safeguarding issues will be followed up under Kettlethorpe High School's safeguarding policy and procedure. Please refer to the current Safeguarding Policy at Kettlethorpe High School for further details.

Diversity and Inclusion

Kettlethorpe High School adheres to the Equality Act 2010 and Keeping Children Safe in Education 2023, and endeavours to ensure that our PSHE and RSE provision is inclusive and, where necessary, respects the rights of individuals within the confines of law.

We teach in an ethnically diverse community. In a class, we may have pupils from a wide variety of cultures and with a wide variety of faiths. These cultures and faiths often hold views, perhaps strong views, about sexual behaviour. We will be sensitive to these views but must ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals. We do not discriminate against individuals and aim to

provide a suitable RSE curriculum for our pupils. We will deal sensitively and honestly with issues of sexual orientation or identity and aim to answer appropriate questions and offer support. Young people, whatever their developing sexuality or identity, need to feel that relationship and sex education is relevant to them. This means that sex and relationship education will be sensitive to the different needs of individual pupils but will be delivered clearly with impartial scientific information on matters.

Curriculum Delivery of the PSHE Programme including RSE

Our PSHE and RSE curriculum is delivered in tutor period by the form tutor for all year groups, unless supported by outside agencies. Topics and features within the PSHE and RSE curriculum are also reflected cross curricular, in line with our SMSC programme. Lessons are designed to be age appropriate and adhere to the curriculum put forth by the DfE for Relationship and Sex Education 2020. Please note that lessons may vary or change in accordance to pupils' need.

The following table outlines an overview of topics covered for each year group:

Year 7	British Democracy	Pupils are given opportunities to reflect on political events over the last year and gain an understanding of Britain's democratic process. This is applied to the pupil parliament system within school.
	Knowing Me and Discovering Me	A series of lessons dedicated to building the character and aspirations of pupils. This includes reflecting on strengths and weaknesses and setting goals for the year. The unit provides opportunities for pupils to develop new skills and build their aspirations towards success and achievements.
	Exploitation	Pupils investigate the term exploitation and the types of exploitation that can occur. Pupils will equip themselves with skills and confidence to recognise potential exploitative situations and keeping themselves safe. This includes child criminal exploitation, child sexual exploitation and forced marriage.
	Friendships and Consent	Pupils investigate the types of friendships and explore what makes a good friendship. There are also follow up lessons about bullying and unhealthy relationships, whilst directing pupils on where to seek help and support. Pupils also review consent and discuss how they can keep themselves and others safe.
	Healthy Choices	A focus on diet, exercise and personal hygiene (including dental hygiene). Pupils think about what choices to make whilst eating and focus on the nutritious value of food. Year 7 pupils also participate in a session from an external agency which demonstrates basic first aid to instil lifesaving skills.
	Equality and Diversity	This topic enables pupils to understand the British Values of equality and diversity, whilst celebrating our country's laws and inclusion. Pupils focus on stereotypes and their dangers, as well as learning new terminology and understanding of groups who identify within the LGBTQIA+ community and the different make ups of families. Pupils also identify what racism looks, and sounds like, and develop empathy for the struggles of minority groups.

	Growing Up	A follow up (from primary school) to the physical, emotional and mental themes of puberty. They should be aware of the physical changes of both girls and boys, as well as explore the emotional changes which occur and how to cope with these. A lesson is also introduced to deal with relationships and sexual feelings, along with reviewing consent.
Year 8	Britain and the Wider World	The scheme focuses on Britain's place in the wider world, comparing British culture with others and understanding the core of British Values. The topics look at key themes such as law, freedom, migration and democracy. Pupils should gain an understanding of why Britain is a leading country.
	Knowing Me and Discovering Me	A series of lessons dedicated to building the character and aspirations of pupils. This includes reflecting on strengths and weaknesses and setting goals for the year. The unit provides opportunities for pupils to develop new skills and build their aspirations towards success and achievements.
	Values and Extremism	Pupils will focus on fundamental British Values whilst comparing them to extremist and radical views. Pupils investigate the process of radicalisation and grooming to keep themselves safe and understand the law against extremist ideas and actions.
	Language and Consent	The topic is designed to support pupils in building their communication skills, understanding the changes in language and how we communicate, both verbally and non-verbally. There are also lessons regarding communicating consent clearly and listening to it clearly.
	Body Image	This focuses on the impact of modern culture on body image (e.g. the media) and explores ideas regarding 'beauty'. Pupils should challenge the impact of negative body image and understand its possible effect on their mental health.
	Social Media	Exploring the ideas surrounding social media, focusing on its short- and long-term impact on pupils' lives. They study the dangers and risks associated with it and reflect on their own usage, along with an emphasis on responsibility and keeping safe. There is a lesson which focuses on photo sharing, sexting and the law.
	Healthy Choices	This topic looks at influences in life that could lead to addiction or have an impact on physical and/or mental health. This topic includes smoking and vaping, alcohol and drug use.
	Year 9	Crime & Law
Money Matters		The scheme focuses on building knowledge on money and life after education. Pupils learn about budgeting and the cost of living. They study influences on budgets and guidance is given on bank accounts. There is also a focus on money lending, which links to mental health and morals.

	Developing Me and Discovering Me	A series of lessons dedicated to building the character and aspirations of pupils. This includes reflecting on strengths and weaknesses and setting goals for the year. The unit provides opportunities for pupils to develop new skills and build their aspirations towards success and achievements.
	Mental Health	This unit looks at how our mental health can be affected and how to look after it. It involves techniques and support available, and advice on what to do next if a pupil is struggling with their mental health, including outside agencies.
	Anti-Social Behaviour	This scheme aims to develop understanding of anti-social behaviour and the law. Pupils will identify forms of anti-social behaviour, including gang formation, and the idea of responsibility for ourselves and each other.
	Sexual Health and Pregnancy	Lessons in this unit are delivered by the tutor and the outside agency partnership, Spectrum. They focus on consent, sexual transmitted infections, contraception, positive sexual health, pregnancy and choices. Advice is provided for support and guidance at their sexual health clinic in Wakefield and Barnsley.
Year 10	Managing Risk	This unit covers the idea of risk and why young people are more inclined to take risks. It looks at the science and peer pressure of risk taking, as well as looking at possible consequences to health, emotional wellbeing and relationships. These risks include online risks, environmental risk and gambling.
	Aspirations and Work Experience	Pupils prepare for their work experience placement. This is organised to allow time for pupils to understand procedure and expectations as well as develop their own understanding of aspirations and career goals. Furthermore, pupils gain experience of writing personal letters and CVs, as well as developing necessary communication skills for interviews.
	Sex and Staying Safe	A programme of study which equips pupils with the knowledge to stay safe regarding their own personal growth and staying within the law. Lessons include a study on pornography and misconceptions, as well as looking at the emotional connection in a sexual relationship and its significance to enjoyment.
	Character	Lessons which reflect the ethos of the school and shape the character of pupils to become good citizens. Pupils will seek out opportunities available to them to practise their skills and develop their experience, as well as becoming confident in their own strengths.
	Health	Pupils investigate sexual health, menstruation health and cancer. Pupils have guidance on preventative measure to keep themselves healthy and safe, as well as being shown NHS guidance on how to check themselves for any abnormalities which would need following up.
	Human Rights	Lessons in this unit recap the basic understanding of human rights, whilst challenging misconceptions regarding fundamental articles, such as freedom of speech and expression. Pupils are provided time to debate and discuss where human rights contradict law and order.

Year 11	College and Applications	Pupils develop their understanding of their post-16 options and prepare applications. This is prepared by the Careers Officer and allows time for pupils to understand procedure and expectations, as well as providing time to reflect on their post-16 and career aspirations.
	Money, Home and Your Future	This unit develops a clear understanding of life after school, including money management. This is designed to help pupils understand wages and their payslip, as well as responsibilities regarding tax and national insurance. Pupils are also encouraged to use money responsibly and differentiate between necessity and luxury.
	Wellbeing and Stress	The unit focuses on stress, investigating the science of stress and the impact this has. Pupils will feel confident in recognising when stress needs to be managed and will be provided with strategies to support this.
	Your Choice	Pupils will look at fertility and conception, whilst gathering an understanding of choices available to them regarding family planning. This is taught within the limits of the law and with a focus on support provided. Pupils will also investigate sexual health, menstruation health and cancer. Pupils have guidance on preventative measure to keep themselves healthy and safe, as well as shown NHS guidance on how to check themselves for any abnormalities which would need following up.
	Exam Wellbeing	This scheme focuses on maintaining a good physical, mental and emotional health during the exam period. Providing support and guidance on how to remain resilient during the GCSE period and tips on being efficient in and out of the exam.

Throughout the year, there are workshops and group work which interchange in accordance with the needs of our pupils. For example, there is an Exam Stress Workshop for Year 11, targeting specific pupils who may benefit from work surrounding stress and anxiety in the lead up to exams. These drop-down days, or workshops, can be formed in response to pupil voice or a need which may arise.

RSE Curriculum for SEN Pupils

Where possible, all pupils will remain with their class for RSE lessons. Pupils with SEN, or pupils who have been identified as likely to need support with RSE, will either receive the support equal to that which is received in lessons or, in some cases, arrangements will be made for specific pupils to be withdrawn from the tutor class and receive a differentiated version of the programme. The SENCO and PSHE Coordinator will make the relevant plans and consult with parents / carers to discuss where appropriate.

Withdrawal and working with parents/carers

Parental support is integral to the success of our RSE curriculum. While we have an educational and legal obligation to provide young people with relationship and sex education, we respect the primary role of the parents / carers in educating their children about these matters. Parents / carers are very welcome to explore our RSE curriculum further by requesting to view the teaching materials. We also invite parents / carers to contact the PSHE Coordinator regarding any concerns and questions regarding the policy and curriculum.

At secondary school level, parents / carers can withdraw their child from sex education. This does not include sex education which sits in the National Curriculum as part of science, which is compulsory. However, a child does have the right to opt into sex education three terms before the age of 16, regardless of parental consent. Withdrawing from sex education does not include lessons referring to health and relationships. If you wish to withdraw your child, we urge you to refer to the lesson overview or contact the PSHE Coordinator or Year Manager to discuss and specify which lessons, ensuring no prejudice or bias for your choice. This enables the pupil to receive other lessons which will equip them with the knowledge to remain safe and confident.

Should parents / carers wish to withdraw their child from sex education, then a request should be made in writing to the PSHE Coordinator.

Confidentiality and Safeguarding

RSE is taught so that the welfare of the child is uppermost, at all times. During these lessons, there may be circumstances whereby a child needs to address further questions regarding anything that is taught. This may include factual awareness or matters regarding the welfare and safety either of themselves or someone they know personally, within the context of sex and relationships. All staff are required to abide by the common law duty of confidentiality. This law requires that information provided in confidence should only be used for the purposes that the person has been informed about and consented to. Therefore, it is important to state that, wherever possible, confidentiality and counsel will be kept as a private matter.

However, unconditional confidentiality cannot be guaranteed by any professional, no matter what their background may be. This is contained in the school's Child Protection Safeguarding Policy and reflects the child protection and safeguarding policy and procedures which operate within all agencies within Wakefield, including Health Service staff working within Kettlethorpe High School. Other services, such as the National Health Service, may become involved within an issue of confidentiality, as a duty of care and protection within the school. However, staff are bound by the same requirements as other professionals, to disclose information to Social Care Direct if they believe that the young person is at risk of harm.

The policy recognises the important role and responsibility of the Designated Safeguarding Leader (DSL) for child protection at Kettlethorpe High School in understanding the need that pupils are aware of matters pertaining to confidentiality. Where the 'named person' deems it necessary, as a result of possible child protection issues, relevant information will be passed on to social services or other support services.

Staff ensure that pupils know that teachers are unable to offer unconditional confidentiality and must adhere to the Safeguarding and Protection Policy. Teachers are not legally bound to inform parents / carers of any disclosure, unless the pupil is at risk. In a case when a member of staff learns from an under 16-year-old that they are having, or are contemplating having sexual intercourse, they must refer the matter to the school's Designated Safeguarding Lead, or in his/her absence, their deputy, who will be responsible for following up in line with the safeguarding policy.

Visitors/external agencies which support the delivery of RSE will be required to adhere to our Visitor Policy, ensuring they are checked to work with children. Our external visitors are employed by Public Health, such as Spectrum and CAHMS.

Outside Engagement

Parents/carers will be informed about the policy through communication via parent/carer engagement evenings, our social media platforms, and the Kettlethorpe High School website. The policy will be easily available to view on the website, along with other policies. We work closely with parents/carers to ensure that they are fully aware of what is being taught and provide additional resources and support through our engagement evenings, as well as support from staff involved within the creation of the PSHE and RSE policy and curriculum. Parent/carer sessions will be used to communicate the importance of our curriculum and allow opportunities to discuss and exchange ideas regarding RSE teaching at Kettlethorpe High School.

Stakeholders have the right to request material before it is delivered to the pupils to ensure clear understanding before making informed decisions. Any parent / carer is welcome to make an appointment with the PSHE Coordinator to discuss any concerns or discuss elements of the programme.

Monitoring and Evaluation

The PSHE Coordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and observations of lessons at regular intervals. Although there is no formal evaluation (as with other subjects that will include marking and testing), PSHE and RSE is monitored in terms of quality assurance at least once a term, by the Senior Leadership Team (SLT)/or Year Managers and Key Stage Leaders. This is completed by learning walks which are recorded using our internal systems.

The implementation of this policy will be monitored and evaluated through the normal processes of review that apply to all areas of curriculum. The programme will be reviewed biannually by means of questionnaires, pupil voice and discussions with pupils, staff and parents/carers. The results of the evaluation will be considered to make improvements as required. Governors will consider all such evaluations and suggestions before amending the policy.