



Kendrick School

Relationship and Sex Education (RSE) Policy

Reviewed Date: October
2023

Next Review Date: September
2025

Version: RSE V1 2020	
Version: RSE V2 2021	
Version: RSE V3 2022	
Version: RSE V4 2023	This policy is waiting new DfE guidelines and will be updated once documents have been released.

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Introduction	<p>This policy is part of a group of policies within Personal, Social, Health, Citizenship Education (PSHCE) which include The PSHCE Policy and the Citizenship Policy</p>
Rationale & Ethos	<p>Kendrick School is committed to delivering Relationship and Sex Education. As recommended by The Sex Education Forum.</p> <ol style="list-style-type: none"> 1. Is an identifiable part of our personal, social, health and economic (PSHE) education curriculum, which has planned, timetabled lessons across all the Key Stages. 2. Is taught by staff regularly trained in RSE and PSHE (with expert visitors invited in to enhance and supplement the programme where appropriate) At Kendrick this takes the form of discussion and support from PSHCE coordinator/school nurse when required 3. Works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home 4. Delivers lessons where students feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills 5. Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion 6. Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of students, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online. 7. Gives a positive view of human sexuality, with honest and medically accurate information, so that students can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity. 8. Gives students opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views. 9. Includes learning about how to get help and treatment from sources such as the school nurse and other health and advice services, including reliable information online. 10. Fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RSE lessons and in every-day school life 11. Meets the needs of all students with their diverse experiences -including those with special educational needs and disabilities 12. Seeks students' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change <p>N.B The Sex Education Forum developed the above points which explains what is needed for good quality RSE. The 12 points of the statement are based on research evidence. They are supported by a wide range of partners including NSPCC, Barnardo's, The Children's Society and National Children's Bureau, and the following education unions: ASCL, NASUWT, NEU, NAHT, UNISON and Voice.</p>

Kendrick School RSE Policy (Relationship & Sex Education)

Legislation	<p>We are required to teach relationships education/RSE as part of PSHCE.</p> <p>Current regulations and guidance from the Department for Education state that from September 2020, all secondary schools must deliver relationships and sex education.</p> <p>Documents that inform the school's RSE policy include:</p> <ul style="list-style-type: none"> • DFE Statutory guidance for RSE (2019) • 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 (2016) • Children and Social Work Act (2017) <p>The parental right to withdraw students from the 'Sex' elements or RSE remains in primary and secondary education, for aspects of sex education which are not part of the Science curriculum. The right to withdraw applies up to and until 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.</p> <p>There is no right to withdraw from Relationships or Health Education.</p>
Curriculum Design	<p>Our RSE programme is an integral part of our whole school PSHE education provision and will by the end of Year 11 will cover as part of a spiral curriculum</p> <p>..\RSE Documents\Statutory guidance Relationships and Sex Education 2020.docx</p> <ul style="list-style-type: none"> • Families • Respectful relationships, including friendships • Online & Media • Being safe • Intimate & sexual relationships, including sexual health <p>By the end of Year 11 the following topics will also have been covered as part of the Physical & Mental Wellbeing Spiral Curriculum of RSE</p> <p>..\RSE Documents\Statutory guidance Physical Health and Mental Wellbeing 2020.docx</p> <ul style="list-style-type: none"> • Mental wellbeing • Internet safety & harms • Physical health & fitness • Healthy eating • Drugs, alcohol and tobacco • Health & prevention

Kendrick School RSE Policy (Relationship & Sex Education)

- Basic first aid
- Changing adolescent body

Students have 1 lesson per fortnight with their form tutor.
Year 7, 10 & 11 have an additional lesson per fortnight with the PSHCE team.

Sixth Form

Students have a fully planned and sequenced series of RSE lessons in the Sixth Form as part of their Personal Development and Enrichment programme. The topics revisit those studied earlier in their education but are age appropriate. Topics include but are not limited to :

- Sexual Harassment
- Abusive relationships
- Dealing with Harassment and Stalking
- FGM
- Unplanned Pregnancy
- Sex and Sexuality in the media
- Sexual Health

Students have 1 lesson per fortnight with their form tutor.
Sixth Form students have an additional lesson per fortnight organised by the Sixth Form team.

Safe & Effective Practice

The following key principles will be used to ensure high quality and effective planning and delivery of RSE lessons

We will ensure a safe learning environment.

- Establishing ground rules which have been discussed and agreed between teachers and students at the beginning of every year.
- Giving permission to exit the class if the student feels uncomfortable
- Using distancing techniques such as role play to depersonalise the topics under discussion.
- Questions will be answered sensitively and, in an age, appropriate way. Questions can be deferred if further clarification is required.
- Being able to raise questions anonymously by the use of a post box or 'Ask it, Basket it'
- Giving sentence starters to encourage sensitive and appropriate discussion/feedback between students
- Opportunities for Feedback from Students will be given as appropriate.

Kendrick School RSE Policy (Relationship & Sex Education)

Safeguarding	<ul style="list-style-type: none"> • 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. • Teachers will consult with the designated safeguarding lead and in his /her absence their deputy • Visitors/external agencies which support the delivery of RSE will be required to follow the school’s protocol for outside visitors
Engaging Stakeholders	<ul style="list-style-type: none"> • The policy is available to parents through the Kendrick School website and will be updated if changes are made. • The parental right to withdraw students from the ‘Sex’ elements or RSE remains in primary and secondary education, for aspects of sex education which are not part of the Science curriculum. The right to withdraw applies up to and until 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 is no right to withdraw from Relationships or Health Education. This must be done via a letter to the Head teacher • We are committed to working with parents and carers by being open to discussion. • Sign posting to additional resources and support will be through parent mail and the website • PSHCE Ambassadors will be a focal point for review during termly meetings
Monitoring, reporting and evaluation	<ul style="list-style-type: none"> • TLC’s and PSHCE Coordinators will regularly review the programme, taking into account verbal feedback from teachers. • Students will have opportunities to review and reflect on their learning during lessons by using feedback forms at the end or during a topic • Student voice will be influential in adapting and amending planned learning activities by liaising with the PSHCE Ambassadors for their opinions and ideas.
RSE Policy review date	<p>This policy will be reviewed in October 2024</p> <ul style="list-style-type: none"> • It will be reviewed by PSHCE Coordinator and the Deputy Head of Sixth Form • This will ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.