



**KING EDWARD VI SCHOOL,  
SOUTHAMPTON**

**RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY**

<b>Rationale:</b>	This Policy has been created in accordance with the statutory guidance provided in <i>Relationships Education, Relationships and Sex Education (RSE) and Health Education</i> (September 2020)
<b>Owner:</b>	Assistant Head (Pastoral)
<b>Reviewed by parents:</b>	May 2020
<b>Endorsed by Governing Board:</b>	4 June 2020 (next review June 2023)
<b>Revised:</b>	May 2020
<b>Date of next full review:</b>	May 2023
<b>Reviewed:</b>	Three yearly
<b>Date(s) of interim amendments:</b>	n/a
<b>Category:</b>	Statutory
<b>Circulation and publication:</b>	Public/ Website

## **1. Definition**

RSE aims to

- Provide knowledge about the nature of human sexuality and the processes of human reproduction in the context of loving relationships;
- Encourage pupils to appreciate the values of a stable family life, marriage and the responsibilities of parenthood;
- Promote in pupils self-esteem, respect for themselves and others, and appreciation of the need to act responsibly;
- Encourage pupils to develop considered values based on a moral code which will enable them to lead healthy, happy and emotionally stable lives now and in the future;
- Enable pupils to recognise the physical, emotional and moral implications of certain types of behaviour;
- Enable pupils to understand what is legal and what is not in sexual relationships.

## **2. Delivery of RSE to Pupils**

RSE is delivered through a wide range of areas: Junior Science, Biology, PSHE, Religious Studies, Foundations Studies, the School Nurses and the Wellbeing Programme. Such teaching will be presented in an objective, balanced and sensitive manner. Inevitably aspects of sex education will arise in various other subject areas (such as English, History or Drama); when this happens, they will be addressed in a thoughtful, sensitive manner by members of staff using their professional judgement and common sense.

The following topics will be included, as appropriate to the pupils' age, development and needs:

- Human reproduction
- Respect for self & others
- Puberty & other life stages
- Marriage
- Contraception
- Peer + cultural pressures
- Divorce
- Abortion
- IVF
- Genetics
- Sexual orientation
- Legal issues
- Pornography
- Sexually transmitted infections including HIV & AIDS
- Staying safe online
- Sexting

Pupils will generally, but not exclusively, be taught in mixed groups.

### **3. Parents**

Parents have a primary responsibility in this area; the School's role is to complement and enhance the parents' role, not to usurp parental responsibility in these matters. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. If a pupil is excused from sex education, it is the School's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education.

The statutory guidance on RSE (September 2020) states that RSE policies should have sections that cover, 'how the policy has been produced, and how it will be kept under review, *in both cases working with parents*'.

As such, this policy will be sent to parents in a draft form, through the Bulletin, after every period of review and parents will be invited to give feedback. Any feedback that is received will be considered in the policy's final draft.

### **4. Staff**

In-service training will be provided for members of staff.

Where the provision of RSE occurs outside the departments accustomed to teaching it, members of staff will be entitled to ask not to be involved in delivering particular sections of the syllabus.

Where outside speakers are to be used in delivering a particular topic, a copy of the policy will be sent beforehand and the content and presentation of the proposed talk agreed; a member of staff will usually be present with the pupils throughout the talk. All visiting speakers must sign the declaration form regarding compliance with the Equality Act and the prevention of extremist views. All speakers are subject to the appropriate Safeguarding checks.

The provision of RSE will be kept under regular review by the Assistant Head (Pastoral).

### **5. The Equality Act 2010**

Under the Equality Act of 2010, nine characteristics are protected by law:

- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

In the Departmental Advice to schools it is stated that, 'schools are free to include a full range of issues, ideas and materials in their syllabus, and to expose pupils to thoughts and ideas of all kinds, however challenging or controversial, without fear of legal challenge based on a protected characteristic'.

However, it is also stated that, 'schools will need to ensure that the way in which issues are taught does not subject individual pupils to discrimination'.

In this way, the content of the School's RSE policy cannot be the subject of a challenge under the Equality Act, but the delivery of this content can be.

## **6. Accessibility**

In accordance with the Equalities Act, the School is dedicated to ensuring that all aspects of the curriculum are accessible to all students, regardless of ability/disability and SEND. This principle is particularly relevant to RSE, where the School recognises that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND.

RSE teaching at the School will be developed in conjunction with the curriculum support (SEN) department to ensure that it is accessible and that reasonable adjustments are made for specific students where required.

RSE teaching will be sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

### **RSE Audit**

The following tables detail what is taught in the RSE programme, through which areas it is taught and in which year of education.

Key

**WB** – Part of the Wellbeing programme. This includes areas of Extended Studies and SMSC provision

**PSHE** – Part of the PSHE curriculum

**RS** – Part of the Religious Studies curriculum

**FS** – Part of the Foundation Studies programme

**CS** – Part of the Cyber Safety programme

**Nurses** – Taught by the School Nurses

**Science** – Part of the Science curriculum

**Assembly** – Covered in annual year group assemblies

Families – Pupils should know...	1st	2nd	3rd	4th	5th	L6th	U6th
that there are different types of committed, stable relationships.	WB	PSHE	PSHE RS	RS		PSHE FS	
how these relationships might contribute to human happiness and their importance for bringing up children.	PSHE	PSHE	PSHE RS	RS		PSHE FS	
what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.			RS	RS			
why marriage is an important relationship choice for many couples and why it must be freely entered into.			RS	RS			
the characteristics and legal status of other types of long-term relationships.			RS	RS			
the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting			RS	RS			
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.	PSHE CS	PSHE CS	CS	PSHE			

Respectful relationships, including friendships - Pupils should know...	1st	2nd	3rd	4th	5th	L6th	U6th
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 relationship.	PSHE WB	PSHE	PSHE				
practical steps they can take in a range of different contexts to improve or support respectful relationships.	PSHE WB	PSHE	PSHE				
how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).	WB		RS	PSHE RS		PSHE FS	
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.	WB			WB			
about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report	PSHE CS	PSHE CS	PSHE CS				

bullying and how and where to get help.							
that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.						PSHE FS	FS
what constitutes sexual harassment and sexual violence and why these are always unacceptable.						PSHE FS	FS
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.		Assembly					

Online and media – Pupils should know...	1st	2nd	3rd	4th	5th	L6th	U6th
their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online	PSHE WB CS	PSHE CS	CS	PSHE CS	CS	FS CS	CS
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.	PSHE WB CS	PSHE CS	CS	PSHE CS	CS	FS CS	CS
not to provide material to others that they would not want shared further and not to share personal material which is sent to them.	PSHE CS	PSHE CS	CS	PSHE CS	CS	FS CS	CS
what to do and where to get support to report	PSHE CS	PSHE CS	CS	PSHE CS	CS	FS CS	CS

material or manage issues online.							
the impact of viewing harmful content.	WB CS	CS	CS	CS	PSHE CS	CS	PSHE CS
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.	CS	CS	PSHE CS	CS	PSHE CS	CS	PSHE CS
that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.	CS	PSHE CS	PSHE CS	PSHE CS	PSHE CS	CS	CS
how information and data is generated, collected, shared and used online.	CS	CS	CS	CS	CS	CS	CS

Being safe – Pupils should know...	1st	2nd	3rd	4th	5th	L6th	U6th
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.			PSHE (Consent)	CS	PSHE (Consent)	PSHE FS	
how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all			PSHE	PSHE	PSHE		PSHE

contexts, including online).							
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Intimate and sexual relationships, including sexual health – Pupils should know...	1st	2nd	3rd	4th	5th	L6th	U6th
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.	WB		PSHE RS	RS	PSHE	FS	PSHE FS
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.			PSHE RS	RS	PSHE	FS	PSHE FS
the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.	Science		RS	RS		FS	FS
that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.			PSHE	CS	PSHE	FS	PSHE FS
that they have a choice to delay sex or to enjoy intimacy without sex.			PSHE RS	RS	PSHE	FS	PSHE FS
the facts about the full range of contraceptive choices, efficacy and options available.			RS	PSHE RS	PSHE	FS	PSHE FS

the facts around pregnancy including miscarriage.	Science					FS	FS
that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).					PSHE	FS	PSHE FS
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.		Science		PSHE	PSHE Science	PSHE FS	PSHE FS
about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.				PSHE		FS	FS
how the use of alcohol and drugs can lead to risky sexual behaviour.			PSHE	PSHE	PSHE	PSHE FS	PSHE FS
how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.			PSHE	PSHE	PSHE	PSHE FS	PSHE FS

Pupils should know the laws surrounding the following topics:	1st	2nd	3rd	4th	5th	L6th	U6th
marriage		Assembly	RS	RS			
consent, including the age of consent		Assembly	PSHE RS		PSHE RS		PSHE
violence against women and girls				Assembly		PSHE FS	
online behaviours including image and information sharing (including 'sexting', youth-	CS	PSHE CS Assembly	PSHE CS	PSHE CS	PSHE		

produced sexual imagery, nudes, etc.)							
Pornography		Assembly					
abortion				Assembly			
sexuality			PSHE RS	PSHE RS	PSHE		
gender identity		Assembly		PSHE			
substance misuse	PSHE		PSHE			PSHE	
violence and exploitation by gangs				Assembly			
extremism/radicalisation				CS Assembly			
criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)				Assembly			
hate crime			RS	RS Assembly			
female genital mutilation (FGM)		Assembly				PSHE FS	

Mental wellbeing – Pupils should know...	1st	2nd	3rd	4th	5th	L6th	U6th
how to talk about their emotions accurately and sensitively, using appropriate vocabulary.	WB	PSHE	PSHE				
that happiness is linked to being connected to others	WB		PSHE			PSHE	
how to recognise the early signs of mental wellbeing concerns.	WB					PSHE	
common types of mental ill health (e.g. anxiety and depression).	WB					PSHE	
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.	WB	PSHE	PSHE				FS
the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities	WB						FS

on mental wellbeing and happiness.							
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Internet safety and harms – Pupils should know...	1st	2nd	3rd	4th	5th	L6th	U6th
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.	PSHE WB CS	PSHE CS	CS	PSHE CS			
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.	PSHE WB CS	PSHE CS	CS	PSHE CS	CS	CS	CS

Physical health and fitness – Pupils should know...	1st	2nd	3rd	4th	5th	L6th	U6th
the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.	WB		PSHE				FS
the characteristics and evidence of what constitutes a healthy				Science		Science	

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.				Science		Science	

Healthy eating – Pupils should know...	1st	2nd	3rd	4th	5th	L6th	U6th
how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.	PSHE	PSHE	PSHE Science			Science	

Drugs, alcohol and tobacco – Pupils should know...	1st	2nd	3rd	4th	5th	L6th	U6th
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.	PSHE		PSHE	PSHE		PSHE	
the law relating to the supply and possession of illegal substances.				PSHE		PSHE	
the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.	PSHE		PSHE	PSHE		PSHE	
the physical and psychological consequences of addiction, including alcohol dependency.				PSHE		PSHE FS	
awareness of the dangers of drugs which are prescribed but still present serious health risks.	PSHE		PSHE			PSHE	



Changing adolescent body – Pupils should know...	1st	2nd	3rd	4th	5th	L6th	U6th
key facts about puberty, the changing adolescent body and menstrual wellbeing.	Science			Science			
the main changes which take place in males and females, and the implications for emotional and physical health.	Nurses						