

Keswick



School

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RELATIONSHIPS AND SEX EDUCATION (KSMAT/STAT/002)

Committee Responsible:	Directors and Personnel Committee
Lead Officer:	Executive Principal
Date of Review:	March 2024
Date to be Reviewed:	March 2026
Signed: Date:	

RELATIONSHIPS AND SEX EDUCATION POLICY

REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
1	Original	October 2011
2	Policy Review	November 2014
3	Policy Review	June 2017
4	Policy Review	June 2019
5	Policy review to include RSE statutory guidance	October 2021
6	Policy Review	March 2024

Ref:	Relationships & Sex Education	Type:	Policy
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RELATIONSHIPS AND SEX EDUCATION POLICY

Contents

1.0	What is Relationship and Sex Education	Page 4
2.0	Principles and Values	Page 4
3.0	Aims	Page 5
4.0	Organisation and Content of Relationship and Sex Education	Page 6
5.0	Sexual Violence and Sexual Harassment between Children in Schools and Colleges	Page 6
6.0	Inclusion	Page 7
7.0	Right of Withdrawal of Students from Relationship and Sex Education	Page 7
8.0	Confidentiality, Controversial and Sensitive Issues	Page 7
9.0	Monitoring and Evaluation of Relationship and Sex Education	Page 8
10.0	Related School Policies	Page 8
11.0	Relationships and Sex Education in Lairthwaite Boarding House	Page 9
12.0	Related Policies	Page 9

Ref:	Relationships & Sex Education	Type:	Policy
Version:	06	Owner:	Executive Principal Keswick School Multi Academy Trust
Date:	March 2024	Status:	FGB Approved

RELATIONSHIPS AND SEX EDUCATION POLICY

1.0 WHAT IS RELATIONSHIP AND SEX EDUCATION (RSE)

1.1 RSE is learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

2.0 PRINCIPLES AND VALUES

2.1 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 their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support. (Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>)

2.2 Keswick School believes that RSE should:

- Be an integral part of the lifelong learning, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people
- Encourage every student to contribute to our community and aims to support each individual as they grow and learn.
- Be set within this wider school context and support family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up, we aim to work in partnership with parents and students.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.
- Follow the requirements of schools in law e.g. the Equality Act 2010 and teach students about protected characteristics in an age appropriate way.

2.3 RSE in Keswick School has three main elements:

2.3.1 Attitudes and Values

- Learning the importance of values, individual conscience and moral choices;
- Learning the value of family life;

Ref:	Relationships & Sex Education	Type:	Policy
Version:	06	Owner:	Executive Principal Keswick School Multi Academy Trust
Date:	March 2024	Status:	FGB Approved

- Learning about the nurture of children;
- Learning the value of respect, love and care;
- Exploring, considering and understanding moral dilemmas;
- Developing critical thinking as part of decision-making;
- Challenging myths, misconceptions and false assumptions about normal behaviour.

2.3.2 Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively;
- Developing self-respect and empathy for others;
- Learning to make choices with an absence of prejudice;
- Developing an appreciation of the consequences of choices made;
- Managing conflict;
- Empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter);
- Avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.

2.3.3 Knowledge and Understanding

- Learning and understanding physical development at appropriate stages;
- Understanding human sexuality, reproduction, sexual health, emotions and relationships ;
- Learning about contraception and the range of local and national sexual health advice;
- Contraception and support services;
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay
- Understand the arguments for delaying sexual activity;
- The avoidance of unplanned pregnancy.

3.0 AIMS

3.1 The aim of RSE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our RSE programme aims to prepare students for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- Communicate effectively by developing appropriate terminology for sex and relationship issues.
- Develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity
- Understand the reasons for having protected sex.
- Have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV.
- Be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- Know how the law applies to sexual relationships.

Ref:	Relationships & Sex Education	Type:	Policy
Version:	06	Owner:	Executive Principal Keswick School Multi Academy Trust
Date:	March 2024	Status:	FGB Approved

4.0 ORGANISATION AND CONTENT OF RELATIONSHIP AND SEX EDUCATION

4.1 Keswick School specifically delivers RSE through its Personal Development programme, RPE and science lessons at KS3, and KS4. Further information about the Personal Development programme including RSE can be viewed through this link.

<https://www.keswick.cumbria.sch.uk/curriculum/personal-development>

4.2 The Personal Development curriculum is delivered with support from professionals where appropriate. This is particularly the case in KS5. RSE lessons are set within the wider context of the Personal Development curriculum and focus more on the emotional aspects of development and relationships. The science curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is also covered. There are also overlaps with the RPE, PE and computing curriculum. Schemes of work include links where relevant e.g. RPE and marriage, computing when learning about online safety, PE when related to the body and health more widely.

4.3 Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the lessons. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

4.4 The PD team are responsive to changing national and local issues through links with the pastoral team and may adapt the curriculum where necessary to ensure issues are addressed in a timely fashion.

4.5 Staff receive training including from the subscription service that Keswick School uses. This is Chameleon PDE which offers events and training in Personal Development topics throughout the year.

5.0 SEXUAL VIOLENCE AND SEXUAL HARASSMENT BETWEEN CHILDREN IN SCHOOLS AND COLLEGES

5.1 Schools should be aware of the importance of making clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up.

5.2 Any report of sexual violence or sexual harassment should be taken seriously; staff should be aware that statistically it is more likely that females will be the victims of sexual violence and sexual harassment than males, and that it is more likely that it will be perpetrated by males. However, males can also be the victims of sexual violence and it can also happen in same-sex relationships.

5.3 It is, however, essential that assumptions are not made about the behaviour of boys and young men and that they are not made to feel that this behaviour is an inevitable part of being male; most young men are respectful of young women and each other.

Ref:	Relationships & Sex Education	Type:	Policy
Version:	06	Owner:	Executive Principal Keswick School Multi Academy Trust
Date:	March 2024	Status:	FGB Approved

- 5.4 An understanding for all pupils of healthy relationships, acceptable behaviour and the right of everyone to equal treatment will help ensure that pupils treat each other well and go on to be respectful and kind adults.
- 5.5 This aspect will be covered explicitly through assemblies and awareness raising sessions as well as through specific taught aspects of the Personal Development curriculum.

6.0 INCLUSION

6.1 Ethnic and Cultural Groups

6.1.1 We intend to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns. Where this concerns a boarding student, this will also be done in conjunction with the Head of Lairthwaite Boarding House (LBH)

6.2 Students with Special Needs

6.2.1 Our curriculum is inclusive and our RSE and Health Education is accessible for all students. We will ensure that all young people receive RSE, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

6.3 Sexual Identity and Sexual Orientation

6.3.1 LGBT+ relationships and sexual health education are part of the elements taught in the new compulsory relationships and sex education (RSE) in schools in England from 2020. This is delivered in a timely manner which is age appropriate.

6.3.2 We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality, need to feel that RSE is relevant to them.

7.0 CONSULTATION WITH PARENTS, STAFF AND STUDENTS

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

7.2 We will also consult with students and staff via the following means:

- Discussion at School Council meetings
- Informal discussions at the LGBTQ+ get togethers
- Staff feedback in Personal Development team meetings
- Feedback from the pastoral team

8.0 RIGHT OF WITHDRAWAL OF STUDENTS FROM RELATIONSHIP AND SEX EDUCATION

8.1 Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE (but not where it is part of the statutory science curriculum). Before granting any request the Headteacher will discuss this with parents and, as appropriate,

Ref:	Relationships & Sex Education	Type:	Policy
Version:	06	Owner:	Executive Principal Keswick School Multi Academy Trust
Date:	March 2024	Status:	FGB Approved

with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. We will document this process to ensure a record is kept (see appendix 1)

- 8.2 Once those discussions have taken place, except in exceptional circumstances, we will respect the parents' request to withdraw the child, up to and until three terms before they turn 16. After that point, if the pupil wishes to receive sex education rather than be withdrawn, we will make arrangements to provide them with sex education during one of those terms.
- 8.3 If a pupil is excused from sex education, we will ensure that they receive appropriate education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.
- 8.4 Parents are welcome to review any RSE resources that we use.

9.0 CONFIDENTIALITY, CONTROVERSIAL AND SENSITIVE ISSUES

- 9.1 Teachers cannot offer unconditional confidentiality. Teachers are not legally bound to inform parents or the Headteacher of any disclosure unless the Headteacher has specifically requested them to do so.
- 9.2 In a case where a teacher learns from an under 16 year old that they are having or contemplating sexual intercourse:
 - The young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
 - Child protection issues will be considered, and referred if necessary to the Designated Safeguarding Lead (DSL) under the school's procedures.
 - The young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.
- 9.3 In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first, see Safeguarding Policy, ref. KS/PP&PW/040.
- 9.4 Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.

10.0 MONITORING AND EVALUATION OF SEX AND RELATIONSHIPS EDUCATION

- 10.1 It is the responsibility of the Head of Personal Development to oversee and organise the monitoring and evaluation of Personal Development education and RSE within this, in the context of the overall school procedure for monitoring the quality of teaching and learning. This includes work scrutiny, learning walks and student voice, particularly at end of unit evaluations.
- 10.2 The Curriculum, Pastoral Welfare and Boarding Committee is responsible for overseeing, reviewing and organising the revision of the RSE Policy

Ref:	Relationships & Sex Education	Type:	Policy
Version:	06	Owner:	Executive Principal Keswick School Multi Academy Trust
Date:	March 2024	Status:	FGB Approved

10.3 Ofsted is required to evaluate and report on the spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's RSE policy, and staff development, training and delivery in support of this.

11.0 RELATIONSHIPS AND SEX EDUCATION IN LAIRTHWAITE BOARDING HOUSE

11.1 At a boarding school the staff are not only acting in loco parentis during the day, but also during evening and weekend hours as well. This means they have a very significant part to play in educating the children in their care,

11.2 This policy applies to boarding students as well as day students. In addition to those elements listed above, the following also apply to students who board at Keswick School:

- The Head of Personal Development will share curriculum maps with the Head of Lairthwaite Boarding House (LBH)
- The Head of LBH delivers single sex 'Wellbeing' workshops, including on friendships and boundaries and sexual health with boarding students and keeps the Head of PD informed as to the timing and content of such sessions. There are ample opportunities for students to ask questions
- The Head of LBH will be invited to termly Personal Development meetings
- Parents of boarding students will be consulted on the RSE policy via an online survey
- The Head of PD will share relevant staff training, including online training, with the boarding staff.
- The Head of PD visits LBH to work with the boarding students e.g. yoga workshops and is available for boarding students to talk to regarding RSE
- The Designated Safeguarding Lead (DSL) for boarding is also the school DSL and the line manager for PD and a conduit for ensuring the RSE curriculum is responsive to the needs of both boarding and day students and staff.
- Reach software is used to ensure effective communication and record keeping between boarding staff with regards to all students' pastoral needs.
- Boarding house staff ensure that details of the local sexual health services are displayed on the wellbeing board in the boarding house.
- The Head of LBH will be involved in the regular evaluation of the RSE policy

11.3 As boarders are in school for longer periods than day pupils, and as they have more contact with one another during the week, there is an additional risk of a sexual relationship developing between them. Boarders of the opposite sex are not permitted to visit dorms/bedrooms. Boarders are reminded of the rules regarding sexual relationships regularly; it is clear in the boarding handbook that any such relationship taking place on school premises would be a serious breach of the rules that may lead to an exclusion from the boarding house. House Parents will talk to students and may inform parents where they have concerns about a relationship.

12.0 RELATED SCHOOL POLICIES *(to be read and followed alongside this document)*

- Safeguarding and Child Protection Policy and procedures (KSMAT/STAT/040)
- Whole School Behaviour Policy including procedures for preventing and dealing with all types of bullying and discrimination, unacceptable behaviour, drug misuse etc. (KSMAT/STAT/044)
- Single Equality Scheme/Equality Objectives (KSMAT/STAT/007)
- SEND Policy/Information report (KSMAT/STAT/017)
- Social, Moral, Spiritual and Cultural (KS/CUR/059)

Ref:	Relationships & Sex Education	Type:	Policy
Version:	06	Owner:	Executive Principal Keswick School Multi Academy Trust
Date:	March 2024	Status:	FGB Approved

Parental Request: Right to Withdraw from RSE

Section A: to be completed by parents

Student Full Name:	
Student Form Group:	
Reason for withdrawing from sex education within relationships and sex education	
Any other information you would like the school to consider	
<p>Please read the following statement and sign and date below. This should be returned to Mr Jackson (Headteacher).</p> <p><i>I hereby request my son/daughter to be withdrawn from the above curriculum area. I understand that by withdrawing from this aspect of the curriculum, the school has a duty to supervise them, though not to provide additional teaching or to incur extra cost.</i></p>	
Parent/Carer Full Name:	
Signature:	
Date:	

Section B: To be completed by the School

Agreed actions following discussion with parents:	
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Ref:	Relationships & Sex Education	Type:	Policy
Version:	06	Owner:	Executive Principal Keswick School Multi Academy Trust
Date:	March 2024	Status:	FGB Approved