



Alderman Knight

RSE POLICY

Date Reviewed	January 2020
Reviewed By	A Lamburn Amendments made by J Johnson Dec 2020 to align with KS4 accreditation units and P16 provision.
Next Review Due	April 2021
Ratified by Governors	

Subject Policy for Relationships and Sex Education (RSE)

Aims

At Alderman Knight School we see Relationships and Sex Education (RSE) as an integral part of our Personal, Social, Development (PSD). Through this we promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community. We believe that as part of RSE, children and young people should be taught about the nature and importance of marriage and other lifelong relationships, important for family life and bringing up children. We will ensure that all children and young people receive their sex education in the wider context of relationships. A further aspect of RSE is to help pupils to keep themselves safe and this always has to be at the forefront of our minds.

Objectives

The objectives of RSE are to attain the knowledge, understanding and attitudes they need to be able to keep safe

- have respect for themselves and others, valuing the differences and similarities between people
- develop good relationships with friends and family and other members of the school and wider community
- be independent, self-disciplined and responsible members of society
- be able to recognise and manage the physical and emotional changes they experience as they grow up and particularly during puberty
- develop self-confidence and self-esteem, and make informed choices regarding personal and health issues
- know and understand what constitutes a healthy lifestyle
- be aware of the law and know strategies to keep themselves safe
- learn skills to keep themselves safe online and offline and to recognise when something is risky or unsafe
- recognise the value of intimacy in loving and caring relationships
- understand the influence of the media which may be biased
- be aware of where to get further advice

Equal opportunities and provisions of the Equality Act 2010

All pupils have an entitlement to access the RSE curriculum. All pupils will have access to appropriate resources within the school. These will reflect a multi-cultural society, without stereotyping or discrimination.

We must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). The religious background of all pupils must be taken into account when planning teaching so that topics are handled appropriately and sensitively.

Legal duties when teaching Relationships and Sex Education (RSE)

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.

- All schools are required to teach Relationships Education (Primary) and Relationships and Sex Education (Secondary schools) implementation from the beginning of the summer term 2021.

DfE Guidance

Guidance set out by the Department for Education in June 2019 states it is expected to cover within RSE (or PSHE) the following topics:

Primary

- Families and people who care for us
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Secondary

- Families
- Respectful relationships including friendships
- Online and media
- Being safe
- Intimate and sexual relationships including sexual health

Parents have the right to request that their child be withdrawn, from some or all of sex education delivered as part of statutory RSE, up to and until three terms before the child turns 16 (but not the Science Curriculum element). 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, although a pupil's specific needs arising from their SEND will be taken into account before making this decision.

Before granting any such request the head teacher or subject leader will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

The Head will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the Science Curriculum. If a pupil is withdrawn 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 or Health Education.

Schools have the freedom to determine an age-appropriate, developmental curriculum which meets the needs of young people and is developed in consultation with parents and the local community.

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At Alderman Knight School we are aware that all of our children are different and we will take into account the emotional and physical maturity, as well as pupils' developmental needs. All work is to be delivered sensitively and will take into account the individual needs of each child.

Content of RSE: Planning, preparation, and organisation at each Key Stage:

The RSE curriculum follows these general topics across the whole school:

- Parts of the body
- Gender
- Public and Private (places and body parts)
- Feelings
- Relationships
- Life cycle

Some of these topics also address the statutory guidelines for 'Physical Health and Wellbeing' (as set out in conjunction with the RSE statutory guidance in 2019)

Broad content is given below which is drawn on and tailored to individual groups and individual children:-

Much of the RSE content is delivered during term 3 and 4 of each academic year. However, there are elements of RSE that are delivered as part of other units and in other subjects. For example, 'Online Relationships' is also covered as part of 'Internet Safety' week and Respectful Relationships is also covered as part of Tutor PSD and 'Communication and Interaction' sessions.

Key stage 2 content

At Key Stage 2. RSE is predominantly delivered during the spring terms in mixed gender groups, within the PSD programme and consists of a combination of discrete lessons and inclusion in relevant project work. Dependent on the individual needs of each cohort of pupils some extra specific sessions may be delivered in single sex groups.

1. **Body parts** naming the different parts of the body
2. **Gender differences** identifying what differences are between boys and girls
3. **Body Awareness** knowing how my body will change and develop as I grow
4. **Public and private** what is appropriate to wear and what is appropriate to do
5. **Keeping Safe** what do I know about keeping myself safe? Including PANTS rule
6. **Life Cycle** a basic awareness of the stages of life
7. **Respectful Relationships** focusing on family and friendships

At Key Stages 3 and 4 every class has a unit of work covering RSE each academic year which is delivered within the timetabled session for PSD of 45 minutes each week in mixed sex groups. On some occasions, some specific issues are addressed within single sex groups. Lessons follow current guidance from the PSHE Association and LEA advisors. They are adapted as necessary to address the learning needs of each cohort of pupils, and also to individual pupils as is deemed necessary. Sex Education will also be delivered within the Science National Curriculum.

KS3 Content for Year 7

1. **Why do things change?** Intro, Ground Rules, Base line assessment, enquiry why do things change, what changes have we already experienced? What is to come?
2. **How am I changing?** physically and emotional changes that I might encounter; periods, erections, wet dreams, masturbation, shaving, personal hygiene (where appropriate).
3. **What is the link between puberty and reproduction?** Knowing puberty is preparation for adulthood, sexual intercourse, recap body parts, public v private
4. **How do I manage my feelings during puberty?** Handling emotions
5. **How important are friendships and relationships?** What makes a good friend? Sustaining meaningful relationships, healthy and unhealthy relationships
6. **The PANTS underwear rule** and support networks

KS3 Content for Year 8

1. **How important is self-image?** Intro, Ground rules, Baseline, Recap any areas of year 7, esp. body changes and hygiene. How self-image affects our identity.
2. **Why do the media, alter images and use models that do not represent most of the population in their adverts?** Why is a positive Body Image important?
3. **How relevant is marriage today? Why do people get married?** Stages in a relationship, different types of loving relationships, respecting the sexual orientation of others. What is LGBTQ+?
4. **How can I be myself? What social pressures do you face? Peer, Parental, Academic?** Respecting difference in relation to gender and sexuality, unacceptability of all forms of bullying
5. **How well do I manage my emotions?** Especially in relation to friends and family

KS3 Content for Year 9

1. **Do all decisions have consequences?** Intro, Ground rules, Rights and responsibilities
2. **How do I assess and manage risky situations?** Risk assessment, how do I say no to unwanted advances? Understanding consent, know reasons for delaying sexual activity, how the law applies to sexual relations?
3. **What are the physical & emotional consequences of sexual relations?** Responsibilities of parenthood, avoiding unplanned pregnancies, protection from STI's
4. **What methods of contraception are there?** Pupils learn the range available
5. **What are the risks of unprotected sex?** STI's, HIV & AIDS, unplanned pregnancy

KS4 Content (AQA Accreditation Course)

1. **Relationships** understand the importance of relationships, to be able to recognise what constitutes good parenting and caring, understand why people get married, know what may cause relationships to break down, know about the work of an organisation that supports relationships in crisis, understand the impact of separation or divorce on family life.
2. **Our bodies and the life cycle** to know where the main parts of the male and female reproductive systems are located, to know what sex is.
3. **The law regarding sexual relations** know what the legal age is for sexual intercourse,

understanding consent, learn the skills and confidence to be assertive and be able to say what they want and don't want

4. **Contraception** to assess the appropriateness of a range of contraception, to know what are the main methods of contraception are and where to get advice.
5. **STI's** to know what sexually transmitted infections are, to know how sexually transmitted infections can be prevented. To know what the symptoms and treatments are for sexually transmitted infections.

KS4 Content (Pearson Accreditation Course)

1. **Know how to lead a healthy lifestyle;** healthy lifestyle: aspects e.g. physical, mental, sexual and emotional health, responsibility for maintaining health, influence of sexual relationships
2. **Importance of healthy lifestyles;** factors e.g. importance of safe sexual behaviour, dangers of sexually transmitted infections, long term consequences of infections like herpes and HIV
3. **Understand the importance of high-risk behaviours on others;** types of high risk behaviours e.g. sexual behaviour
4. **Impact of behaviours;** range of impact e.g. on others and impact on self for example become pregnant, contracting sexually transmitted infections e.g. HIV, Hepatitis.

KS4 Content (ASDAN Accreditation Course)

1. **Relationships** understand the importance of relationships, to be able to recognise what constitutes good parenting and caring, understand the demands of having a baby and looking after children, identify sources of help for new parents, identify facilities in the local area that supports parents with young children, demonstrate an awareness of a parent's responsibility for keeping a baby safe and healthy.
2. **Our bodies and the life cycle** know where the main parts of the male and female reproductive systems are located, to know what sex is.
3. **The law regarding sexual relations** know what the legal age is for sexual intercourse, understanding consent, learn the skills and confidence to be assertive and be able to say what they want and don't want
4. **Contraception** to assess the appropriateness of a range of contraception, to know what the main methods of contraception are and where to get advice from.
5. **STI's** to know what sexually transmitted infections are, to know how sexually transmitted infections can be prevented. To know what the symptoms and treatments are for sexually transmitted infections.

KS5 content

At KS5 we follow the Government Guidance and include students in delivery of the Sex Education element according to their individual wishes. Parents will be informed of the content but do not have the right to withdraw the young person against their wish. Further details can be read in this policy under the following section: Legal duties when teaching Relationships and Sex Education (RSE); DfE Guidance.

We have a two year rolling programme offering our students a broad and balanced curriculum which is delivered for one double lesson per week on a Friday. It is centred around the four areas of PfA (Preparation for Adulthood):

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1. Friends, relationships and community
2. Health
3. Employment (mainly covered by Work Experience and Employability)
4. Independent Living

Topics include: families, Respectful relationships including friendships, Online media, Intimate Relationships including Sexual Health, Health and Prevention and the Changing adolescent body.

Relationship education will also be addressed across all key stages on a daily basis as and when questions and incidents arise. Teachers may choose to use “tutor time” or make links to assemblies in response to a particular event or issue. Whole school and class assemblies provide opportunities to enhance pupils’ spiritual, moral, social and cultural development, promoting our school’s values and celebrating achievement and raise awareness of particular issues.

Teaching and Learning including:

A range of teaching and learning strategies are used:

- during timetabled PSD time, an emphasis is placed on active learning through planned discussions, circle-time, investigations, role-play activities, puppets, group-work and problem-solving
- all teachers will endeavour to provide a safe learning environment through the establishment of clear Ground Rules which are agreed as a class and made explicit to the pupils and are reinforced consistently each lesson
- visiting speakers where relevant (such as health workers and NSPCC) may also contribute to the curriculum
- pupils will sometimes be given leaflets/booklets relating to the subject matter covered, to take home with them

Specific Issues

- Teaching pupils to keep themselves safe is an important priority. This may include resources such as the ‘PANTS’ underwear rule and we will include teaching on awareness of exploitation both online and offline at an age appropriate level, also bearing in mind pupils’ emotional maturity
- Pupils will be taught LGBT (lesbian, gay, bisexual, transgender) content at any considered timely point in the RSE curriculum. All teaching will be sensitive and age appropriate in approach and content. At the point when it is considered appropriate to teach pupils about LGBT, the content should be fully integrated into the relevant area of study, rather than delivered as a stand-alone unit or lesson
- Pupils will be taught about online safety as part of the Computing Curriculum and as part of PSD lessons
- Specific teaching that emphasises that pornography is not the best way to learn about sex, because it does not reflect real life or the sharing of sexual images, should be addressed before it becomes an issue rather than reacting to an incident after it has occurred (where relevant depending on the ability and maturity of the pupils)
- Included within the current programme of study is teaching on relationships, emotions, body changes such as periods and wet dreams; disposal of sanitary towels; basic personal hygiene and how babies are made
- Discussions about issues such as contraception, emergency contraception, abortion,

sexuality may occur at late Key Stage 3 and into Key Stage 4 and 5 (depending on the ability and maturing of the pupils)

- Parents/carers will be informed if there is cause for concern regarding any of the above teaching of specific issues
- Pupils will have access to information regarding local support agencies
- Any disclosures made within lessons will be dealt with in line with the school's Safeguarding Children policy

Assessment

Assessment in RSE is an integral part of teaching and learning at AKS, although in RSE it is somewhat different to other areas of the curriculum.

Teachers assess pupils' progress in RSE:

- by making informal judgments as they observe them during lessons and at other times around school
- by setting sound baseline tests at the commencement of RSE lessons and then post learning assessment activities to show pupils increased knowledge
- by reviewing the relevant section in the AKS Passport

Staged levels are adapted to fit with the whole school system but assessments that we make of pupils achievement in RSE and PSD lessons do not imply that a pupil has "passed" or "failed". Assessment is very useful to give an indication of pupil progress, as well as identifying areas that need further support. This information will then be used to inform future planning and to ensure clear lesson objectives and outcomes.

Parental Involvement

Working in partnership with parents and carers is an essential element of RSE. Parents/carers are informed before the unit of work on RSE is commenced and are provided with a brief outline of the topics covered. Parents are encouraged to come into school whenever they have any concerns or anything they would like to discuss with us. Parents have a right to withdraw their child from certain aspects of RSE lessons. Parents' information evenings are held on a regular basis to support an understanding of current RSE guidelines and teaching, and to enable them to review our programme of study and the materials and resources used. A regular opportunity for parent consultation is made through parent questionnaires and by attending our information evenings.

Pupil consultation

Some Key Stage 3 & 4 classes participated in the 2018 Department for Education PSHE/RSE consultation, where they contributed their ideas on what they thought were the most important topics to learn about in PSHE and RSE. It is important that we provide regular opportunities for pupils to do this so that our teaching meets the needs of our young people. We will consult young people on a regular basis (e.g. bi-annually) by asking them to comment on:

1. What would you like to know more about?
2. Are you worried about any aspects of RSE, what and why?
3. How and from whom would you like to find out more?

Staffing and resources

At Key Stage 2 discrete lessons are delivered by the class tutors.

At Key Stages 3, 4 and 5 discrete lessons are delivered by KS3/4/5 teachers.

We arrange outside speakers from time to time to complement our own teaching.

Advice is received from a Children's Disability Nurse, who also attends our parents/carers information evenings.

An extensive collection of resources is available and this is constantly being updated in line with

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current practice.

Monitoring and evaluation

The PSD Subject Leader is responsible for monitoring the standards of pupils' work and the quality of teaching.

Subject development plan

Any issues relating to the teaching of RSE will be raised within the PSD subject development plan.

Continuing professional development (CPD)

The PSD Subject Leader supports colleagues in the teaching of RSE, by passing on information and ideas, and delivering, arranging or suggesting staff training as appropriate. We also hold staff meetings to discuss current issues and to make staff aware of new initiatives, practices and resources.

Timetable for Review	Annually	2 Years	3 Years	4 Years
Status	Statutory	Gloucestershire CC		School
Circulation	Website	Weduc	SAM	School Office

Table of Review and Modifications

RSE

Date Reviewed	Page Number of Changes	Summary of Changes Made
Dec 2020 Updated by Jo Johnson	Legal changes	Implementation changed from September 2020 to beginning of the summer term 2021
Dec 2020 Updated by Jo Johnson	KS4 content	KS4 content amended to align with the accreditations.
Dec 2020	KS5 content	KS5 content amended to reflect current provision and content

Updated by Jo Johnson		covered.
May 2021	DfE guidance	Titles change to reflect the titles used in the DfE guidance.



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