



King's Academy  
**Prospect**

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# **Relationships and Sex Education Policy King's Academy Prospect**

**September 2022**

**We have carefully considered and analysed the impact of this policy on equality and the possible implications for students with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.**

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## **1. Aims**

The aims of relationships and sex education (RSE) at King's Academy Prospect are to:

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies

Our approach to RSE relates to Prospect's ethos and values through a reinforcement that we are an open and tolerant school that celebrates inclusion and diversity.

## **2. Statutory requirements**

As a secondary academy school we must provide RSE to all students as per section 34 of the [Children and Social work act 2017](#).

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At King's Academy Prospect we teach RSE as set out in this policy and in line with our funding agreement and articles of association.

We also take note of our Equality Duty and Objectives.

## **3. Policy development**

This policy has been developed in consultation with staff, students and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to comment on the proposal
4. Student consultation – we investigated what exactly students want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## **4. Definition**

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

## **5. Curriculum**

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of

this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

## **6. Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Students also receive stand-alone sex education sessions delivered by a trained health professional.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

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

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## **7. Roles and responsibilities**

### **7.1 The governing board**

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

The governing board has not delegated the approval of this policy, but will approve it through the full governing body.

### **7.2 The headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory/non-science components of RSE (see section 8).

### **7.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

RSE is lead by Miss M McCabe, Associate Senior Leader. It is taught by Heads of Progress: Ms A Smith, Mrs S Gerrard, Miss L Blake, Mr B Radnedge, Mr I Lyddon

#### **7.4 Students**

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

#### **8. Parents' right to withdraw**

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the student's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to students who are withdrawn from sex education.

#### **9. Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by Ms m Morris, Deputy Headteacher Headteacher through a range of monitoring activities, such as developmental lesson visits, book looks and through student leadership.

Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the full governing body on an annual basis. At every review, the policy will be approved by the full governing body.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 7	Autumn	Self esteem	<a href="https://www.tes.com/teaching-resource/self-esteem-mental-health-11485685">https://www.tes.com/teaching-resource/self-esteem-mental-health-11485685</a>
	Spring	Types of families, genuine and toxic friendships. Identity	<a href="https://www.tes.com/teaching-resource/pshe-year-7-pshe-bundle-11561012">https://www.tes.com/teaching-resource/pshe-year-7-pshe-bundle-11561012</a> PSHE Association codes Core Theme 1: Health and Wellbeing KS3 H2 Core Theme 2: Relationships KS3 R1 KS3 R2 KS3 R3 KS3 R10 KS3 R14 KS3 R35 KS3 R36
	Summer	Puberty and periods FGM during Health and Wellbeing Day	PSHE Association mapping: Core Theme 1: Health and Wellbeing KS3 H6 KS3 H10 KS3 H21 KS3 H34 Core Theme 2: Relationships KS3 R4 KS3 R5 KS3 R42 KS3 R44 Individual Lesson Folder: <a href="https://www.tes.com/teaching-resource/puberty-pshe-rse-11721218">https://www.tes.com/teaching-resource/puberty-pshe-rse-11721218</a>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 8	Autumn	Self confidence	
	Spring	Stereotypes, HBT bullying Health and Wellbeing Day – FGM	<a href="https://www.tes.com/teaching-resource/prejudice-discrimination-disability-11442128">https://www.tes.com/teaching-resource/prejudice-discrimination-disability-11442128</a> New PSHE Association Guidelines 2020: KS3 H3 KS3 H4 KS3 H5 KS3 R3 KS3 R15 KS3 R16 KS3 R38 KS3 R39 KS3 R40 KS3 R41 KS3 L10
	Summer	Consent contraception, sexting, teenage pregnancy	New PSHE Association Mapping: KS3 H5 KS3 H6 KS3 R2 KS3 R9 KS3 H30 KS3 H31 KS3 H35 KS3 H36 KS3 R10 KS3 R12 KS3 R13 KS3 R14 KS3 R19 KS3 R24 KS3 R25 KS3 R26 KS3 R27 KS3 R31 KS3 R32 KS3 R33 KS3 R34 Year 8 Folder: <a href="https://www.tes.com/teaching-resource/pshe-and-citizenship-11516552">https://www.tes.com/teaching-resource/pshe-and-citizenship-11516552</a> KS3 R37 KS3 R38
Year 9	Autumn	Importance of good mental health	



YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Spring	CSE, abusive relationships, LGBT+ community, STI, Dangers of pornography	<a href="https://www.tes.com/teaching-resource/sexual-health-stis-rse-11232986">https://www.tes.com/teaching-resource/sexual-health-stis-rse-11232986</a> New PSHE Association Mapping: KS3 H30 KS3 H31 KS3 H35 KS3 H36 KS3 R33 KS3 R34 KS3 R37 KS3 R30 KS3 R27 KS3 R2 KS3 R17 KS3 R24 KS3 R26 KS3 R30 KS3 L20 KS3 R37 KS3 R38  <a href="https://www.tes.com/teaching-resource/citizenship-gcse-2-11579313">https://www.tes.com/teaching-resource/citizenship-gcse-2-11579313</a>  <a href="https://www.tes.com/teaching-resource/relationships-domestic-violence-abuse-rse-11706216">https://www.tes.com/teaching-resource/relationships-domestic-violence-abuse-rse-11706216</a>
	Summer	Contraception, safe sex, consent – Health and Wellbeing Day	Delivered by school nurses
Year 10	Autumn	Same sex marriage, gender/ trans identity, sexism, parenting.	<a href="https://www.tes.com/teaching-resource/year-10-pshe-1-year-s-yr-10-pshe-11994329">https://www.tes.com/teaching-resource/year-10-pshe-1-year-s-yr-10-pshe-11994329</a> KS4 H2 KS4 H4 KS4 H5 KS4 H6 KS4 H7 KS4 H8 KS4 H10 KS4 H13 KS4 H14 KS4 H31 KS4 R1 KS4 R4 KS4 R5 KS4 R6 KS4 R7 KS4 R9 KS4 R10 KS3 R11 KS4 R13 KS4 R17 KS4 R34 KS4 R35 KS4 R36 KS4 R25 KS4 L13 KS4 L16 KS4 L17 KS4 L18
	Spring		

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Summer	Forced marriage, conflict management, role models, revenge porn, harassment. STI	<p>Year 10 Folder:  <a href="https://www.tes.com/teaching-resource/year-10-pshe-1-year-s-yr-10-pshe-11994329">https://www.tes.com/teaching-resource/year-10-pshe-1-year-s-yr-10-pshe-11994329</a></p> <p>PSHE association mapping            KS4 H1 KS4 H2 KS4 H4 KS4 H5 KS4 H7            KS4 R1 KS4 R7 KS4 R11 KS4 R12 KS4 R13 KS4 R17 KS4 R28 KS4 H10 KS4 H23 KS4 R3 KS4 R4 KS4 R7 KS4 R10 KS4 R18            KS4 R32 KS4 R33 KS4 H22 KS4 R14 KS4 R29 KS4 R31 KS4 L25</p>
Year 11	Autumn	Body image. Fertility and reproductive health	<p>Year 11 Folder:  <a href="https://www.tes.com/teaching-resource/complete-year-11-pshe-12046471">https://www.tes.com/teaching-resource/complete-year-11-pshe-12046471</a></p> <p>KS4 H13 KS4 H14 KS4 H19 KS4 H27            KS4 H28 KS4 H29            KS4 H30 KS4 H31 KS4 H33            KS4 R26</p>
	Spring	Risks, consent, sexual harassment, safe sex, 'chem sex', break ups, types of relationships	<p><a href="https://www.tes.com/teaching-resource/complete-year-11-pshe-12046471">https://www.tes.com/teaching-resource/complete-year-11-pshe-12046471</a></p> <p>KS4 R1 KS4 R2 KS4 R3 KS4 R6 KS4 R9 KS4 R11 KS4 R12 KS4 R13 KS4 R20 KS4 R21 KS4 R23 KS4 R34 KS4 H2 KS4 H4 KS4 H5 KS4 H6 KS4 H7 KS4 H10 KS4 H19 KS4 H20 KS4 H21 KS4 H23</p>

## Appendix 1: By the end of secondary school students should know

TOPIC	STUDENTS SHOULD KNOW
Families	<ul style="list-style-type: none"><li>• That there are different types of committed, stable relationships</li><li>• How these relationships might contribute to human happiness and their importance for bringing up children</li><li>• 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</li><li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li><li>• The characteristics and legal status of other types of long-term relationships</li><li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li><li>• 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</li></ul>

TOPIC	STUDENTS SHOULD KNOW
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• 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)</li> <li>• 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</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• 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</li> </ul>

TOPIC	STUDENTS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• 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</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• 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</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• 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</li> <li>• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</li> </ul>

TOPIC	STUDENTS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• 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)</li> <li>• 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</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

## Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	