



THE NORTON  
KNATCHBULL  
SCHOOL

# Relationships & Sex Education Policy

Reviewed by	Richard Hoyte, AHT
EIA*	Completed by Richard Hoyte, AHT May 2024
Approved by the Education Committee	14th May 2024
Date of next Review	May 2025

*\*The purpose of an Equality Impact Assessment (EIA) is to ensure that policies, functions, plans or decisions do not create unnecessary barriers for people protected under the Equality Act 2010. Where negative impacts are identified these should be eliminated or minimised, and opportunities for positive impact should be maximised. EIA assessment will be completed for policies reviewed on or after 30<sup>th</sup> October 2023 and is appended to this policy*

## 1. Aims

The aims of relationships and sex education (RSE) at our school 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, those around them and their bodies."

## 2. Statutory requirements

As a secondary school we must provide RSE to all pupils 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 The Norton Knatchbull School we teach RSE as set out in this policy.

## 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. Relevant national and local guidance was reviewed to develop this as outlined in Section 2 above.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations – (emailed to staff on – Friday 11<sup>th</sup> December 2020)
3. Parent/stakeholder consultation – the policy was put on the school website (Monday 14<sup>th</sup> December 2020) and parents were invited to review it and share it with any local community groups that might be relevant. Comment was invited.
4. Student consultation – The policy was shared with all students and the Student Council were invited to review the policy and make recommendations (January 6<sup>th</sup> 2021).
5. Ratification – once amendments were made, the policy was shared with governors and ratified 31<sup>st</sup> March 2021
6. The policy will be reviewed annually by the Education Committee.
7. Where significant changes are made to the contents of the RSE curriculum, stakeholders will be consulted, and the policy approved by the Full Board of Governors.

## 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 students can be fully informed and are not left alone in seeking answers online. This may involve directing students to reliable resources such as Stonewall, Mermaids or Metro Health.

## **6. Delivery of RSE**

At The Norton Knatchbull School, RSE is taught within the Personal Development curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Religious Education and Computer Science.

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: children in care 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.

### **7.2 The Headteacher**

The Headteacher is responsible for – ensuring that RSE is taught consistently across the school, and managing requests to withdraw students from [non-statutory/non-science] components of RSE.

### **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 pupils 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.

At The Norton Knatchbull School RSE is taught in the Personal Development department by:

Mr A. Chernyshov – Head of Personal Development

Dr P. O'Connor – teacher of Personal Development

Miss C. Herbet – teacher of Personal Development and Religious Studies

Mr J. Johns – teacher of Personal Development and Art

Mrs L. Robinson – teacher of Personal Development, Sociology and Drama

#### **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 continue to have a right to request to withdraw their child from sex education delivered as part of RSE in secondary schools which, unless there are exceptional circumstances, should be granted up to three terms before the child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school will make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent.

Requests for withdrawal should be put in writing using the form found in Appendix 3 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 pupils who are withdrawn from sex education.

There is no right to withdraw from Relationships Education at primary or secondary level as the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

#### **9. Training**

The staff teaching RSE will be given appropriate training as part of their continuing professional development.

Visitors from outside the school, such as school nurses or sexual health professionals, will be invited in to provide support and training to staff teaching RSE.

#### **10. Monitoring arrangements**

The delivery of RSE is monitored by Mr R. Hoyte (Assistant Headteacher) through line management meetings, learning walks, lesson observations and regular review of materials being used.

Student progress in RSE is monitored by class teachers as part of our internal assessment systems.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

The teaching of this curriculum is based around the PSHE Association Framework and covers the Statutory 2020 RSE Guidelines.

<b>Year 7</b>	<ul style="list-style-type: none"><li>• Respect</li><li>• Self-Identity</li><li>• Relationships and experiences</li><li>• Features of negative/positive relationships</li><li>• Effects of language on others (sexist, phobic, disablist)</li><li>• Peer pressure and unhealthy habits (smoking and alcohol)</li><li>• Puberty and personal hygiene in relation to health</li><li>• Diversity and tolerance</li><li>• Where and how to access help/support if required</li></ul>
<b>Year 8</b>	<ul style="list-style-type: none"><li>• Self-esteem</li><li>• Body Image</li><li>• Online grooming</li><li>• Sexting and what to, and not to share online</li><li>• Age of consent and the law</li><li>• Social media and relationships</li><li>• Wellbeing/personal safety/first aid</li><li>• Diversity</li><li>• Strengthening awareness of all types of relationships, including romantic</li><li>• Where and how to access help/support if required</li><li>• Sexual identities LGBT+</li><li>• Importance of safe sex – introduction to contraception</li><li>• The consequences of unprotected sex</li><li>• Teenage pregnancy</li></ul>
<b>Year 9</b>	<ul style="list-style-type: none"><li>• Peer pressure – how to say 'no' effectively</li><li>• Child sexual exploitation, grooming and online safety</li><li>• Child labour and modern slavery</li><li>• Wellbeing/mental health: body image and eating disorders</li></ul>

	<ul style="list-style-type: none"> <li>• Strengthening awareness of features of romantic positive and negative relationships</li> <li>• Signs of domestic abuse inc. within teenage relationships</li> <li>• Self-awareness</li> <li>• Where and how to access help/support if required</li> </ul> <p>To support good sexual health, the school is also a 'Get it' school – 'Get It' is a free &amp; confidential service, facilitated by METRO, for young people to access condoms and/or Chlamydia &amp; Gonorrhoea testing kits. We will arrange visits from the local 'Get It' team across Years 9 to 13.</p>
<p><b>Year 10</b></p>	<ul style="list-style-type: none"> <li>• Respect, tolerance and diversity</li> <li>• Modern slavery and trafficking</li> <li>• Online safety and the law: sexting and revenge porn</li> <li>• Drugs</li> <li>• Media, pornography and self-esteem</li> <li>• Reality vs Fiction</li> <li>• Consent: verbal and non-verbal signs</li> <li>• Sexual harassment and stalking</li> <li>• Online safety and the law</li> <li>• Wellbeing/mental health</li> <li>• Managing stress and conflict resolution</li> <li>• Moral dilemmas and relationships</li> <li>• Sexual identities inc. LGBT+</li> <li>• Where and how to access help/support if required</li> </ul> <p>To support good sexual health, the school is also a 'Get it' school – 'Get It' is a free &amp; confidential service, facilitated by METRO, for young people to access condoms and/or Chlamydia &amp; Gonorrhoea testing kits. We will arrange visits from the local 'Get It' team across Years 9 to 13</p>
<p><b>Year 11</b></p>	<ul style="list-style-type: none"> <li>• Sexual health services</li> <li>• Wellbeing/mental health</li> <li>• Identification of red flags in unhealthy relationships</li> <li>• Strengthening knowledge and understanding of technology within relationships</li> <li>• Strengthen knowledge and understanding on the importance of safe sex: contraception and STIs</li> </ul>

	<ul style="list-style-type: none"> <li>• Where and how to access help/support if required</li> </ul> <p>To support good sexual health, the school is also a 'Get it' school – 'Get It' is a free &amp; confidential service, facilitated by METRO, for young people to access condoms and/or Chlamydia &amp; Gonorrhoea testing kits. We will arrange visits from the local 'Get It' team across Years 9 to 13</p>
<p><b>Sixth Form</b></p>	<p>Our RSE work in Key Stages 3 &amp; 4 is further supported in the sixth form, where elements of the RSE curriculum are covered in the <b>timetabled</b> sixth form Personal Development Programme.</p> <p><b>Topics covered:</b></p> <ul style="list-style-type: none"> <li>• Mindfulness</li> <li>• Living without harm</li> <li>• Self-awareness</li> <li>• Mental health and wellbeing</li> </ul> <p>To support good sexual health, the school is also a 'Get it' school – 'Get It' is a free &amp; confidential service, facilitated by METRO, for young people to access condoms and/or Chlamydia &amp; Gonorrhoea testing kits. We will arrange visits from the local 'Get It' team across Years 9 to 13.</p> <p>The Sixth Form Pastoral Manager runs a female only Sexual Health society; answering questions, facilitating open discussion, discussing STI's/STD's and enabling access to contraception.</p> <p>Testing procedures for good Sexual Health will be promoted to the sixth form. This involves promotion of an online app and self-testing kits.</p>

## Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS 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	PUPILS 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	PUPILS 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	PUPILS 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 3: 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	

# NKS Equality impact assessment

## THIS POLICY WILL AFFECT

- Pupils
- Parents
- Staff
- Governors

**EIA completed by:** Mr R. Hoyte

**Contributors to EIA:** None

**Date completed:** 2<sup>nd</sup> May 2024

## Impact analysis

GROUP	POSITIVE IMPACT	NEUTRAL IMPACT	NEGATIVE IMPACT	WHY WILL THE POLICY HAVE THIS EFFECT?
Sex	✓			As part of the wider curriculum of the Personal Development department, this RSE Policy and curriculum actively promotes respect, tolerance and diversity.  The PD department will answer student questions, facilitate open discussion and signpost students to support agencies if needed.
Race	✓			
Religion or belief	✓			
Sexual orientation	✓			
Gender reassignment	✓			
Pregnancy or maternity	✓			
Age	✓			
Disability	✓			
Marriage or civil partnership	✓			
You could also add non-protected characteristics that have a specific impact in your school, e.g.: English as an additional language Looked-after children Families with separated parents				The policy also allows parents to withdraw their child from sex education should they wish, therefore paying due respect to different beliefs.

## INTERSECTIONAL IMPACT

None

## Outcomes

## CONSULTATION AND STAKEHOLDER ENGAGEMENT

As outlined in section 3 – the development of this policy has involved consultation with all stakeholders.

## FINAL DECISION ON POLICY

No additional changes required.

### **Monitoring arrangements**

## MONITORING ARRANGEMENTS

See section 10.