



The King's
CHURCH OF ENGLAND
ACADEMY KIDSGROVE

POLICY

Relationships and Sex Education

Date of approval by governing body:	June 2021
Policy Owner:	Principal

The King's Church of England Academy is in the diocese of Lichfield.

Our Vision is to enable every child to achieve their God-given academic and personal potential, so that they can make a positive impact in the world. We seek to be a community built on knowing God's truth and love. Our values are distinctively Christian, governing and underpinning all that we do, and therefore we are wholly inclusive of children with any faith and no faith.

Our Values are distinctively Christian, governing and underpinning all that we do:

Grace

We aim to reflect God's love and grace as revealed in the life, death and resurrection of Jesus Christ, never settling for less than going 'the extra mile' in caring for our students and staff.

Thankfulness

We aim to be a school that is thankful to God for the education and opportunities we receive, and thankful to one another for every valuable contribution to our community.

Trust

We aim to be a community that trusts in God, and provides a safe and secure environment in which we can trust one another so that everyone feels valued and is able to share their opinions and grow in confidence.

Justice

We aim to be a community of justice, where we value every person, made in the image of God, regardless of age, gender, ability, sexual orientation, background or religion.

Aspiration

We aim to nurture a sense of curiosity and excitement about God's world that will stimulate our students to search for truth, meaning, purpose and a faith by which to live. We aim to enable them to develop the joy of discovery and the discipline of study for the whole of their lives.

Celebration

Learning in God's truth and love, we take pride in success and celebrate what we achieve together – academically and creatively.

As a church school, our aim is neither to proselytise children, nor in any way persuade or pressurise them to adopt a lifestyle which embraces a Christian morality. However, we do wish to help children understand the Christian faith and Christian morality which springs from the faith, so they understand a key world religion, and make educated choices in the way they conduct their lives as a result.

The Church of England Education Office faith-sensitive and inclusive approach to Relationships Education, Relationships and Sex Education¹ (RSE) and Health Education (RSHE) is underpinned by biblical truth.

Everyone will be treated with dignity as all people are made in the image of God and loved equally by God.

All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.

Definition

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSHE involves a combination of sharing information, and exploring issues and values. Our programme enshrines Christian values relating to the importance of stable relationships, marriage and family life. It also

promotes those virtues, which are essential in responding to God's call to love others with a proper respect for their dignity and the dignity of the human body.

Statutory requirements

This policy is written in line with the statutory expectations set out in the document *The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations*, September 2020. This document contains information on what schools should do and sets out the legal duties with which schools must comply when teaching Relationships Education, Relationships and Sex Education (RSE) and Health Education.

Our Objectives

To develop the following attitudes and virtues:

- reverence for the gift of human sexuality and fertility;
- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodily natures;
- responsibility for their own actions and a recognition of the impact of these on others;
- recognising and valuing their own sexual identity and that of others;
- celebrating the gift of lifelong, self-giving love;
- recognising the importance of marriage and family life;
- fidelity in relationships.

To develop the following personal and social skills:

- making sound judgements and good choices which have integrity and which are respectful of the individual's commitments;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect as well as empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- assessing risks and managing behaviour in order to minimise the risk to health and personal integrity and dignity.

To foster knowledge and understanding of:

- the Church's teaching on relationships and the nature and meaning of sexual love;
- the Church's teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical, psychological and emotional changes that accompany puberty;
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential role in procreation;
- how to manage fertility in a way that is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception;

Church of England RSE

This policy is founded upon Christian Values and the teaching of the Church of England.

The inclusion of positive, person-centred education is at the heart of Christian education and this education is basically about the development, growth and journey of the whole person towards becoming "*fully human, fully alive*" as a unique creation made in God's image. Education must take full count of the integrity of the whole human person: one body, one soul. Thus, the gift of sexuality must be seen as intimately bound to human relationships, especially that of marriage.

Education in sexuality is of paramount importance in a Church of England Academy. More than ever young people in our care need help and guidance in their struggle to live out their lives as members of the Christian family.

We are involved in relationships and sex education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Church of England Academy. Our approach to RSHE therefore is rooted in the Church's teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity: Father, Son and Spirit in communion, united in a loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity. RSHE, therefore, will be placed firmly within the context of a relationship as it is there that sexuality grows and develops.

All RSHE will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from, and support will be provided to help pupils deal with different sets of values.

RSHE should ensure that children are able to cherish themselves and others as unique and wonderfully made, keep themselves safe and able to form healthy relationships where they respect and afford dignity to others. It will provide pupils with the knowledge that will enable them to navigate and contextualise a world in which many will try to tell them how to behave, what to do and what to think. It will help them to develop the skills to express their own views and make their own informed decisions. This is a responsibility that should normally be shared between parents and school.

Curriculum

The RSHE curriculum is overseen by a designated staff member with responsibility for its implementation, monitoring and review.

RSHE is a curriculum subject and as such is given dedicated time on the curriculum. As a school we are committed to the education of the whole person, so RSHE will be reflected in each relevant part of the curriculum including the Careers education information and guidance programme (CEIAG); each discipline will speak with consistency about the meaning of human love and the virtues that are enshrined in the Church's teaching on human love. RSHE is taught through, but not exclusively, RE, Science, and English.

All staff will be involved in developing the attitudes and values aspect of the RSHE curriculum. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also contribute to the development of pupils' personal and social skills.

Wider discipline exemplification

The citizenship curriculum at key stages 3 and 4 is embedded within the RSHE programme and aims to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, citizenship education will foster students' awareness and understanding of democracy, government and how laws are made and upheld. Teaching equips pupils with the knowledge to explore political and social issues, to weigh evidence, debate and make reasoned arguments. It also prepares students to take their place in society as responsible citizens, manage their money well and make sound financial decisions.

The science curriculum at Key Stages 3 and 4 includes teaching about reproduction in humans; for example, the structure and function of the male and female reproductive systems, menstrual cycle, gametes, fertilisation, gestation, birth and HIV/AIDS.

The ICT curriculum at Key Stages 3 and 4 aims to ensure that all pupils cover e-safety, with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private, and where to go for help and support.

The PE curriculum aims to ensure that pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and activities and are able to make healthy lifestyle choices.

RSHE curriculum will be delivered such that students experience a range of viewpoints on issues. Students will also receive clear scientific information as well as covering the age-related aspects of the law pertaining to RSHE. Specifically, students at Key Stages 3 and 4 will be made aware of the relevant legal provisions when relevant topics are being taught, including:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism/radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)
- Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Christian teaching.
- We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

Responsive curriculum

The RSHE curriculum will always be responsive to emerging issues that become relevant to the school context.

External Visitors

Our Academy will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSHE. Such visits will always complement and enhance the curriculum offer. External visitors will be clear about their role and responsibility whilst they are in school delivering a session; they will follow the school's policies, minimising the potential for disclosures or inappropriate comments from students; they will ensure that all teaching is rooted in Christian principles and practice.

The school will always involve the Designated Safeguarding Lead (DSL), or deputy (DDSL) to support the work of external visitors in anything that is safeguarding-related. The DSL and/ or the DDSL will signpost knowledge of trusted, high quality local resources that could be engaged, links to the police and other agencies and the knowledge of any particular local issues which it may be appropriate to address in lessons.

Regular external agencies that the school use in order to enhance the RSHE program through both lesson time, assemblies (*) and RSHE drop down days are:

- Glow*
- Catch 22*
- New Era

- NSPCC
- T3 Stars
- R.I.O.T
- Early Help
- Mental Health Support Team*
- Action for Children
- MoneySmart
- YOS
- Staffordshire Police*
- Careers Hub*
- New Vic Theatre (Unite)*
- Foodbank*

Training Provision

Members of staff involved in the implementation of the policy within the Academy will be supported whenever necessary by appropriate training and advice. Resources (such as those provided by the PSHE Association) and Church documents are available to staff to support understanding of [Church of England teaching](#). Inset time will be made available as part of a structured staff development programme.

Student engagement with the RSHE curriculum

Developments in an individual's attitude, virtues, personal and social skills is not an easily quantifiable science...

Methodology and Approach

RSHE in the Academy will be delivered within particular subject areas and in RSHE specific lessons and drop down days and in accordance with the relevant schemes of work. Where controversial issues are considered there will be opportunities to reflect not only upon the biological or sociological facts but the topics will, at some point, be placed within a moral context and considered in the light of Christian, Bible based teaching. Specifically:

Ethical Issues - (including Stem cell research, cloning, genetic engineering etc.)

Pupils will be taught the Christian views on issues and given the opportunity to discuss all views in an appropriate manner.

Homosexuality – When this issue is explored it will be considered in the context of a biblical understanding of human sexuality. The aim will also be to promote tolerance and counter prejudice.

Contraception – pupils will have the opportunity to discuss and consider a variety of options on this topic.

Abortion – Students will consider the religious and humanitarian objections to abortion as well as arguments supporting the practice.

Menstruation - The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Pupils should be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. In addition to curriculum content, schools should also make adequate and sensitive arrangements to help girls prepare for and manage menstruation including with requests for appropriate menstrual products. We consider the needs of the cohort of pupils in designing this content.

The following tables are extracts from *The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations*, September 2020, in relation to what students should know by the end of Key stage 4.

By the end of secondary school, pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships □ How these relationships might contribute to human happiness and their importance for bringing up children. • 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 • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • 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
Respectful relationships, including friendships	<ul style="list-style-type: none"> • 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. • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • 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) • 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. • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control □ What constitutes sexual harassment and sexual violence and why these are always unacceptable. • 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.
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online □ 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. • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them □ What to do and where to get support to report material or manage issues online. • The impact of viewing harmful content. • 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

	<ul style="list-style-type: none"> • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> • 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 • 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)
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • 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. • 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 • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women □ That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • That they have a choice to delay sex or to enjoy intimacy without sex • The opportunity to discuss contraception and the options available. • The facts around pregnancy including miscarriage. • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted. • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. • How the use of alcohol and drugs can lead to risky sexual behaviour □ • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
Mental wellbeing	<ul style="list-style-type: none"> • how to talk about their emotions accurately and sensitively, using appropriate vocabulary □ that happiness is linked to being connected to others. • how to recognise the early signs of mental wellbeing concerns • common types of mental ill health (e.g. anxiety and depression) • 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 • the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness
Internet safety and harms	<ul style="list-style-type: none"> • 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, overreliance 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

	<ul style="list-style-type: none"> • 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
Physical health and fitness	<ul style="list-style-type: none"> • the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress • the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health • about the science relating to blood, organ and stem cell donation
Healthy eating	<ul style="list-style-type: none"> • how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • 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 • the law relating to the supply and possession of illegal substances • the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood □ the physical and psychological consequences of addiction, including alcohol dependency • awareness of the dangers of drugs which are prescribed but still present serious health risks • the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so
Health and prevention	<ul style="list-style-type: none"> • about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics • about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist • (late secondary) the benefits of regular self-examination and screening • the facts and science relating to immunisation and vaccination • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
Basic first aid	<ul style="list-style-type: none"> • basic treatment for common injuries • life-saving skills, including how to administer CPR □ the purpose of defibrillators and when one might be needed
Changing adolescent body	<ul style="list-style-type: none"> • key facts about puberty, the changing adolescent body and menstrual wellbeing • the main changes which take place in males and females, and the implications for emotional and physical health

Controversial or Sensitive Issues

There will always be sensitive or controversial issues in the field of RSHE. These may be a matter of maturity, of personal involvement or experience of children. Pupils are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSHE programme. The use of ground rules in the classroom will help to create a supportive climate for discussion

Specific class/group arrangements

All departments will teach students within their regular teaching groups. Pastoral/Citizenship programme will be taught in Chapter groups. For RSHE development days students will again be taught predominantly in Chapter groups.

Liaison with Parents

We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As a Church of England Academy, we provide the principal means by which the Church assists parents and carers in educating their children. Parents/carers will be informed of the more sensitive aspects of RSHE that will be covered in order that they can be prepared to talk and answer questions about their children's learning.

This policy is made accessible to parents via the school website.

Our aim is that every parent and carer will have full confidence in the Academy's RSHE programme to meet their child's needs. Parents have the right to withdraw their children from the non-statutory components of RSHE 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 and addressed to the Principal. A copy of withdrawal requests will be placed in the pupil's educational record. The Principal will discuss the request with parents and take appropriate action. Appropriate alternative work will be given to pupils who are withdrawn from RSHE. We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. A copy of withdrawal requests will be placed in the pupil's educational record.

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

Equal Opportunities

Relationships Education, RSHE and Health Education must be accessible for all pupils at The King's Church of England school. This is particularly important when planning teaching for pupils with special educational needs and disabilities. High quality teaching that is differentiated and personalised is the starting point to ensure accessibility. We are also mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice, when teaching these subjects to those with SEND.

We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSHE can also be particularly important subjects for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors are taken into consideration in designing and teaching these subjects.

As with all teaching for these subjects, we ensure that the teaching is sensitive, age appropriate, developmentally appropriate and delivered with reference to the law. Lesbian, Gay, Bisexual and Transgender (LGBT) In teaching Relationships Education and RSHE, The King's Church of England Academy ensures that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect, and the dignity of the human person. The King's Church of England Academy comply with the relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst the protected characteristics.

Inclusion and differentiated learning

We will ensure RSHE is sensitive to the different needs of individual pupils in respect to students' different abilities, levels of maturity and personal circumstances, for example, their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help.

Equalities Obligations

The Governing Body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children.

Other key related documents:

The DfE guidance 'Relationships Education, Relationships and Sex Education (RSHE) and Health Education' (2020) replaces the 'Sex and Relationships Education guidance' (2000). This guidance will be reviewed by the DfE three years from first required teaching (September 2020) and every three years after that point.

The guidance should be read in conjunction with:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- National Citizen Service guidance for schools

TO BE COMPLETED BY PARENTS			
Name of Child		Class	
Name of Parent		date	
Reason for withdrawing from 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 parent	<p>To include notes from discussions with parents and agreed actions taken.</p> <p>EG. Student X will be taking part in all relationships lessons. During the sex education lessons, he will be working independently on a project in a designated, supervised learning space.</p>