



# Relationship and Sex Education Policy

Thomas Keble School

## 1.0 Aims

The aims of relationships and sex education (RSE) at Thomas Keble are to:

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

## 2.0 Related policies

The policy should be read in conjunction with other relevant policies:

- Anti-bullying policy;
- Behavior policy;
- Child protection and safeguarding policy;
- Equality Policy;
- ICT acceptable use policy.

## 3.0 Statutory requirements

As a secondary academy, we must provide RSE to all pupils under section 34 of the [Children and Social Work Act 2017](#). In teaching RSE, we're 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](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Thomas Keble, we teach RSE as set out in this policy.



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## 3.0 Policy development

This policy has been developed in consultation with staff, pupils 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 attend a meeting about the policy.
4. Pupil consultation – we investigated what exactly pupils want from their RSE.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

## 4.0 Definitions

### 4.1 Moral and Values Framework

The Sex Education programme will reflect the ethos of the School and aims to encourage pupils to have due regard to moral considerations and the value of family life.

### 4.2 Equal Opportunities

Thomas Keble School is committed to working towards equal opportunities in all aspects of school life. Resources and methods are all in keeping with the School's Equality Policy.

### 4.3 Content

Sex Education provides pupils with a body of knowledge and encourages the acquisition of skills and attitudes which will help pupils manage their lives responsibly and in a healthy way.

## 5.0 Curriculum Content and Delivery

A wide range of teaching methods are used that enable students to actively participate in their own learning. At KS3 pupils will cover work on: family life and relationships including both healthy and unhealthy relationships (Teen Relationship Abuse, FGM and Forced Marriage), teenage pregnancy, contraception, sex and the law, STIs and HIV, assessing risk and decision-making.



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Further work is continued into KS4 and is delivered through the tutorial programme and visiting speakers including work on Sexual consent and further work on HIV.

As well as knowledge and information, pupils will be encouraged to consider the importance of:

- Personal values and self-esteem, including respect and valuing of themselves and others.
- Personal responsibility for their own actions.
- Responsibility to their family and wider community.
- The value of family life, approached through a consideration of the qualities and relationships between groups of people with an emphasis on stability, respect, caring and support.

Pupils will be encouraged to develop the skills of:

- communication
- decision-making
- recognising and using opportunities to develop a healthy lifestyle.

## 6.0 Organisation

Sex Education is co-ordinated by the Head of PSHE (Personal, Social & Health Education) who is responsible for the planning, implementation and review of the programme within PSHE and the tutorial programme, and who co-ordinates other aspects of the work in Science, PE and RE.

Delivery is through planned aspects in PSHE, Science, RE and the tutorial programme. It also takes place when moral and ethical issues are addressed in any subject area. As long as any discussion takes place within the context of any subject, it will not be deemed part of the Sex Education Programme, and therefore not subject to the parental right of withdrawal.

A variety of teaching approaches are used as appropriate to ensure the aims of the programme are implemented. Pupils are typically taught in mixed gender groups, although some self-selected grouping takes place and there is, sometimes, provision made for a single sex session when requested by pupils. A wide range of materials and resources are made available to staff, and may be inspected by parents. Requests should be made by contacting [admin@thomaskeble.gloucs.sch.uk](mailto:admin@thomaskeble.gloucs.sch.uk)



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## 7.0 Specific Issues

### 7.1 Confidentiality

Pupils will be told that some information cannot be held confidentially by schools. They will be informed that staff are bound to act on certain disclosures, as dictated by our Safeguarding (Child Protection) policy; however, pupils will also be offered sensitive and appropriate support.

### 7.2 Contraceptive advice, information and referrals for Under 16s

Teachers should not give contraceptive advice to an individual student under the age of sixteen. Teachers are not health professionals and the legal position when giving advice in such circumstances has never been tested in the Courts.

Pupils are advised to speak to tutors, HoY or supportive members of staff with any issue. Therefore, any pupil who thinks they may be at risk of pregnancy, will know that they can talk to an adult in the school and they will be supported.

Pupils are encouraged to talk to other health professionals who will follow their professional guidance. Pupils will be encouraged to talk with their parent(s) and asked whether they want help in doing so. If this takes place, subsequent responsibility lies with the parents(s). If pupils refuse to tell their parent(s), they will be referred to a health professional, G.P. or school nurse for example. As the child might be deemed “at risk” the matter should be reported to the Designated Safeguarding Lead (DSL) who will inform the Headteacher and discuss with the health professional how parent(s) might be informed, as appropriate.

During the sex education programme pupils will be informed of agencies where they can access advice.

### 7.3 Disclosure of sexual abuse

If there is a disclosure or suspicion of child abuse or possible abuse, the School’s Child Protection procedures will be involved (see Safeguarding (Child Protection) Procedures).



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## 7.4 Explicit or Difficult Questions

Teachers will use their professional judgement to deal with explicit or difficult questions in the course of sex education. Such questions need not be answered directly and can be addressed individually later, when pupils might be encouraged to discuss them with parents or a health professional.

## 8.0 Outside Visitors

Where possible the school may make frequent use of outside visitors – G.P. health visitors, school nurse or other health professionals. These will receive the Sex Education Policy and will be asked to work within it. We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with pupils' developmental stage
  - Comply with:
    - This policy
    - The [Teachers' Standards](#)
    - The [Equality Act 2010](#)
    - The [Human Rights Act 1998](#)
    - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses.
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they're going to say



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- Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- We **won't**, under any circumstances:
  - Work with external agencies that take or promote extreme political positions
  - Use materials produced by such agencies, even if the material itself is not extreme

## 9.0 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- Give careful consideration to the level of differentiation needed.

## 10.0 Use of resources

We **will** consider whether any resources we plan to use:



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- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

### 11.0 Roles and responsibilities

#### 11.1 The Trust Board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation. The governing board has delegated the approval of this policy to the Quality of Education Committee.

#### 11.2 The headteacher

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

#### 11.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- 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. All of those staff listed as Tutors on our website will deliver some aspects of the RSE curriculum.



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## 11.4 Pupils

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

## 12.0 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 3 of this policy and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action. Pupils who are withdrawn from sex education will work in the school library during the taught sessions.

## 10. 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.





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## Appendix 1: Curriculum map

YEAR	TERM	TOPIC/THEME DETAILS	RESOURCES
7	Autumn 1	Relationships: <ul style="list-style-type: none"><li>To understand the nature of friendships</li></ul>	All about me
	Autumn 2	My changing body: <ul style="list-style-type: none"><li>Understand what happens to our body during puberty</li><li>Explore how young people feel about the physical and emotional changes that happen during puberty</li><li>Explore how best to deal with the changes I am going through</li><li>Understand puberty from a boy's point of view</li><li>Understand more about periods and the products available</li><li>Understand what the menopause is and why it happens</li></ul> Relationships: <ul style="list-style-type: none"><li>Identify the importance of having a variety of relationships and how these can impact our lives</li><li>Begin exploring what we feel, think and know about relationships</li><li>Explore the qualities people seek in relationships</li></ul>	
	Summer 2	Online and media: <ul style="list-style-type: none"><li>Understand more about staying safe on the internet</li></ul>	Schoolsbeat





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9	Autumn 1	<p>Respectful Relationships:</p> <ul style="list-style-type: none"> <li>• Appreciate each other for who we are</li> <li>• Question what we mean by gender identity and sexual orientation</li> <li>• Understand relationships can be diverse and consider our own opinion toward sexuality</li> <li>• Understand more about the idea of gender</li> </ul>	
	Spring 2	<p>Unhealthy relationships:</p> <ul style="list-style-type: none"> <li>• Understand and explain healthy relationships</li> <li>• Understand that relationship abuse can take many forms</li> <li>• Understand why some people may feel trapped in an unhealthy relationship</li> <li>• Understand what forced marriage is and how it can affect someone</li> </ul>	Teenage relationship abuse- GHLL
	Summer 1	<p>FGM:</p> <ul style="list-style-type: none"> <li>• Understand more about Female Genital Mutilation</li> </ul> <p>Fertility and parenthood</p> <ul style="list-style-type: none"> <li>• Understand about how fertility changes over time</li> <li>• Describe different routes into parenthood</li> </ul> <p>Intimate and sexual relationships, including sexual health:</p> <ul style="list-style-type: none"> <li>• Describe the symptoms of common STI's and know how to protect ourselves</li> <li>• To understand the facts about HIV and AIDS</li> <li>• To understand what would be classed as safe sex</li> </ul>	Forward Safeguarding rights and dignity PSHE association
	Summer 2	<p>Pornography:</p> <ul style="list-style-type: none"> <li>• Explore the possible influence of the media, pornography and advertising of young people in terms of body image, gender stereotyping and the exploitation of women</li> <li>• Explore the influence of the media, pornography and sexualisation of the high street on young people</li> <li>• Explore the law as it relates to sex, pornography and the internet</li> <li>• Explore personal and societal attitudes towards pornography</li> </ul>	Brighton & Hove Healthy Schools Planet Porn



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YEAR	TERM	TOPIC/THEME DETAILS	RESOURCES
		<ul style="list-style-type: none"> <li>• Consider attitudes to what is ‘normal’ in a healthy relationship</li> <li>• Explore the impact of pornography on relationships</li> </ul>	
10	Autumn 2            Summer 1	<p>Being Safe:</p> <ul style="list-style-type: none"> <li>• Recognise we are all different and the way pleasure represents a way into affirmative consent</li> <li>• Recognise the issues around Teenage pregnancy</li> <li>• Explore values, attitudes and skills to make responsible and well-informed decisions about our lives.</li> </ul> <p>Pregnancy and parenthood:</p> <ul style="list-style-type: none"> <li>• Understand a healthy pregnancy and know the signs of a miscarriage</li> <li>• Understand the responsibilities being a parent and how committed, stable relationships can be important for bring up children</li> <li>• Consider the positive and negative aspects of being a parent</li> </ul> <p>Consent:</p> <ul style="list-style-type: none"> <li>• Recognise warning signs of an unhealthy relationship</li> <li>• Understand what sexual consent looks and sounds like</li> <li>• Understand the issues surrounding consent, what freedom and capacity to consent means and how some people use threats, coercion and control in order to pressurise others into taking part in sexual activity.</li> </ul>	<p>Price of Parenting- GHLL</p>             <p>Give and Get- GHLL</p>
11	Spring 1	<p>Respectful relationships:</p> <ul style="list-style-type: none"> <li>• Attitudes towards sexual bullying</li> <li>• Understand revenge porn and the impact this might have</li> <li>• Illustrate what can happen to people on a night out and what sexual health issues could be on the agenda</li> <li>• Coercive control</li> </ul>	Hollie Gazzard Trust



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## 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>
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>



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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>



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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	