



# KING JAMES I ACADEMY

## Relationship & Sex Education Policy

Date adopted by Governors: September 2018

Last review: September 2023

Next review: September 2024

## **1. Introduction**

This Policy was developed in conjunction with the Governors and parents and reflects the community we serve.

Our overarching aim is that students at King James I Academy:

- Develop self-awareness, positive self-esteem and confidence
- Develop a healthy lifestyle
- Learn to keep themselves and others safe
- Develop positive relationships
- Learn to respect the differences between people
- Develop independence and responsibility
- Play an active role as members of society
- Make the most of their opportunities and abilities

## **2. What is the RSE Policy about?**

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

Parents are informed at the beginning of each year that their child will be undertaking Sex and Relationships Education within the PSHE programme and have the opportunity to discuss issues or withdraw their child.

The PSHE/RSE framework has been developed to support our young people through their physical, emotional and moral development, allowing our students to develop the skills and understanding they need to live confident, healthy and independent lives, respecting themselves and others, helping them deal with difficult moral and social questions.

We stress the importance of the individual and collective conscience, moral dilemmas, attitudes, values and the development of critical thinking as part of the decision making process. It covers matters concerning the teaching of sex, sexuality and sexual health it will not promote sexual orientation or sexual activity.

At King James I Academy in the PSHE/RSE we stress the importance of learning to manage emotions and relationships confidently and sensitively; developing respect for others, managing conflict, making choices based on the understanding of difference without prejudice, understanding the consequences of our actions and recognising exploitation and abuse.

Students at King James I Academy follow a programme, which promotes a sound knowledge of physical and emotional development, an understanding of human sexuality, reproduction, sexual health and relationships. A wide knowledge of contraception, local and national sexual health advice and various support services is offered. The reasons and benefits of delayed sexual activity and avoidance of unplanned pregnancy are also promoted.

## **3. Principles of the Policy**

**This policy was developed in response to:**

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, DfE September 2020
- Research commentary: teaching about sex, sexual orientation, and gender reassignment, (Chris Jones, Ofsted's Director, July 2021)
- Children and Social Work Act, 2017
- Equality Act, 2010 and schools
- Not Yet Good Enough: Personal, social health and economic education in schools, Ofsted 2013
- Special Educational Needs and Disability code of practice: 0-25 years, updated 2020
- Life Lessons: PSHE and SRE in schools: Fifth Report, House of Commons Education Committee, 2015
- Keeping Children Safe in Education (KCSIE) (DfE, 2022)
- Transforming Children and Young People's Mental Health Provision, Green Paper, July 2018
- Review of Sexual abuse in schools and colleges, Ofsted June 2021

This policy should be considered alongside the following:

- E-safety
- Anti-bullying
- Child Protection
- Single Equality Policy and Action Plan
- PSHE and Citizenship Curriculum
- Behaviour Policy

In addition, King James I Academy believes that RSE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all pupils
- Encourage every student to contribute to make our community and aims to support each individual as they grow and learn.
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. children living with step families, those living with same sex parents, children looked after, adopted children, extended family. It includes a variety of types of family structure, and acceptance of diversity.
- Encourage students and teachers to share and listen to each other's views and the right to hold/ express views. We are aware of different approaches to sexual identity, without promotion of any particular family structure. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents/carers are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents, carers and students, consulting them about the content of programmes.

- Recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals

#### **4. Attitudes and Values**

At King James I Academy we believe that students should be:

- learning the importance of values, individual conscience and moral choices;
- learning the value and valuing family life, stable and loving relationships, and marriage;
- learning about the nurture of children;
- learning the value of and demonstrating respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making
- challenging myths, misconceptions and false assumptions about normal behaviour.
- Learning the importance of rights, responsibilities and opportunities online. Applying high expectations of behaviour including online.

#### **Personal and Social Skills**

- learning to manage and managing emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- developing positive self-esteem and confidence
- making informed choices with an absence of prejudice and discrimination
- pupils show respect for those who share the protected characteristics
- developing an appreciation of the consequences of choices made;
- managing conflict;
- empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)
- knowing how to report concerns of abuse including 'child on child' abuse and sexual harassment, and the vocabulary and confidence to do so
- exploring societal norms and the use/misuse of alcohol and drugs and the impact on relationships
- learning to actively seek, ask and recognise consent from others, including sexual consent. Developing the skills necessary to communicate effectively in a range of scenarios involving consent and understand that consent can be withdrawn

#### **Knowledge and Understanding**

- students should know that their bodies belong to them, and the differences between appropriate and inappropriate or unsafe physical, and other contact
- learning and understanding physical, emotional and spiritual development at appropriate stages;
- all students will learn about menstrual wellbeing including facts about the menstrual cycle.
- learning and understanding relationships, including that friendships are meant to be positive, healthy, and pleasurable

- understanding human sexuality, identity, human reproduction, sexual health, emotions and relationships;
- learning about contraception, sexually transmitted infections and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- the avoidance of unintended pregnancy.
- the impact of viewing harmful content through online and media
- 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 (Female Genital Mutilation), and how these can affect current and future relationships
- all students, including those who are non-binary, intersex, and gender diverse should know the key facts about puberty, the changes in the adolescent body (including physical and emotional) and menstrual wellbeing
- learn where to go for help and advice and how to access local and national services, including online.

## **5. What we do? Organisation and Content of Relationship and Sex Education**

King James I Academy specifically delivers Relationship and Sex Education through its PSHE Programme, and Science lessons at KS3, and KS4.

Much of the Relationship and Sex Education at King James I Academy takes place within PSHE lessons. Teachers generally deliver the PSHE Curriculum with support from professionals where appropriate. RSE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten. RSE will be representative of LGBTQ+ young people.

The PSHE Programme and Science National Curriculum is taught in every relevant key stage.

Students with special educational needs, physical, emotional or learning difficulties will be given extra support and differentiated material within the learning group situation. A wide variety of teaching and learning styles should be used). The teacher is responsible for delivery of the programme aided by the RSE coordinator, PSHE coordinator, SLT and health professionals. The teacher is expected to remain in the teaching room and help students on an individual basis and complete any follow up work. Training opportunities and extra support are available to staff.

The programme of RSE is formulated by the RSE coordinator in consultation with the Head Teacher, health professionals and Director of Study Support for Science in conjunction with the National Science Curriculum. The programme at King James I Academy incorporates the Healthy School Standard. Time allocation for RSE within the PSHE programme may be increased if and when the Head Teacher or RSE Coordinator thinks that specific issues need to be revisited.

Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which

prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time. We aim to avoid questions going unanswered as young people may turn to inappropriate sources of information.

More expert or specialist teachers and other professionals e.g. resilience nurse, school nurse, RSE Officer may support staff who are uncomfortable with teaching certain aspects of the curriculum. Support and professional development will be provided for these staff, so that they can develop the confidence in delivering the whole of the RSE programme.

## **6. C-Card**

In accordance with and working within the 'Fraser Guidelines', students may be able to obtain the C-Card. During a one-to-one session with the school nurse, students will be assessed and educated around 'Sex and the Law', pressures around sexual intercourse, STI's, contraception, 'Delay' and emotional needs relating to sexual health.

If the student's maturity and understanding of their actions is appropriate, and it is decided that a child's health could suffer without contraception, then a C-Card will be registered, and students will be able to obtain free condoms at an approved and registered C-Card distribution outlet (outside of school).

**Fraser Guidelines** - It is good practice for doctors and other health professionals to follow the criteria outlined by Lord Fraser in 1985, "The House of Lords" ruling commonly known as the Fraser Guidelines.

- The young person understands the health professional's advice.
- The health professional cannot persuade the young person to inform his or her parents or allow the doctor to inform the parents that he or she is seeking contraceptive treatment;
- The young person is very likely to begin or continue having intercourse with or without contraceptive treatment;
- Unless he or she receives contraceptive advice or treatment, the young person's physical or mental health or both are likely to suffer;
- The young person's best interests require the health professionals to give contraceptive advice, treatment or both without parental consent.

## **7. Referrals**

Appropriate referrals and signposting will be made to other agencies for example: School Nurse, GUM clinic (Genitourinary Clinic) and Family Planning to support prevention of teenage pregnancy and sexually transmitted infections.

*These procedures should be read in conjunction with the Durham LSSP protection procedures ([link](#)) with special reference to Sections 3 'Referral and Investigation' and Section 6.13 'Sexually Active Children under 18'.*

## **8. Positive school culture**

Our school has a responsibility to help create and nurture a positive school culture. It is vital this is reflected in our teaching and that our students experience positive healthy relationships with their peers and school staff. We recognise the importance of role modelling appropriate language and respectful behaviour and how this contributes to a safe inclusive environment for all, including those with a protected characteristic.

## **9. 'Child on child' abuse/sexual harassment and violence and RSHE**

Our school recognises that children are vulnerable to and capable of abusing their peers, including sexually. 'Child on child' abuse will not be tolerated or passed off as part of 'banter' or 'growing up.' Please see our Child Protection Policy for further information on reporting and safeguarding procedures. This school is committed to taking a proactive and preventative approach to all abuse in schools. In an age and stage appropriate way topics such as consent and permission seeking (on and offline), safe touch and privacy, respectful relationships and appropriate language, communication and behaviour are covered. This school recognises the key links between these important topic areas and supporting our children to gain the skills and confidence to say no, speak up and report abuse.

## **10. Inclusion**

### *Ethnic and Cultural Groups*

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

### *Students with Special Needs*

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

### *Gender, Sexual Identity and Sexual Orientation*

The RSE lead will ensure that LGBT content is fully integrated into the programme of study and threads across the curriculum. Schools are free to determine how they do this; all pupils will be taught LGBT content at a timely point. We aim to deal sensitively and honestly regarding gender, sexual orientation, and identity, and to answer appropriate questions and offer support. Young people, whatever their developing identity and sexuality need to feel that RSE is relevant to them.

No-one is treated in any way less favourably on the grounds of age, race, disability, gender reassignment, sexual orientation, sex, marriage & civil partnership, pregnancy & maternity, religion/ belief, or political/ other personal beliefs.

## **11. Confidentiality and Information Sharing**

It should be made clear to pupils that teachers and all adults in school cannot guarantee absolute confidentiality if they have any concerns about the safety and

well-being of a child. This should be made clear when forming the class Ground Rules or Group Agreement.

## **12. Young People under the age of 13**

A child under 13 is not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child under 13 is very serious and should be taken to indicate a risk of significant harm to the child. Cases involving under 13's should always be discussed with the Designated Child Protection Lead Mrs Mhairi Barnfield.

Under the Sexual Offences Act, penetrative sex with a child under the age of 13 is classed as rape. Therefore, in all cases where the sexually active young person is under 13, a referral should be made to First Contact, identifying the young person, and the sexual partner if known. Following this, a Strategy Meeting or discussion will be held. The meeting will involve a Team Manager, Social Worker, Police, Health Worker, Education and Welfare and other relevant agencies, to discuss appropriate next steps.

Where the allegation concerns penetrative sex, or other intimate sexual activity occurs, there would always be reasonable cause to suspect that a child, whether girl or boy, is suffering or likely to suffer significant harm. All cases involving under 13's should be fully documented and reported.

## **Young people between 13 – 16**

Sexual Activity with a young person in this age group is a criminal offence under the Sexual Offences Act 2003. The Act reinforces that whilst mutually agreed, non-exploitive, nor coercive sexual activity between teenagers does take place and that often no harm comes from it, the legal age of consent remains 16. This acknowledges that this group of young people is still vulnerable, even when they do not view themselves as such. Recent changes in law around consent places the emphasis on proving that consent is secured by the person initiating sex, and not the assumption that it has been obtained from the other person. This is based on them being free, able, has capacity to give consent, and that on each occasion it is negotiated and agreed.

Consideration should be given in every case of sexual activity involving 13-15 as to whether a discussion with other agencies and whether a referral should be made to Safeguarding and Specialist Services. Cases of concern should be discussed with the Designated Child Protection Lead Mrs Mhairi Barnfield and subsequently with other agencies as required.

When confidentiality needs to be preserved a discussion can still take place as long as it does not identify the child (directly or indirectly).

Where there is a reasonable cause to suspect that significant harm to a child has occurred/might occur, there should be a presumption that the case is reported to First Contact or other specialist service.

All cases should be carefully documented including when a decision is taken not to share information.



**13. Health professionals** in school are bound by their codes of conduct but have a duty to share information with relevant others, if they believe that a child is suffering abuse.

These procedures should be read in conjunction with the Durham Safeguarding Children's Partnership procedures with special reference to Sections 3 'Referral and Investigation' and Section 6.13 'Sexually Active Children under 18

#### **14. Monitoring and Evaluation of RSE**

Assessment is carried out, where appropriate, at the start to gather the baseline knowledge and end of every module and involves teacher, student and peer assessment of knowledge and understanding, interpersonal skills, and attitudes. The school will monitor progress and impact through the delivery of RSE.

At school all staff will use scientifically correct terminology for the body parts including the genitals, breasts, and pubic hair, to avoid misunderstandings and to ambiguity. Using the correct language strengthens our approach to safeguarding students and links strongly to RSE

It is the responsibility of the Head Teacher/Leadership Team RSE/PSHE Co-ordinator to oversee and organise the monitoring and evaluation of RSE/PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHE programme will be treated as a subject department in this exercise, under which all departments undertake yearly self-evaluation and a twice-yearly monitoring and evaluation exercise led by the School Management Group.

The Governors body is responsible for overseeing, reviewing, and organising the revision of the RSHE policy and curriculum.

Ofsted is required to evaluate and report personal development, behaviour, and welfare as well as spiritual, moral, social, and cultural development (SMSC) of students. This may include evaluating and commenting on the school's RSE policy, curriculum, staff development and quality of provision.

#### **15. Right of Withdrawal of Students from Relationship and Sex Education**

Parents have the right to request that their child can be withdrawn from some parts of sex education, delivered as part of the RSE programme, however there is no right to withdraw from the statutory relationships or health education. The Head Teacher or RSE lead will discuss any requests from a parent/carer and as appropriate, with the child to clarify the nature and purpose of the curriculum, the benefits of receiving the valuable information, and possible detrimental effects that the withdrawal might have. The head teacher/RSE lead will document the process and outcome.

If parents propose to educate their child at home, the school will honour the parent's wishes up to and until three terms before the child turns 16. From this point if the student wishes they can choose to attend RSE.