



# RELATIONSHIPS AND SEX EDUCATION POLICY

|                |                                |
|----------------|--------------------------------|
| Policy Name:   | RSE Policy                     |
| Policy Type    | Statutory                      |
| Issue Date     | 1 <sup>st</sup> September 2025 |
| To Be Reviewed | Annually –                     |

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## 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 and their bodies.

At Kingsthorpe College we believe that our high-quality Relationships and Sex Education will stay with our students for life. RSE is **not** about encouraging teenagers to become sexually active nor is it about promoting any particular lifestyle of relationship choice. RSE is about providing students with the knowledge, skills, and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults. We believe in empowering our students to understand their bodies, to reflect on their relationship values and to be able to openly discuss relationships and sex. We believe that this approach will reduce the risk of unhealthy and abusive relationships. At Kingsthorpe College we are committed to the important role that RSE plays students' holistic education, and we aim to build on the RSE programmes covered in Primary School. The theme of consent underpins all of our RSE topics. We introduce students to the importance of consent from Year 7 and this is revisited on a yearly basis and adapted to the age of each year group.

At Kingsthorpe College we have 4 core values; Care, Aspiration, Respect and Responsibility which are enforced throughout our RSE and PSHE programmes in order to allow our students to develop a positive self-image and sense of worth and develop respect for and recognise the needs of others, so they are able to make informed decisions and exercise their rights and responsibilities.

## 2. STATUTORY REQUIREMENTS

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

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

At Kingsthorpe College 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. Review – the Character Lead together with the designated Deputy Headteacher 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 consultation meeting about the policy and/or complete a consultation form.
4. Pupil consultation – we investigated what exactly students want from their RSE.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

## **4. DEFINITION**

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

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

RSE is not about the promotion of sexual activity.

## **5. CURRICULUM**

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

We have developed the curriculum in consultation with parents, students, and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online.

For more information about our curriculum, see our curriculum map in Appendix 1.

## **6. DELIVERY OF RSE**

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

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

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

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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances

(families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Kingsthorpe College specifically delivers Sex and Relationship Education through its *weekly PSHE timetabled lessons across all year groups*, tutor periods, 'drop down' days and Science lessons at KS3 and KS4. It should be noted that this content builds on personal and social skills education dealing with relationships, conflict, friendships, health, rights and responsibilities and good citizenship. Students are also taught about sexting, domestic violence, the nature of consent, honour-based violence, grooming including child sexual exploitation.

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. More expert or specialist teachers support teachers who are uncomfortable with teaching certain aspects of the curriculum through staff training sessions and drop ins. These sessions also offer support with making content accessible to all pupils, including those with SEND.

It is important that we implement our Sex and Relationship Education policy consistently. We provide teachers with resources that are specific to the age of the students in their classes.

Possible conflicts arising between the curriculum and religious views (such as those relating to the use of contraception) are acknowledged; sex education is delivered at every stage with sensitivity and in cooperation and inclusion with different views and religions.

### **Terminology**

Students will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles may be discussed; this will accompany a discussion about what is and isn't acceptable language to use.

### **Guest Speakers**

**Where possible**, we may invite guest speakers to talk on issues related to relationships and sex. It is our experience that certain subjects **can be better** received when delivered by an expert or experienced health professionals (such as the College nurse) who can challenge pupil's knowledge and perceptions. A teacher will be present throughout these lessons. Visiting speakers will be given a copy of this policy and expected to comply with the guidelines outlined within in. Staff are also given a managing guest speakers framework, which they are expected to adhere to.

### **Dealing with difficult questions**

Ground rules in class are essential when discussing sensitive subject matter. Some strategies staff may use to support this might be:

- an anonymous question box; this will enable students to feel more comfortable to ask questions without being identified;
- making the classroom a zone of silence; this means that whatever is discussed in the classroom stays in the classroom and should not be brought up at any other time. We hope this will give students the sense that they are in a safe zone to speak freely about sex and relationships.

There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from the Strategic Lead of PSHE (Personal Social Health and Education), the Assistant Headteacher or the Designated Safeguarding Lead.

## **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 for managing requests to withdraw students from non-statutory components of RSE (see section 8). The Headteacher has delegated this responsibility to the Assistant Headteacher who line manages the Strategic Lead of PSHE.

### **7.3 Staff**

Staff are responsible for:

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

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

RSE is delivered primarily during PSHE lessons by form tutors, the material is provided by the Strategic Lead of PSHE in line with DfE guidance. Support is provided pastorally by Heads of Year and Deputy Heads of Year.

### **7.4 Students**

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

## **8. PARENTS' RIGHT TO WITHDRAW**

Parents have the right to withdraw their children from the non-statutory 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.

However, this does not include aspects of Sex Education covered by the Science National Curriculum.

Prior to RSE lesson delivery commencing, the parents/carers of any new students who have started at Kingsthorpe College, including the whole year 7 cohort, are sent a letter (found in Appendix 4). From October 2023 this letter will also be sent out on a yearly basis to the parents/carers of all students under the age of 16. This letter details legislative changes and offers them the opportunity to request a meeting with the Assistant Headteacher and Strategic Lead of PSHE to discuss the rationale and benefits of this programme of study.

If after this, parents/carers still have concerns or are considering withdrawing their child from RSE they should put in a request to the Headteacher.

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 Senior Leadership team will discuss the request with parents and take appropriate action.

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

## **9. TRAINING**

Staff are trained on the delivery of RSE as part of our continuing professional development calendar through whole school inset sessions and pastoral meeting.

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

## **10. MONITORING ARRANGEMENTS**

The delivery of RSE is monitored by an Assistant Headteacher, and the Strategic Lead of PSHE alongside Head of Years and the appropriate SLT links, through learning walks and book scrutinies.

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

This policy will be reviewed by the Strategic Lead of PSHE and Assistant Headteacher bi-annually. At every review, the policy will be approved by the governing board.

## Appendix 1: Curriculum map for PSHE including RSE

### Relationships and sex education curriculum map

| KEY STAGE THREE |                                                                                                                                                                                                 |                                                                                                                  |                                                                                                                                                        |                                                                                                                                                                                                                           |                                                                                                                                                                                   |                                                                                                   |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
|                 | Term 1                                                                                                                                                                                          | Term 2                                                                                                           | Term 3                                                                                                                                                 | Term 4                                                                                                                                                                                                                    | Term 5                                                                                                                                                                            | Term 6                                                                                            |
|                 | Health & Wellbeing                                                                                                                                                                              | Living In The Wider World                                                                                        | RSE                                                                                                                                                    | Health & Wellbeing                                                                                                                                                                                                        | RSE                                                                                                                                                                               | Living In The Wider World                                                                         |
| <b>Year 7</b>   | <b>Transition and safety</b><br><br>Transition to secondary school, friendship, identity, managing emotions and personal safety (online and offline) in and outside school, including first aid | <b>Developing skills and aspirations</b><br><br>Careers, teamwork and enterprise skills, and raising aspirations | <b>Diversity</b><br><br>Diversity, prejudice, and bullying, rights and responsibilities, stereotypes, discrimination and bullying (online and offline) | <b>Health and puberty</b><br><br>Healthy lifestyles and Healthy living – diet, exercise, sleep & hygiene, influences on health, managing caffeine, risks of smoking & drinking alcohol, puberty, unwanted contact and FGM | <b>Building relationships</b><br><br>Self-worth, romance, healthy and unhealthy relationships and friendships (including online) and relationship boundaries (including consent). | <b>Financial decision making</b><br><br>Saving, borrowing, budgeting and making financial choices |

|               |                                                                                                                                 |                                                                                                                                                                                                                      |                                                                                                                                                                                    |                                                                                                                                                   |                                                                                                                                                                |                                                                                                                                                                               |
|---------------|---------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Year 8</b> | <b>Drugs and alcohol</b><br><br>Alcohol and drug misuse and pressures relating to drug use and the risks associated with these. | <b>Community and careers</b><br><br>Equality of opportunity in careers and life choices, challenging stereotypes and discrimination in the workplace and different types and patterns of work as well as employment. | <b>Discrimination</b><br><br>Discrimination in all its forms including racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia. | <b>Emotional wellbeing</b><br><br>Mental health and emotional wellbeing, managing emotions, digital resilience, body image and coping strategies. | <b>Identity and relationships</b><br><br>Gender identity, sexual orientation, Healthy relationships, consent, 'sexting', and an introduction to contraception. | <b>Digital literacy</b><br><br>Online safety: grooming, exploitation, extremism, radicalisation and the law, digital literacy, media reliability, finance and gambling hooks. |
|---------------|---------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|               |                                                                                                                                                                                                           |                                                                                                                                                          |                                                                                                                                                               |                                                                                                                                                 |                                                                                                                                                                                                      |                                                                                                                     |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| <b>Year 9</b> | <b>Peer influence, substance use and gangs</b><br><br>Healthy and unhealthy friendships, peer influence, risk management, knife crime and the law, assertiveness, substance misuse and gang exploitation. | <b>Setting goals</b><br><br>Learning strengths, transferable skills, employment and career options and goal setting as part of the GCSE options process. | <b>Respectful relationships</b><br><br>Families and parenting, healthy relationships, conflict resolution, relationship, family changes and support services. | <b>Healthy lifestyle</b><br><br>Diet, exercise, lifestyle balance and healthy choices, first aid, managing influence and prevention of disease. | <b>Intimate relationships</b><br><br>Relationships and sex education including consent, contraception, pregnancy, the risks of STIs, and attitudes to pornography. Online safety and managing risks. | <b>Employability skills</b><br><br>Employability and online presence. Employment law and protected characteristics. |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|

## KEY STAGE FOUR

|         | Health & Wellbeing                                                                                                                                                                                                                                                     | Living In The Wider World                                                                                                                                                                                                                                            | RSE                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Health & Wellbeing                                                                                                                                                                                                         | RSE                                                                                                                                                                                                                                                                          | Living In The Wider World                                                                                                                                                                            |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 10 | <b>Mental health</b><br><br>Changes in adolescents, reframe negative thinking, promote Mental health and emotional wellbeing, mental ill health and how to access support, stigma and the media, safeguarding health, including during periods of transition or change | <b>Work Experience</b><br><br>Work experience Preparation for and evaluation of work experience and readiness for work, overcoming challenges and adversity in the workplace, responsibility in the workplace, health and safety, positive personal presence online. | <b>Healthy relationships</b><br><br>Relationships and sex expectations (including challenging misconceptions and social norms), pleasure and challenges, forming relationships online, including the impact of the media and pornography. Ethical and legal implications linked to consent including manipulation, coercion and capacity to consent. Reporting and responding to coercion, challenging victim blaming and asexuality, abstinence and celibacy. | <b>Exploring influence</b><br><br>The influence and impact of drugs, gangs, positive and negative role models and the media. The impact of drugs and alcohol and keeping self and others safe (including exit strategies). | <b>Addressing extremism and radicalisation</b><br><br>Communities, Equalities Act, managing beliefs and opinions, managing misleading information, challenge discrimination (including online) diversity and values, belonging and challenging extremism and radicalisation. | <b>Financial decision making</b><br><br>The impact of financial decisions, budgeting and debt, gambling (including online) and the impact of advertising on financial choices, cybercrime and fraud. |

|         |                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                   |  |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Year 11 | <b>Building for the future</b><br><br>Self-efficacy, stress management, stereotyping, self-efficacy and self-concept, effects of stress, stress management, resilience and perseverance, online safety, managing work life balance and future opportunities. | <b>Next steps</b><br><br>Application processes, and skills for further education, setting SMART targets, revision techniques and strategies , post 16 options, CV, personal statement and interview technique, employment and career progression. | <b>Communication in relationships</b><br><br>Personal values, gender identity, sexual orientation, assertive communication (including in relation to contraception, consent and sexual health), unwanted online attention, sexual harassment, stalking, abuse relationships, unhealthy relationships, relationship challenges and abuse. | <b>Independence</b><br><br>Responsible health choices, emergency first aid, assessing emergency and non-emergency situation, lifestyle choices and health, the importance of screening, vaccinations and immunisations, how to register at health services, managing body image, donations in blood, organ and cells and safety in independent contexts. | <b>Families</b><br><br>Different families and parental responsibilities , fertility, managing change and loss pregnancy, marriage and forced marriage and changing relationships. |  |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

| KEY STAGE FIVE |                               |                                  |            |                               |            |                                  |
|----------------|-------------------------------|----------------------------------|------------|-------------------------------|------------|----------------------------------|
|                | Term 1                        | Term 2                           | Term 3     | Term 4                        | Term 5     | Term 6                           |
|                | <b>Health &amp; Wellbeing</b> | <b>Living In The Wider World</b> | <b>RSE</b> | <b>Health &amp; Wellbeing</b> | <b>RSE</b> | <b>Living In The Wider World</b> |

|            |                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                  |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year<br>12 | <b>Mental health and emotional wellbeing</b> <ul style="list-style-type: none"> <li>• Mental health and emotional wellbeing</li> <li>• Managing stress and work life balance</li> <li>• Body image</li> <li>• Healthy coping</li> <li>• Strategies to promote mental health and emotional wellbeing.</li> </ul> | <b>Readiness for work</b> <ul style="list-style-type: none"> <li>• Career opportunities</li> <li>• Preparing for the world of work – CV, Interviews</li> <li>• Rights and responsibilities in the workplace and different types of employment</li> <li>• workplace confidentiality and security (including cyberbullying) and data protection. Bullying in the workplace.</li> </ul> | <b>Diversity and inclusion</b> <ul style="list-style-type: none"> <li>• Personal values and different types of relationships</li> <li>• Living in a diverse society</li> <li>• Challenging prejudice, discrimination and protected characteristics (online and offline)</li> </ul> | <b>Planning for the future</b> <ul style="list-style-type: none"> <li>• Setting aspirational goals and evidencing strengths and skills</li> <li>• Exploring future opportunities</li> <li>• Post-18 options</li> <li>• The impact of financial Decisions</li> <li>• How to evaluate changing patterns of Labour market</li> </ul> | <b>Respectful relationships</b> <ul style="list-style-type: none"> <li>• Consent including legality</li> <li>• Assertive communication</li> <li>• Positive relationships and recognising abuse</li> <li>• Strategies for managing dangerous situations or relationships</li> <li>• how to recognise signs of abuse and exit strategies for unhealthy relationships</li> <li>• sexual harassment, stalking and violence (including online)</li> <li>• forced marriage and ;honour-based' violence.</li> </ul> | <b>Health choices and safety</b> <ul style="list-style-type: none"> <li>• Independence and keeping safe</li> <li>• Travel</li> <li>• First aid</li> <li>• The impact of substance use</li> </ul> |
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|            |                                                                                                                                                                                                        |                                                                                                                                                                                                            |                                                                                                                                                                                                       |                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                               |  |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Year<br>13 | <b>Independence</b> <ul style="list-style-type: none"> <li>• Responsible health choices</li> <li>• Managing change</li> <li>• Health and wellbeing, including sexual health, into adulthood</li> </ul> | <b>Next steps</b> <ul style="list-style-type: none"> <li>• Application processes</li> <li>• Future opportunities and career development</li> <li>• Maintaining a positive professional identity</li> </ul> | <b>Intimate relationships</b> <ul style="list-style-type: none"> <li>• Personal values, including in relation to contraception and sexual health</li> <li>• Fertility</li> <li>• Pregnancy</li> </ul> | <b>Financial choices</b> <ul style="list-style-type: none"> <li>• Managing money</li> <li>• Financial contracts</li> <li>• Budgeting</li> <li>• Saving</li> <li>• Debt</li> <li>• Influences on financial choices</li> </ul> | <b>Building and maintaining Relationships</b> <ul style="list-style-type: none"> <li>• New friendships and relationships, including in the workplace</li> <li>• Personal safety</li> <li>• Intimacy</li> <li>• Conflict resolution</li> <li>• Relationship changes</li> </ul> |  |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

\*Opt out lesson

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

| TOPIC                                           | STUDENTS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Families                                        | <ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• How to: determine whether other children, adults or sources of information are trustworthy: judge whether 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 nonconsensual behaviour or encourage prejudice)</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</li> </ul> |

| TOPIC | STUDENTS SHOULD KNOW |
|-------|----------------------|
|-------|----------------------|

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|------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 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 |  |
|                                             |  |

## **Appendix 4: Letter sent regarding changes to opt out and opportunity to withdraw**

Dear Parent/Carer

This year we are continuing with our PSHE (Personal, Social and Health Education) programme of study for ALL students.

You may or may not be aware, that due to Government legislation changed which came into force in September 2020, ALL schools in the UK are required to offer Relationship and Sex Education (RSE) to all students as part of a fully comprehensive Personal, Social and Health Education curriculum. In line with the Department of Education recommendations, Kingsthorpe College along with all schools across the UK launched this in September 2020.

As part of Kingsthorpe College's PSHE programme, your child receives teaching on key concepts including:

- Mental Health and Well-Being
- Relationships/Healthy and Unhealthy Relationships
- Drugs and Alcohol and their effects
- Internet Safety/Consent and the dangers of digital content
- Sex Education/Sexual Health
- Human Rights
- Family/Types of family
- Your Community
- Careers and Life Skills

The main aim of this programme is to provide knowledge and understanding of the world around them, the communities that they live in, the laws and governments that serve us their goals, ambitions and careers options and their personal, social and mental well-being.

Relationship Education is based around the key principals of safe and healthy relationships based on love and respect. This is to encourage the eventual development of safe and healthy relationships in later life. Some specific units will develop understanding and attitudes which will help pupils to form relationships in a responsible and healthy manner and to appreciate the value of stable family life, including the responsibilities of parenthood and marriage/co-habitation. The RSE Programmes for

all year groups will be introduced to the variety of families and relationships including LGBT+ relationships (Lesbian, Gay, Bisexual and Transsexual plus) and adoption rights for LGBT parents.

It is possible for parents to withdraw their child from the teaching of Sex Education (with the exception of that which is taught in the Science National Curriculum), **but since 2020 parents are not** be able to withdraw their children from the teaching of **Relationship Education**. Parents have the right to withdraw their children from the non-statutory 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.

I feel that it is important to inform you that the sessions have been designed in line with **Department of Education** recommendations and with support from the PSHE association to ensure that the content is sensitive, comprehensively planned and age appropriate.

I have also taken the liberty of providing you with an outline of the programme of study for each academic year group for your perusal. Please do not hesitate to contact me if you would like any clarification or to ask any questions.

If you wish to withdraw your child from the lessons on sexual health and Sex Education would you please return to me the opt out slip below to arrange a meeting with myself and the Assistant Headteacher to discuss the rationale and benefits of this programme of study.

Yours faithfully,

Strategic Lead for PSHE

Assistant Headteacher

Dear Teacher

I would like to discuss the rationale behind the PSHE programme and therefore request a meeting / telephone conversation to discuss this.

**Name of child:** ..... **Tutor Group:** ..... Signature  
of parent/carer: .....

Name of parent/carer: .....

Date: .....

