



# King Edward's

## WITLEY

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### ***Relationships and Sex Education (RSE)***

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Relationships and Sex Education (RSE) is incorporated within the PSHE curriculum here at King Edward's.

The aim of RSE here at King Edward's is to give our young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. We also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). We teach what is acceptable and unacceptable behaviour in relationships.

RSE at King Edward's helps pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

Our RSE programme does not encourage early sexual experimentation. We teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Our RSE programme also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This is delivered in a non-judgemental, factual way and allows scope for young people to ask questions in a safe environment. Our teachers use approaches such as setting ground rules with the class to help manage sensitive discussion and using question boxes to allow pupils to raise issues anonymously.

RSE at King Edward's provides clear progression from what is taught in primary school in Relationships Education. Teachers build on the foundation of Relationships Education and, as pupils grow up, at the appropriate time extend teaching to include intimate relationships. Alongside being taught about intimate relationships, pupils are also taught about family relationships, friendships and other kinds of relationships that are an important part of becoming a successful and happy adult. This teaching enables pupils to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.

Through our teaching, pupils should understand the benefits of healthy relationships to their mental wellbeing and self-respect. Through gaining the knowledge of what a healthy relationship is like, they can be empowered to identify when relationships are unhealthy. They are taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing.

RSE at King Edward's is underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. These include character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth.

Pupils are taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. Pupils are made to feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity is explored at a timely point and in a clear, sensitive and respectful manner. When teaching about these topics, it is recognised that young people may be discovering or understanding their sexual orientation or gender identity. There is an equal opportunity to explore the features of stable and healthy same-sex relationship and is integrated into the PSHE programme.

The applicable law is taught in a factual way so that pupils are clear on their rights and responsibilities as citizens.

Pupils at King Edward's will be well informed about the full range of perspectives and, within the law, should be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs. Key aspects of the law relating to sex which are taught, include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy.

Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, is addressed sensitively and clearly. We address the physical and emotional damage caused by female genital mutilation (FGM). Pupils are also taught where to find support and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM. As well as addressing this in the context of the law, pupils are given support to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and strategies to manage this or access support for oneself or others at risk. At King Edward's we are mindful that for pupils who are or have experienced unhealthy or unsafe relationships at home or socially, we have a particularly important role in being a place of consistency and safety where they can easily speak to trusted adults, report problems and find support.

The Internet is also addressed at King Edward's. Pupils are taught the rules and principles for keeping safe online. This includes how to recognise risks, harmful content and contact, and how and to whom to report issues. Pupils should have a strong understanding of how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available to them.

Some pupils are also exposed to harmful behaviours online, and via other forms of media, which may normalise violent sexual behaviours. A focus on healthy relationships and broader Relationships Education can help young people understand acceptable behaviours in relationships.

**Content to be covered by the end of secondary school here at King Edward's include but not limited to:**

**Families**

Pupils should know:

- that there are different types of committed, stable relationships
- how these relationships might contribute to human happiness and their importance for bringing up children
- what marriage is, including their legal status – for example, that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony
- why marriage is an important relationship choice for many couples and why it must be freely entered into
- the characteristics and legal status of other types of long-term relationships
- the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting
- how to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships), how to seek help or advice, including reporting concerns about others, if needed

**Respectful relationships, including friendships**

Pupils should know:

- the characteristics of positive and healthy friendships, in all contexts including online, such as:
  - trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict
  - reconciliation and ending relationships, this includes different (non-sexual) types of relationship
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice)
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help
- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control
- what constitutes sexual harassment and sexual violence and why these are always unacceptable

- the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

## **Online and media**

Pupils should know:

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
- about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online
- not to provide material to others that they would not want shared further and not to share personal material which is sent to them
- what to do and where to get support to report material or manage issues online
- the impact of viewing harmful content
- that specifically sexually explicit material, for example 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
- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
- how information and data is generated, collected, shared and used online

## **Being safe**

Pupils should know:

- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships
- how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn, in all contexts, including online

## **Intimate and sexual relationships, including sexual health**

Pupils should know:

- how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship
- that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing
- the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause

- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
- that they have a choice to delay sex or to enjoy intimacy without sex
- the facts about the full range of contraceptive choices, efficacy and options available
- the facts around pregnancy including miscarriage
- 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)
- how the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing
- about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
- how the use of alcohol and drugs can lead to risky sexual behaviour
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

### **How is RSE taught here at King Edward's**

1<sup>st</sup> 2<sup>nd</sup> 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> form pupils have one lesson per week of PSHE; RSE topics are covered comprehensively throughout the PSHE curriculum. L6th and U6th have one PSHE lesson per fortnight.

### **How is RSE monitored and evaluated**

PSHE lessons are designed to assess pupils' knowledge and understanding of topics at the beginning and end of when topics are covered. This can be evidenced in KS3 and KS4 exercise books that teachers take in regularly. The Head of PSHE has initiated pupil voice surveys this year and intends to carry these out regularly. The Head of PSHE conducts and documents learning walks to monitor and evaluate.

### **Right to withdraw**

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. At King Edward's we suggest that the Deputy Head discusses the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. We document this process to ensure a record is kept. The Deputy Head will discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child.

Once those discussions have taken place, except in exceptional circumstances, the school respects the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school makes arrangements to provide the child with sex education during one of those terms.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the Deputy Head may want to take a pupil's specific needs arising from their SEND into account when making this decision.

If a pupil is excused from sex education, it is our responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

### **Information on safe and effective practice in RSE**

All our pupils are given information on class rules to abide by when engaging in any PSHE discussions including RSE, this includes the right to be sensitive and understanding. Depending on the topic being taught the pupils are encouraged to ask anonymous questions, for example writing on a piece of paper anonymously and putting in a box at end of the lesson for the teacher to go through before the next lesson. There is also a section on firefly that allows pupils to ask questions anonymously. The Head of PSHE can see, if needed, who has asked these questions in case there is a safeguarding issue.

### **Links to safeguarding and other relevant school policies**

All staff are responsible for safeguarding at King Edward's and are regularly trained in and updated on safeguarding matters. If something is reported to them by a child, King Edward's safeguarding policy will be followed. Pupils are also aware of the members of staff on the safeguarding team and how to contact them. Here at King Edward's we also have many staff who are specifically responsible for pastoral issues, HSMs, Health Centre Staff, Counsellor, Chaplain, to name but a few. They are also trained on how to spot any worrisome safeguarding issues and how to take action.

### **The intent of RSE provision and how it relates to the wider school ethos**

King Edward's Witley is an educational establishment which holds strong Christian values. It continues the vision of its Founders – to provide a 'place to lodge Christ in', and deliver an holistic education to pupils in its care, that they may go out in the world as happy, confident adults ready to make a difference.

The above is taken directly from our school website as of September 2024. As can be seen from our RSE policy our RSE education means that we go over and beyond what our school ethos says.

*Policy review date – June 2025*