RELATIONSHIPS AND SEX EDUCATION POLICY

SENIOR SCHOOL

1.   At Kent College, we aim to equip our pupils to live responsible and fulfilling lives both at school and in the future. We believe that people of all ages need to be able to make informed choices about their behaviour and relationships.

2.   The Department for Education guidance on Relationships and Sex Education, published in June 2020, outlines the following overarching principles:

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

3.   Through a structured programme of relationships and sex education, pupils will acquire knowledge and understanding of health and sexual matters. PSHE lessons are safe fora for the pupils to develop emotional literacy, feel able to discuss their feelings and raise questions without embarrassment. The programme aims to provide reassurance that change is part of the life cycle and to give help to girls adjusting to these changes. Character, resilience and high self-esteem are integral parts of valuing oneself and are reflected in our behaviour in relationships with others. Pupils will be encouraged to understand the value of family life, the implications of parenthood and the importance of responsibility in all relationships. Pupils are encouraged to make their own informed choices and not be unduly swayed by external pressures. Through a growing understanding of risk, pupils will develop the motivation and skills to keep themselves healthy and safe. Topics may be covered several times during the Senior School, as different detail and approach varies according to age.

4.   We recognise the individuality of each person and this includes his or her sexualityWe recognise that people express their sexuality in different ways; our pupils need to learn to treat with understanding those whose behaviour they may find unacceptable in their own lives. This approach is in line with the principles of the Equality Act 2010.

5.   Care will be taken to ensure that pupils learn at appropriate times in their school life, about their own sexuality in the context of loving and lasting commitment. While emphasis is placed on the emotional and spiritual aspects of sexuality, the programme will include the teaching of factual knowledge. The pupils will learn about human reproduction, contraception and sexually transmitted diseases, including AIDS. In the more senior years, types of contraception will be discussed and shown to pupils, as will ways to prevent catching an STI. The matter of unexpected or unwanted pregnancy will also be discussed,

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and again pupils will be given details of where to go for more help. The school would expect to give support to any girl who finds herself with an STI or unexpected pregnancy. This support would usually be given in conjunction with the parents, but there may be situations where this is not possible. In these circumstances the medical team on site will operate within the Fraser guidelines (attached) to decide whether a pupil is competent to understand the consequences of choices and actions. The Designated Safeguarding Lead will be kept informed where appropriate.

6.   Human sexuality should not be isolated from other aspects of life. Topics such as homosexuality, homophobia, gender, consent and criminal sexual exploitation may also be discussed in sensitive and inclusive ways where appropriate. The issue of rape (and date rape) will also be covered, including ways to keep safe, the role of the police and likely support needed and available. The sex education programme therefore will be integrated with other aspects of the curriculum. It will be devised and led by the PSHCE Co-ordinator in the Senior School. The Science and Religious Studies staff, the School Sister, the Chaplain and other visiting professionals may contribute. Discussions in the senior years will aim to help the students determine their own attitudes. Parents may be invited to attend some talks by outside speakers and will also be advised of the contents of each year's programme. A detailed programme of Sex Education is part of the Personal, Social and Health Education Programme developed by the PSHCE Co-ordinator.

7.   The PSHE curriculum makes clear links between the importance of physical and emotional wellbeing and healthy relationships, including sexual relationships. Emphasis throughout will be placed on developing good inter-personal skills and the self-confidence to take informed and responsible decisions.

8.   The lessons are designed to be accessible for pupils with SEND and those with EAL. For example, glossaries are added to resources and there are clear visual cues when teaching. Staff also follow the recommendations and strategies provided by the SENCO and EAL co-ordinator. The School is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and will take this into consideration when designing and teaching these subjects.

9.   RSE is taught as part of the PSHE curriculum by a variety of teaching staff, including the Head and Deputy Head Pastoral. Staff meet and discuss the topics ahead of delivering the sessions. Staff are clear that they must provide a safe and inclusive environment in which to teach RSE. Ground rules are established to that effect.

10.   Lesbian, Gay, Bisexual and Transgender (LGBT): The School will ensure that the teaching of relationships and sex education is sensitive and age appropriate in content and will consider when it is appropriate to teach pupils about LGBT. This content will be fully integrated into the programmes of study rather than delivered as a stand-alone unit or lesson

11.   Teaching Online safety and how to access new digital technologies safely is essential as part of tackling the topics of healthy relationships and consent.

12.   The RSE curriculum is regularly reviewed to evaluate its effectiveness and we will inform parents of any revisions to the school policy or curriculum as required. Teachers will reflect on the effectiveness of the RSE provision and the PSHE co-ordinator will gather staff views through regular staff meetings. The Education Committee of the governing body monitors and reviews our RSE policy on a regular basis and agrees any modifications to the policy as necessary. Parents have been consulted and informed about the content of the RSE curriculum and the school's approach when delivering it.

The School recognises that the role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow to maturity and to form healthy relationships. The School's relationships and sex education programme is intended to complement and support the role of parents and carers in educating their children about sexuality and relationships.

13.   According to the Department for Education guidance, parents/ guardians may withdraw their children from PSHE lessons specifically dedicated to Sex Education. Should a parent/guardian make this request, the School will follow the procedure outlined on page 17 of the guidance. The School will make alternative arrangements for pupils in each case so that they receive appropriate, purposeful education during the period of withdrawal.

14.   This policy has been developed in conjunction with the general principles of the Methodist Board and with reference to their policy for use in Methodist schools.

AEU/PSHCE Co-ordinator: January 2004
Reviewed by GPWG: May 2005
Agreed by Governors: June 2005
Reviewed by SLT: June 2009
Reviewed by Head of PSHCE: September 2012
Reviewed by Head of PSHCE: September 2015
Reviewed by SLT: September 2015
Approved by Education Committee: October 2015
Reviewed by Deputy Head, Pastoral: October 2018
Reviewed by Deputy Head, Pastoral, September 2020
Approved by Education Committee: November 2020
Reviewed by Deputy Head Pastoral February 2022:
Approved by Education Committee: March 2022

Annex A: What pupils will have covered by the end of Senior School

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 e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • why marriage is an important relationship choice for many couples and why it must be freely entered into. • the characteristics and legal status of other types of long-term relationships. • the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
Respectful relationships, including friendships- Pupils should know	• 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. 28 • practical steps they can take in a range of different contexts to improve or support respectful relationships. • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual

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	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 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. • 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, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women 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/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.

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Annex B: Sex & the Law: The Fraser Guidelines

The Fraser guidelines apply specifically to advice and treatment about contraception and sexual health. They may be used by a range of healthcare professionals working with under 16-year-olds, including doctors and nurse practitioners.

Following a legal ruling in 2006, Fraser guidelines can also be applied to advice and treatment for sexually transmitted infections and the termination of pregnancy (Axton v The Secretary of State for Health, 2006).

Using the Fraser guidelines

Practitioners using the Fraser guidelines should be satisfied of the following:

- the young person cannot be persuaded to inform their parents or carers that they are seeking this advice or treatment (or to allow the practitioner to inform their parents or carers).

- the young person understands the advice being given.

- the young person's physical or mental health or both are likely to suffer unless they receive the advice or treatment.

- it is in the young person's best interests to receive the advice, treatment or both without their parents' or carers' consent.

- the young person is very likely to continue having sex with or without contraceptive treatment.

(Gillick v West Norfolk, 1985)

Child protection concerns

When using Fraser guidelines for issues relating to sexual health, you should always consider any potential child protection concerns:

- Underage sexual activity is a possible indicator of child sexual exploitation and children who have been groomed may not realise they are being abused.

- Sexual activity with a child under 13 should always result in a child protection referral.

- If a young person presents repeatedly about sexually transmitted infections or the termination of pregnancy this may be an indicator of child sexual abuse or exploitation.

You should always consider any previous concerns that may have been raised about the young person and explore whether there are any factors that may present a risk to their safety and wellbeing.

You must always share child protection concerns with the relevant agencies, even if a child or young person asks you not to.

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