



The Khalsa Academy Wolverhampton – A Khalsa Academies Trust School

RSE Policy

This policy is applicable to Khalsa Academy Wolverhampton

Document control	
Date Approved	November 2023
Date for Review	
Authorised By	LAB
Published Location	School Website
Document Owner	Principal

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Context

At The Khalsa Academy Wolverhampton (TKAW), we are committed to providing a holistic approach to education, which aims to support the academic, cultural, personal and social development of all our students. From September 2020 statutory Relationships and Sex Education (RSE), and Health Education has become part of the taught curriculum within Personal, Social, Health and Economic (PSHE) education. This is an essential part of a student's education and contributes to their overall personal development.

Our RSE provision is designed to be age appropriate, inclusive and sensitive to the needs of the community.

We consult with students through internal and external surveys, to help shape RSE provision, supporting us to provide a real and relevant curriculum that enables students to understand and manage their lives both now and in the future.

All secondary schools are required to teach Relationships and Sex Education from September 2020 and are mandated to have a Relationships and Sex Education Policy. It is the statutory responsibility of the governing body to ensure the school's RSE policy is compliant and up to date.

Aim of the Policy

To provide information to staff, parents and carers, governors, students and other agencies regarding the organisation, content and approach to teaching RSE.

To help parents and carers to understand RSE and support them to work with their child to secure the very best outcomes for our young people.

To demonstrate how the school meets all legal requirements with regards to our RSE provision.

Legal Requirements

To comply with The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, makes Relationships and Sex Education (RSE) compulsory for all students receiving secondary education. They also make Health Education compulsory in all schools except independent schools.

To comply with the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance from the DfE (June 2019)

To comply with the requirements to have an up to date RSE policy developed in consultation with students, parents and carers (Education Act 1996) and in line with the DfE statutory guidance on Relationships Education, RSE and Health Education (June 2019)

To have due regard to the Equality Act (2010) which requires schools to prevent discrimination, advance equality of opportunity and foster good relation between diverse groups. The protected characteristics are: disability, age, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

To fulfil statutory safeguarding duties and ensure any safeguarding issues arising from

RSE teaching are identified and followed up accordance with the school safeguarding policy.

To state the right of parents and carers to withdraw their child from the specific sex education lesson only up to three terms before their child's 16th birthday. After that point if the child wishes to receive sex education rather than be withdrawn, the schools should make arrangements to provide the child with sex education during one of those terms. We do this following the principles of Sikhi and our core values to ensure that students are given only the information they need according to their age. If a student has not received any Sex education up to their 16th birthday, we will ensure that they are treated with sensitivity and can gain anything they need in order to match their peers' level of knowledge.

Development of the Policy

This policy was developed by the PSHE lead in consultation with the Designated Safeguarding Lead (DSL) and SLT, school governors, parents, students and external organisations who specialise in this area of study. We welcome parents and carers to make an appointment to come in to discuss any aspect of this policy and RSE provision in school.

Definition of RSE

Statutory Relationships and Sex Education (RSE) is taught through the Personal, Social, Health and Economic (PSHE) education curriculum and provides students with age and context appropriate lessons across KS3 & KS4 to support students to achieve the RSE outcomes defined by the DfE by the end of Year 11. RSE gives students the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. RSE teaches students how to keep safe and recognise and manage potential dangers in their online and off-line lives, to avoid all forms of abusive relationships and how to report any concerns or abuse, and where to access help when needed.

RSE is about the emotional and social development of relationships, and is not about the promotion of sexual activity. It should cover contraception, sexual health, the difference between intimate and non-intimate relationships and promote delaying sexual activity within the context of the law.

The Curriculum

Intent

Relationships Education became statutory from September 2020.

High quality Relationships Education will support students to:

- Form and maintain positive relationships with other children and adults
- Understand the importance of positive and healthy relationships on their wellbeing
- Recognise what makes a good friendship and how to be a good friend in

return

- Provide strategies to manage the ups and downs of friendships and relationships with others
- Show respect for others and recognise diversity within relationships, treating others with kindness, consideration and understanding
- Develop positive character traits and personal attributes such as self-respect, kindness, honesty, integrity and resilience
- Positively engage in social action and contribute to the wellbeing of others
- Understand the principles of positive relationships also apply on line, how to keep safe and how to report concerns
- Recognise the value of family life, marriage and stable loving relationships
- Receive factual knowledge about intimate and sexual relationships, sexual health and consent
- Understand the importance of recognising and establishing their own personal boundaries and privacy
- Recognise the characteristics of abusive relationships and support students to make choices that protect them from engaging in harmful relationships, including violence and sexual exploitation
- Understand and respect differences and combat all forms of bullying and discrimination
- Recognise unhealthy relationships, inappropriate behaviour and bullying and to report concerns or abuse and have the appropriate vocabulary to do so (including signposting to trusted online support services such as Childline)
- Ask a trusted adult regarding any concerns about relationship issues and avoid viewing any inappropriate material or entering into social media conversations that could cause them harm

Implementation

Statutory Relationships and Sex Education is delivered through the PSHE curriculum and is taught at an age appropriate level from Year 7 – Year 11. At TKAW we will extend the learning of RSE to our sixth form students when our new sixth form provision starts in September 2020 (KVI).

Outcomes for Relationships and Sex Education for the end of secondary school are defined by the DfE and shape what will be taught.

- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health
- The Law

We use simple baselines to ascertain what students already know, and find out what

they would like to learn to ensure the content and delivery of RSE is appropriate and relevant. Distancing techniques are used to teach RSE, which provides depersonalised examples, which support students to explore what is being taught without sharing their own personal experiences in the lesson.

We provide an inclusive curriculum that promotes understanding and mutual respect for all. We reflect diversity within our curriculum to ensure that no student feels excluded and we teach students to respect difference, promote equality and challenge stigma.

What we use?

The PSHE Association programme of study, information from our local health care providers and local associations for the planning and delivery of Relationships and Sex Education.

Who teaches this?

A range of different teachers are used to teach RSE. All staff members will undergo whole school training to be able to deliver the RSE curriculum to students. External agencies may be invited to teach lessons, details of these have been included in the relevant sections of this document.

Additional information - Sex Education

Definition: Sex education is part of statutory RSE and covers intimate relationships and sexual health as identified in the statutory guidance and anything that is in addition to what is covered in the science curriculum. This is the only aspect of RSE that parents/ carers can exercise their right to withdraw their child.

What we use to teach Sex Education?

The PSHE association resources, unifrog online resources are used alongside the trust wide curriculum planning of resources. We are also members of the Wolverhampton PSHE Network and an ambassador school working with Binti – a menstrual health charity.

When?

Age appropriate lessons on Intimate relationships and sexual health is taught in every year and will be taught in mixed gender classes.

Students with Special Educational Needs & Disabilities (SEND)

RSE must be accessible for all students. This is particularly important when planning lessons for students with Special Educational Needs and Disabilities (SEND). High quality teaching that is differentiated, scaffolded and personalised will be the starting point to ensure accessibility. TKAW is committed to ensuring and being mindful of preparing for adulthood outcomes, as set out in the SEND code of practice.

TKAW is aware that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some students; for example, those with social, emotional and mental health needs or learning disabilities. Such factors will be taken into consideration when designing and teaching this subject for those particular students.

TKAW has ensured that teaching is sensitive, age-appropriate, and developmentally appropriate and delivered with reference to the law.

Managing Difficult Questions & Sensitive Issues

All aspects of PSHE, including RSE are underpinned by shared and understood ground rules, with lessons delivered in a safe and well managed environment.

Students are encouraged to ask questions and raise issues in a respectful and appropriate manner. Some questions or issues raised may not be appropriately answered in whole class lessons and these will be followed up separately on an individual or group basis. A question box will be available for students who do not feel confident to ask questions or wish to have a separate conversation with a member of staff. We also respect that some questions are better addressed at home with parents/carers and the school will share information with parents/carers on an individual basis should the need arise. If students' questions go unanswered, they may turn to inappropriate sources of information, including the internet. As part of RSE provision we signpost students to trusted websites and relevant support agencies to encourage them to access safe sources for support and further information outside of the classroom.

Whilst it is vital to have trust and openness, we cannot offer total confidentiality to students. Any disclosures or areas of concern will be followed up in accordance with our safeguarding procedures.

Impact

High quality Relationships Education will enable our students to:

- Enjoy healthy and positive relationships with others
- Understand how their behaviour affects others and vice versa
- Value and understand the importance of maintaining good relationships
- Make positive choices about how they cultivate and nurture friendships and relationships
- Be aware of and respect different types of relationships in accordance with the Equalities Act
- Become actively engaged young citizens who make positive contributions to their families, the school and the communities to which they belong
- Recognise the value of committed relationships and marriage
- Recognise unhealthy and abusive relationships and have strategies to challenge negative behaviours and know when and where to seek help if there are concerns
- Know what to do if there are problems within relationships both online and off-line, how to keep safe and know when and where to go to seek help
- Have factual knowledge about intimate and sexual relationships and sexual health. Students know the law and importance of delaying sexual activity
- Understand that intimate and sexual behaviour should never be entered into as a result of coercion and peer pressure and how to report concerns

Lesbian, Gay, Bisexual & Transgender – LGBT

When delivering the RSE curriculum, TKAW will ensure that the needs of all students are met. Age appropriateness in content and approach will be maintained. All students will understand the importance of equality and respect. These are fundamental to our schools core values as a Sikh Ethos school. Students will be supported in understanding the protected characteristics including sexual orientation and gender reassignment. We engage with certain external charities and partners to help us with our delivery of specific topics.

The LGBT content is fully integrated into the curriculum and is not taught as a standalone topic as per DfE guidance.

Religion & Belief, Teaching in Schools with a Religious Character

A clear and robust understanding of the student's faith and background alongside positive relationships between TKAW and the local faith communities will ensure that the content remains constructive.

The religious backgrounds and beliefs of our students is taken into account when teaching these topic areas so that the appropriate level of content is covered and handled correctly.

As TKAW has a faith element we ensure that balanced debates can take place on issues that may be deemed as contentious.

The teaching must always maintain the law and the consequences of actions outside of the law.

Working with External Agencies

Working with external agencies will enhance content delivery and understanding. TKAW will ensure rigour in making sure the appropriate checks are carried out for any external visitors and the credentials of any visiting organisations. The content delivered should be part of the wider plan of the delivery of the subject area.

TKAW will vet the material that will be delivered prior to any sessions being delivered.

Senior Leadership & Whole School Approach

The Senior Leadership Team (SLT) will drive the curriculum and ensure that the subject and content are part of the whole school quality assurance process.

The fundamental focus for all staff and in particular the SLT is ensuring that students are safe, happy and equipped for life beyond school. With this in mind the SLT are clear that this subject area sits within the context of our broader ethos to develop students who are socially, morally, spiritually and culturally developed. This is woven into our pastoral system.

The SLT will drive the need for ensuring key characteristics are always being developed and nurtured for instance, honesty, kindness, tolerance, courtesy, resilience and self-efficacy.

Safeguarding & Confidentiality

Safeguarding our students is at the forefront of our RSE policy and there is a focus on keeping students safe with the aid of preventative education. Keeping Children Safe in Education (KCSIE) ensures students are taught about safeguarding, including how to stay safe online, as part of a broad and balanced curriculum.

Our RSE curriculum provides students an open, non-judgemental forum to discuss potentially sensitive issues. On occasion, these discussions may lead to safeguarding disclosures. Students are made aware of how to raise any concerns they may have for themselves or their, friends and peers and how these concerns are handled.

All staff at TKAW have had safeguarding training and have read part 1 of KCSIE (updated 2023). Where staff have a concern about a student, they should continue to follow the statutory safeguarding guidance, KCSIE (updated 2023) and the processes outlined in the school Safeguarding Policy, this includes making a report via CPOMS. Staff are fully aware confidentiality should never be promised to the student and of the requirement to only involving those who need to be involved, such as the DSL or Deputy DSL and children's social care.

The DSL and the safeguarding team have engaged with the creation of this policy and provided guidance with anything that is safeguarding-related in the context of these subjects. The safeguarding team will continue to provide any knowledge of trusted, high quality local resources that could be engaged, links to the police and other agencies and the knowledge of any particular local issues, which may be appropriate to address in lessons.

Where external agencies are used to deliver these subjects, they will be provided with the schools Safeguarding & Child Protection Policy and informed of how to raise any concerns they may have. Students will also be informed how confidentiality will be handled in a lesson and what might happen if they choose to make a report.

Staff delivering RSE are aware that students may raise potentially sensitive topics including self-harm and suicide. Teacher Guidance: preparing to teach about mental health and emotional wellbeing (PSHE Association) provides useful support for teachers in handling this material. Where staff have concerns about a specific student in relation to self-harm or suicidal ideation or attempts, they must follow the schools safeguarding procedures.

Any personal disclosures made by students or concerns raised by staff will be followed up in accordance with the school's safeguarding procedures.

Roles & Responsibilities

It is the statutory responsibility of the governing body to ensure the school has a compliant and up to date RSE policy. The Governing Body are required to approve the policy and hold the Principal and subject lead to account for its implementation.

The Principal is responsible for ensuring RSE is taught consistently across the school and for managing requests concerning the parental right to withdraw from some or the entire Sex Education curriculum.

The PSHE lead is responsible for leading and managing PSHE, which includes statutory Relationships Education. Teachers are responsible for delivering RSE and requesting further support when required. All parties are responsible for the wellbeing and safety (in terms of safeguarding) in regards to students.

Students are expected to fully engage with RSE and treat others with respect.

Monitoring, Evaluation & Training

RSE provision will be monitored and evaluated by the PSHE lead, SLT and Governors in line with the monitoring cycle agreed by the school. The RSE policy will be reviewed annually.

To ensure staff are confident in delivering all aspects of the RSE curriculum, access will be provided to; online, in school, local and national training in accordance with the school's CPD programme for staff development.

Consulting, Informing & Supporting

It is vital that parents and carers know what is being taught and how to support their children. The PSHE curriculum- overview is published on the school website along with the PSHE policy and RSE policy.

TKAW has an open door policy for any parents/carers who wish to find out more about our PSHE and RSE provision. We consult with students, parents, carers and the wider community to provide an ongoing process to ensure we all work together for the greater benefit of our students. We appreciate that parents and carers may wish to approach the school to access help with concerns they may have about their child and where they can go to obtain further support.

Right to Withdraw & Protocols

As previously stated, parents/carers can request their child is withdrawn only from specific sex education lessons, and TKAW will respect the parents' request, except in exceptional circumstances. This applies to students up until three terms before their 16th birthday, after that point if the child wishes to receive sex education rather than be withdrawn, TKAW will make arrangements to provide the child with sex education during one of those terms.

Parents and carers do not have the right to withdraw their child from any other aspect of Relationships Education, Health Education (including the changing adolescent body/puberty lessons where the LGBTQIA+ community is discussed) or any other aspect of PSHE. The science curriculum also includes content on human development, including reproduction, with no right to withdraw. TKAW highly recommends all students receive the full RSE curriculum.