



Relationships, Sex and Health Education Policy (Life Matters policy)

Person responsible: Deputy Head (Pastoral) and Head of Life Matters (PSHE)

Reviewed: September 23

The King's School, Canterbury welcomed and were early adopters of the statutory RSE (relationships and sex education) introduced by the government in September 2020 as we believe relevant, effective and responsible education regarding relationships, health and wellbeing to be fundamental both to the personal development of our pupils, as well as to upholding the ethos and values of our school community and adherence to the Equality Act 2010. RSE is specifically taught to all pupils as part of the school's personal, social, health and economic education, known as the Life Matters (LM) curriculum. The school also promotes healthy, supportive relationships as part of a whole school approach. The school wants parents and pupils to feel assured that we take our responsibility to deliver excellent RSE seriously and deliver it at a level appropriate to both the age and development of pupils, with meaningful opportunities to voice opinions and concerns relating to Life Matters lessons.

1. Policy aims

Through the delivery of high quality, evidence-based and age-appropriate RSE and Health Education through the Life Matters programme, the school aims to help support pupils through adolescence, to develop their own values and identity, to promote healthy relationships with friends, family and others, and to foster a positive and safe culture in relation to sexuality. Additionally, we aim to ensure pupils have an understanding of the importance of taking care of their health, both mental and physical, and that they know how and when to ask for help and where to access support. By the end of their education the school hopes pupils will have developed resilience and feelings of self-respect, confidence and empathy for others in preparation for the responsibilities and experiences of adult life.

2. Definitions

Relationships education

Relationships education gives pupils information to help them develop healthy, nurturing relationships of all kinds, including friendships, family, others they encounter in daily life, as well as the people that can help them. Respect for others is taught in an age-appropriate way with a focus on the features of healthy relationships and the positive effects that good relationships have on mental wellbeing. Understanding acceptable and unacceptable behaviour, identifying when relationships are not right and how to seek help and manage difficult relationships is also covered. This also applies to online relationships to ensure that children know how to stay safe when online and how others can use their information in a way that they may not expect.

Intimate relationships and sex education

RSE includes learning about physical, sexual, moral and emotional development. It is important to teach sex, sexuality and sexual health in a non-judgemental, factual way that complies with the law, the statutory guidance and the Equality Act 2010, in a way that gives pupils the confidence to ask questions, express their own feelings and to make safe, informed and healthy choices when facing risks and other challenges. It includes teaching about friendship, the importance of caring, stable and mutually supportive relationships with another person, and how to control and understand feelings that come with being in a relationship.

RSE does not encourage early sexual experimentation. It teaches children and young people to understand human sexuality and to respect themselves and others, to build self-esteem and understand the reasons for delaying sexual activity so that they can develop safe, fulfilling and healthy sexual relationships, safely and at the appropriate time.

RSE will outline that there are different types of committed, stable relationships, the characteristics and legal status of other types of long-term relationships, the importance of marriage as a relationship choice and why it must be freely entered into, how relationships might contribute to human happiness, as well as highlighting the roles and responsibilities of parents with respect to raising children, characteristics of successful parenting and how to judge when relationships have become unsafe as well as how to seek help or advice and report concerns about others.

3. Roles and responsibilities

The Deputy Head (Pastoral) and the Head of Life Matters will ensure that staff are supported and up to date with policy changes. They will ensure that the Life Matters curriculum is well led, effectively managed and well planned across various subjects (to avoid unnecessary duplication of topics) and that the quality of provision is subject to regular and effective self-evaluation. The teaching will be age-appropriate, delivered in ways that are accessible to all pupils with SEND and the subjects are resourced, staffed and timetabled appropriately. Teaching delivered by any external organisation is age-appropriate and accessible for pupils.

The Deputy Head (Pastoral) will manage parental requests for withdrawal of pupils from non-statutory, non-science components of Life Matters.

Staff

Teachers of Life Matters will ensure that they are up to date with school policy and curriculum requirements regarding sex education and will attend and engage in professional development training. Teachers should demonstrate to pupils the importance of RSE by taking the LM lessons and curriculum seriously themselves and encourage pupils also to engage seriously with the subject content. They should foster a respectful environment in which pupils can ask questions and express their views openly and in a spirit of constructive, mutual learning. They monitor attendance and individual pupil progress and provide written reports twice yearly commenting on this. Teachers will equip pupils with the knowledge of how to access more specialist help and advice, and encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a pupil comes to a member of staff with an issue that the member of staff feels they are not able to deal with alone, they will take this concern to their line-manager.

Parents

The school expects parents to share the responsibility of RSE and support their children's personal, social and emotional development. We encourage parents to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school Life Matters lessons. Parents are also encouraged to ask questions and to seek clarification regarding RSE from the school where they feel it is needed. Parents are also invited to comment on the curriculum and on this policy; in addition to the legal requirement to follow the statutory RSE, listening to pupil, teacher and parent voices will continue to inform how the curriculum is planned and delivered.

Pupils

Pupils are expected to attend all Life Matters lessons in their school timetable and take them seriously. These classes are a legal requirement, an important part of the curriculum and a tool to aid personal development. The school expects pupils to recognise this and to engage constructively with the topics covered. Pupils' progress in LM will be recorded and monitored by their LM teacher, who will give a written report on their approach to learning twice yearly. Pupils are expected to discuss these reports with their tutors and parents and to take on board the feedback given.

Pupils should support one another with issues that arise through Life Matters by listening respectfully to others in class, and by being considerate of other people's feelings and beliefs. Complying with confidentiality rules that are set in class are key to effective provision. Pupils who regularly fail to follow these standards of behaviour will be dealt with under the school's behaviour policy.

From time to time pupils will be asked to complete surveys regarding LM lessons. Forums such as the school FREDIE groups provide another avenue for pupil voices to influence the way the curriculum is delivered. All pupils are welcome also to contact the Head of Life Matters directly with ideas, suggestions, feedback or concerns at any time. We hope that pupils will feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to RSE or otherwise.

4. Implementation and curriculum

It is important that the school implement the Relationships, Sex and Health policy consistently throughout the school and provide effective provision throughout lessons. The Head of Life Matters provides teachers with appropriate materials which encourage teachers to provide classes that are specific to the needs of the pupils in that class, and responsive to their behaviour and development.

Through this aspect of our curriculum we aim to explore different attitudes, values and social labels, and develop skills that will enable our pupils to make informed decisions regarding RSE and Health Education. It is important that pupils know the difference between fact, opinion and belief.

The RSE, Relationships and Health Education will be delivered in Life Matters lessons, tutor time, year group assemblies and in a variety of other subject lessons and will build on the foundation of the RSE delivered in primary school. By the end of the 6a year the school expects pupils to know the information set out at in the appendix.

The school wishes to promote pupils' health and wellbeing by encouraging self-awareness, self-control, their ability to self-regulate and strategies for doing so. This will enable pupils to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. The school believes that an integrated, whole-school approach to the teaching and promotion of health and wellbeing will have a positive impact on behaviour and attainment.

By the end of their secondary education the school expects pupils to know the information set out in the appendix.

Dealing with difficult questions

Staff training will include sessions on how to deal with difficult questions. 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 any member of the Pastoral Team.

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 pupils 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 pupils the sense that they are in a safe zone to speak freely about sex and relationships.

Pupils with special educational needs

The school works hard to ensure that all aspects of the school curriculum are inclusive and support the needs of pupils of all ranges of abilities. Staff should differentiate lessons to ensure that all members of the class can access the information fully, and this is no different when it comes to RSE and health education.

The school will use a variety of different strategies to ensure that all pupils have access to the same information. Some of these include:

- interactive teaching methods
- use of expert guest speakers
- practical activities
- using video clips or documentaries
- group and paired activities

Withdrawal from RSE

The school hopes that parents will feel comfortable with, and understand the importance of, the education provided to their children as described in this policy. Before withdrawing or making a request, the school strongly urges parents to carefully consider their decision, as sex education is a vital part of the school curriculum and supports child development. Parents cannot withdraw their child from Relationships or Health Education or the elements on human growth and reproduction which fall under the science curriculum.

Any parent wishing to withdraw their child from sex education should put their request in writing and send it to the Deputy Head (Pastoral) who will arrange a meeting to discuss their concerns. Once those discussions have taken place, except in exceptional circumstances, the school will respect the parents' request to withdraw the child, up to and until three

terms before the child turns 16. After that point, in line with government guidelines, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms.

If a pupil is excused from sex education the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Complaints

Parents or carers who have complaints or concerns regarding the RSE curriculum should contact the school and follow the school's complaints policy.

Equal opportunities

The school has duties under the Equality Act 2010 to ensure that pupils are not discriminated against because of their sex, race, disabilities, religion or belief, sexual orientation, gender reassignment or pregnancy or maternity. RSE and Health Education lessons provide a good background for talking openly and freely about diversity. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously. This is the case for bullying of any kind and the procedures regarding this are outlined in the school's behaviour policy.

Safeguarding and confidentiality

We hope to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the school's child protection and safeguarding procedure will be followed.

Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the Safeguarding co-ordinator to decide what is in the best interest of the child.

5. Monitoring, review and evaluation

The educational and personal needs of our pupils develop in line with varying societal pressures and economic change. Our aim is to provide RSE that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we review the RSE curriculum annually.

We aim to monitor the effectiveness of our sex education provision through:

- feedback from pupils
- feedback from staff
- classroom observations

The school will review this policy annually, evaluating its effectiveness by taking into account feedback from pupils, staff and parents, as well as what has come to light through classroom observations and information we receive from national reports and curriculum reviews.

6. Support

We hope that pupils will feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to RSE. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

Appendix:

KING'S SCHOOL: LIFE MATTERS

Head of Department: Zoë Allen

LIFE MATTERS

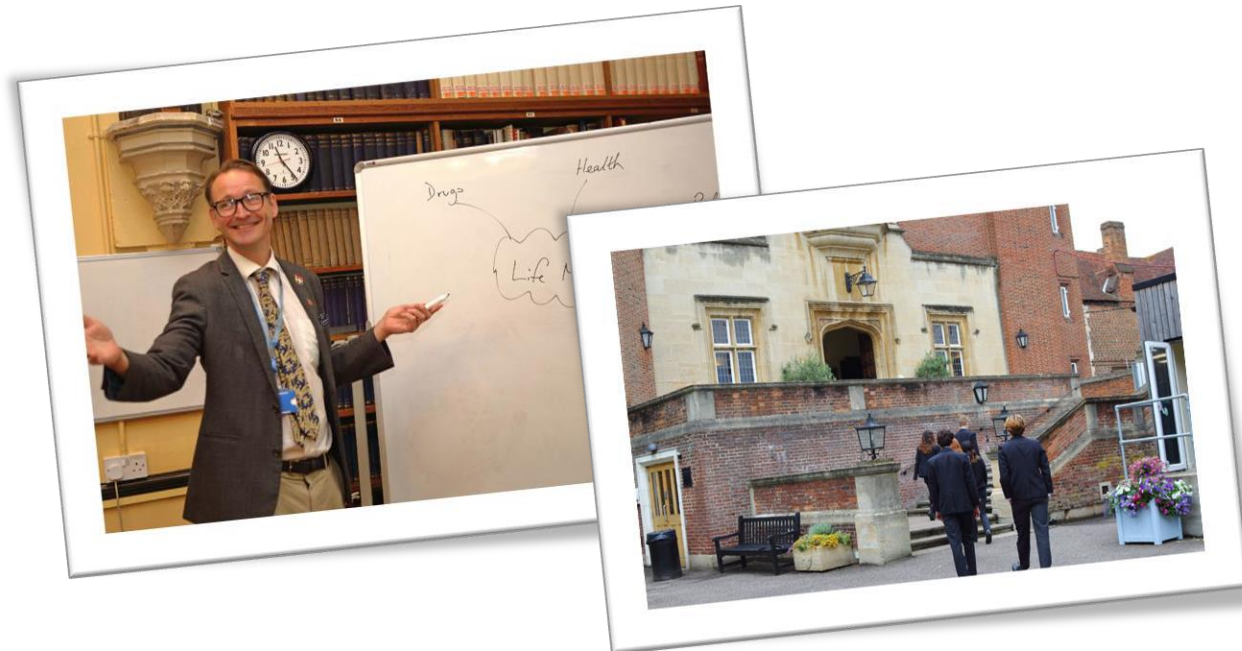


Life Matters is a compulsory part of the curriculum from Shell through to Sixth Form and it is our belief that all pupils benefit from it hugely. Life Matters (LM) courses aim to help our pupils prepare for real life issues and encourage them to make mature and considered decisions when dealing with personal and social situations both now and later in life. It considers a variety of topics including personal values, healthy lifestyles and sex and relationships; LM follows a spiral curriculum developing core ideas in greater depth year on year as pupils mature.

TEACHING

Every pupil has a double timetabled lesson of LM each fortnight. No prep is set, and the pupils do not sit an end-of-term/end-of-year examination.

Academic staff with pastoral roles or with a specific interest or experience in teaching PSHE lead the majority of lessons and try to foster an environment in which pupils are encouraged to take an active involvement in class discussions, and where they feel comfortable asking questions and contributing their ideas. Support is available from the Health Centre and from the Learning Enhancement department, amongst others. The school also uses external expert speakers to present a variety of topics such as staying safe online, relationships and drugs.



SHELL- YEAR 9



Students arrive at King's from a variety of schools and backgrounds. Consequently, their previous experience of, and education in, the issues covered by our Life Matters programme will vary considerably.

The first lessons aim to establish expectations regarding behaviour towards others and community spirit (King's Values) as well as to ensure they understand how to access help if/when needed.

During the rest of the year we develop this and also cover how to lead a healthy lifestyle, keep safe, develop a sense of their own identity and make important lifestyle choices. Essential topics including Sex Education, Mental Health issues, Sexism and Racism and other areas of Equality and Diversity are addressed.

AUTUMN TERM

TOPICS COVERED:

- *Rules, Values and Expectations of the King's Community*
- *Who to Turn to for Help*
- *Service to Others, Kindness & Acceptance*
- *Racism & Equality*
- *Resilience & Mental Health Issues*
- *Social Media and Staying Safe Online*
- *First Aid Training*



LENT TERM

TOPICS COVERED:

- *Alcohol, Drugs and Addiction*
- *Healthy Relationships*
- *Communication & Consent Within Relationships*
- *Safe Sex, Contraception and STIs*



SUMMER TERM

TOPICS COVERED:

- *Identity, and Self-Esteem*
- *Gender Inequality & Harassment*
- *Sexual Orientation*
- *Budgeting and Influences on Spending*



REMOVE- YEAR 10



In the RemoveYear, we build on their understanding of the importance of developing strong personal values and community spirit.

We also go into more depth regarding their relationships with others and how to deal with challenges.

Some financial concepts are discussed and pupils are encouraged to start looking ahead to careers planning.

AUTUMN TERM

TOPICS COVERED:

- *Rules, Expectations and Values of the King's Community*
- *BritishValues*
- *Bullying and the Importance of Kindness*
- *Cyber-bullying and Online Behaviour*
- *Body Image*
- *Alcohol, Drugs and Addiction*
- *Happiness, Healthy and Unhealthy Ways of Dealing With Challenges*



LENT TERM

TOPICS COVERED:

- *Relationships, Contraception and STIs*
- *Financial Education: Risks, Decision Making, Credit Scores*
- *Gambling, Gaming & Addiction*



SUMMER TERM

TOPICS COVERED:

- *First Aid*
- *Sexual Orientation and Identity*
- *Careers and Planning for the Future*



FIFTH- YEAR 11



This is a demanding year for students academically and many may feel under pressure. We start the year considering the importance of taking care of ourselves physically and emotionally so that we are as well-placed as possible to face the challenges ahead.

There is also a focus on recognising healthy and unhealthy relationships, and we revisit consent. The link between drugs and criminal behaviour is addressed, and we re-visit the topic of careers, including undertaking a MyCareersChoice diagnostic test to help pupils reflect on their plans for the future.

AUTUMN TERM

TOPICS COVERED:

- *Life Balance, Considering Maslow's Hierarchy of Needs*
- *Taking Care of Physical Needs: Hydration, Diet, Sleep, Exercise*
- *How to Develop a Sense of Belonging*
- *Kindness, Perseverance*
- *Drugs and Criminal Behaviour*
- *Healthy & Unhealthy Relationships*
- *Understanding Consent*
- *Safe Sex & Sexual Health*



LENT TERM

TOPICS COVERED:

- *First Aid*
- *Financial Education, including: Savings, Budgeting, Borrowing, Student Loans & Tax*
- *Careers Test, Thinking Ahead to UCAS and University Applications*



SUMMER TERM

NO LIFE MATTERS DUE TO EXAMS



6B- YEAR 12



There are always many new pupils who join King's for the Sixth Form and we begin by establishing expectations regarding behaviour towards others and reflect on the responsibilities of Sixth Formers as senior students in our community (King's Values) as well as ensuring they understand how to access help if/when needed.

We revisit many topics such as relationships, equality and our responsibility to others, but in more depth, as appropriate to pupils' age.

We also cover new topics such as how parliament works, activism and leadership. There is also time set aside for university visits and getting UCAS applications underway.

AUTUMN TERM

TOPICS COVERED:

- *Ground Rules, Expectations & Responsibilities of 6bs*
- *The Importance of Healthy Relationships, Looking Out For Others and Challenging Stereotypes*
- *Black History Month, How Parliament Works, Activism and How to Make Your Voice Heard*



LENT TERM

TOPICS COVERED:

- *Healthy Relationships*
- *Partying, Festivals & Managing Risks*
- *Sexual Health*
- *The London Big Four Universities*
- *Unifrog & How to Use It*
- *First Aid*



SUMMER TERM

TOPICS COVERED:

- *The Practical & Personal Skills needed for University including: living with others, basic cooking, budgeting, accessing health care, etc*
- *Leadership*
- *Careers*



6A- YEAR 13



In their final year of school, we focus on developing pupils' confidence to cope with real-life matters beyond the school environment.

Relationships and community are, again, the lynchpin, but we also focus on health and prevention, financial education and how and when to access help beyond school.

AUTUMN TERM

TOPICS COVERED:

- *Responsibilities of the Sixth Form*
- *Positive Relationships and Respectful Interactions With Others*
- *Financial Education, Including Taxes, Managing Debt, Mortgages, Fraud*
- *Health and Prevention, including Screening, Self-Examination, Accessing Medical Services*
- *Staying Safe*



LENT TERM

TOPICS COVERED:

- *Relationships and Sexual Health*
- *Mental Health*
- *Going To University – Practical Considerations, Including How & Where to Access Help*



SUMMER TERM

NO LIFE MATTERS DUE TO EXAMS



NB The timing of when we cover topics may vary depending on any pastoral or other issues arising either from within our school community or in the wider world. We like to maintain a degree of flexibility so that we can respond to any changing pupil needs in a timely fashion.