



Relationship and Sex Education (RSE) Policy

King's Academy Brune Park

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Maintained by:	Senior Leadership Team	Next review due:	April 2029 (3-yearly)



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1 Introduction

King's Academy Brune Park (KABP) is aware that children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way, while also having the knowledge on how to protect themselves from the risks that may present to them.

2 Aims

The aim of Relationship and Sex Education (RSE) is to give 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, what makes a good friend, a good colleague and a successful marriage, civil partnership or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help students 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.

The King's Academy Brune Park RSE policy will provide clear progression from what is taught in primary in Relationships Education. We will build on the foundation of RSE and, as students grow up, at the appropriate time extend teaching to include intimate relationships. Alongside being taught intimate relationships, students will also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult.

Teaching of RSE in KABP will enable students:

- to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful;
- to understand the benefits of healthy relationships to their mental wellbeing, self esteem and self-respect and to understand that unhealthy relationships can have a lasting, negative impact on mental wellbeing;
- to believe they can achieve goals and that in order to achieve those goals they must stick at the tasks despite the challenges they may face;
- to be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way;
- 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 themselves or others at risk;
- to recognise risks, harmful content and contact, and how and when to report issues to keep them safe online; to, within the law, be well equipped to make decisions for themselves about how to live their own lives in the future, whilst respecting the right of others to make their own decisions and hold their own beliefs.

3 Statutory Guidance

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 make Relationships Education compulsory for all students receiving primary education and Relationships and Sex Education (RSE) compulsory for all students receiving secondary education. The regulations also make Health Education compulsory in Academies.

4 Links with other Policies



This policy should be read in conjunction with the following KABP policies:

- Safeguarding Policy
- Anti-Bullying Policy
- E-Safety Policy
- Equality Information

5 Delivery of Programme

KABP acknowledges that high-quality, evidence-based and age-appropriate teaching can help students prepare for the opportunities, responsibilities and experiences of adult life as well as promoting the spiritual, moral, social, cultural, mental and physical development of students both at school and in society. RSE will be set in the context of a wider whole-school approach to supporting students to be safe, happy and prepared for life beyond school.

The curriculum on relationships and sex will complement and be supported by, the school's wider policies on behaviour, inclusion, respect for equality and diversity, anti-bullying and safeguarding.

RSE will sit within the context of the King's Group and KABP's broader ethos and approach to developing students socially, morally, spiritually and culturally; and its pastoral care system. The curriculum on health education will similarly complement, and be supported by, the KABP's education on healthy lifestyles through physical education, food technology, science and sport, extra-curricular activity and school food.

Curriculum Overview	Statutory content
YEAR 7	
<p>Puberty – 5 x 50 minutes lessons looking at both the physical and emotional changes during puberty. Understanding the process of menstruation and what it all means. Looking at the importance of hygiene in both males and females, predominantly because of the changes that occur during puberty. Explore and understand appropriate and inappropriate behaviours and attitudes towards sexuality and challenge stereotypes. Breast care, sanitary care and testicular cancer awareness is investigated including the reasons why it is important for young people to know their own bodies (early detection, etc.).</p> <p>Students will:</p> <ul style="list-style-type: none"> • Be able to identify 5 physical and 3 emotional changes during puberty • Be able to describe the process of menstruation • Be able to describe how to check their breasts or/and testicles for signs of cancer <p>Families – 2 x 50 minutes lessons exploring different kinds of families and how they are made up. Questioning what a 'normal family' is and looking into different pressures and relationships within the family. We look at who makes decisions within the family and what some of the rules, expectations and traditions are. Consider how important marriage is and why some people decide to get married or not. We also look at what Domestic Abuse is, the different forms that it can take and the effects and signs of</p>	<p>Puberty</p> <ul style="list-style-type: none"> • Facts about reproductive health - including fertility and menopause. <p>Families</p> <ul style="list-style-type: none"> • Provides examples of different types of committed, stable relationships • What marriage is and its legal status - includes the difference between marriage and cohabitation. • Why marriage can be an important choice • Roles of a parent • How some actions in a family are criminal - domestic abuse. <p>Friendships</p> <ul style="list-style-type: none"> • Characteristics of healthy / positive friendship • Consent introduced through the lens of friendship • How to have a respectful friendship, including conflict management <p>Child on Child abuse</p> <ul style="list-style-type: none"> • Different types of bullying, including cyberbullying. • The impact of bullying, how to report it and how to get help.

domestic abuse.

Students will:

- Give three reasons why some people chose to get married
- Be able to identify 5 types of family - nuclear, same-sex, single-parent, extended and reconstructed (or step-families)

Friendships - 2 x 50 minutes lessons asking pupils to consider the qualities of friendships, how friendships may change and how to deal with a variety of difficult situations relating to friendships. We ask pupils to consider what makes a good/bad friendship and provide scenarios to help them recognise positive and negative peer influences. We look at how our own behaviours/attitudes may impact a friendship.

Students will:

- Be able to identify 5 healthy relationship behaviours and 5 unhealthy behaviours
- Be able to give 3 positive impacts of a healthy relationship and 3 negative impacts of an unhealthy relationship
- Be able to describe consent
- Know that nodding / shaking their head is not consent - wait for verbal consent

Child on Child abuse/Bullying/Cyberbullying/Internet Safety - x 4 50 minutes lessons - During these lessons we introduce the term Child on Child abuse and work through the different forms this may take which includes sexual, cyber, physical, verbal and mental. We ask pupils to reflect on the impact this type of behaviour may have on the victim, the perpetrator and bystanders. We discuss ways in which we can deal with the bullying behaviour and who we can go to for support. We introduce to pupils the term 'sexting', pupils will learn what the term means and the laws relating to this form of behaviour.

Students will:

- Be able to describe 5 different types of bullying - verbal, physical, non-verbal, emotional, exclusion
- Be able to give 5 ways to be safe online
- Know the law around sexting including child-produced image sharing

Sexuality & Gender – 1 x 50 minute session looking at keywords and definitions, the difference between 'gender' and 'sex', legal changes over the years for the LGBT community, how lives can be affected by opinions, rejection, stigma, etc.

Students will:

- Be able to define gender and sex
- Be able to give 5 impacts of prejudice towards the LGBTQIA+ community.

Online safety

- Responsibilities and rights when using the internet
- The risks of using the internet
- Not to share personal material or information, not to share others personal material or information
- The potential impact of viewing harmful content
- The laws surrounding online sharing
- The laws on child pornography, sexting and youth-produced sexual images / nudes.

Friendship/Relationships – 3 x 50 minutes lessons exploring firstly friendships and then relationships. Revisit individual ‘Friendship Quiz’ from Year 7. In small groups looking at what is ‘important’ and ‘not important’ in a friendship and then moving on to potential relationships. Looking at the age laws surrounding sex and the potential effects on the mind and body if young people decide to have sex at an early age. Pupils are asked to consider what constitutes a healthy/unhealthy relationship. To start to realise and understand the pressures that students may find themselves under and explore where the pressures may come from with regards to decisions around sexual relationships (peers, media, pornography, etc.). Looking at ‘consent’, its importance and what it actually means. In the Summer term we have a special one off 1 hour session with the outside agency ‘Stop Domestic Abuse’ who support our message of consent and build on the pupils' knowledge and understanding using a variety of methods, such as scenarios and debates.

Students will:

- Be able to identify 5 healthy relationship behaviours and 5 unhealthy behaviours
- Be able to give 3 positive impacts of a healthy relationship and 3 negative impacts of an unhealthy relationship
- Be able to describe consent
- Know that nodding / shaking their head is not consent - wait for verbal consent
- Know the age of sexual consent

Contraception - 2 x 50 minute lesson looking through ‘packs’ of information regarding the most popular forms of contraception. A chance for the students to have their first look and talk about this subject, find out about the information, help, support and services that are available on-line and in the area that they live. Students complete worksheets using the information that they have discovered. 1 x 50 minute lesson going over HPV and revisiting breast care and testicular cancer.

Students will:

- Be able to name 5 different types of contraception
- Be able give one very effective form of contraception and one not effective form
- Be able to explain why some of them are getting the HPV vaccine.

Grooming – 1 x 50 minute lesson on Grooming; exploring what it is and how our young people can protect themselves from the potential dangers of on-line activity. Also exploring how they generally keep themselves safe from other potential dangers. It also explores county lines, gangs and exploitation.

Students will:

- Be able to define grooming
- Give 3 ways someone might be groomed

Friendships / relationships:

- Recap of different types of stable relationships, families and the importance of marriage
- Healthy and unhealthy relationships and how to identify them
- that they have a choice to delay sex or to enjoy intimacy without sex
- How to actively communicate and recognise consent and how and when consent can be withdrawn, including online.

Contraception

- the facts about the full range of contraceptive choices, efficacy and options available
- 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
- How to get further advice and the local services available

Grooming

- Concepts and laws relating to sexual exploitation and grooming, including online grooming and exploitation
- How / where to seek help and support

Sexting – 1 x 50 minute lesson on Sexting; what it is, why do young people do it? The consequences of being involved in sexting, looking at both the law and the social/emotional/mental health impacts.

Students will:

- Be able to give 5 ways to be safe online
- Know the law around sexting including child-produced image sharing
- Give 3 impacts of nude image sharing

Sexuality & Gender – 1 x 50 minute session looking at keywords and definitions, the difference between ‘gender’ and ‘sex’, legal changes over the years for the LGBT community, how lives can be affected by opinions, rejection, stigma, etc.

Students will:

- Be able to define gender and sex
- Be able to give 5 impacts of prejudice towards the LGBTQIA+ community.

YEAR 9

Relationships – 2 x 50 minute sessions looking at different aspects of relationships (what boys and girls want, what they think they want, relationship timeline, pressures, age laws, consent, ‘First Love’ film). Specific lesson focusing on coercive control within relationships as a form of domestic abuse, the warning signs and impacts of coercive relationships.

Students will:

- Be able to identify 5 healthy relationship behaviours and 5 unhealthy behaviours
- Be able to give 3 positive impacts of a healthy relationship and 3 negative impacts of an unhealthy relationship
- Be able to describe consent
- Know that nodding / shaking their head is not consent - wait for verbal consent
- Know the age of sexual consent
- Give 3 examples of ‘pressuring’ behaviour
- Give 5 behaviours that are coercive
- Give 3 impacts of coercive control

Contraception and STIs – 1 x 50 minute session with students working in groups, finding information out about the most popular types of contraception (how they work, effectiveness, consequences of not using them properly). Feeding back information to the rest of class. 1 x 50 minute session predominantly focusing on chlamydia and how easily it can be passed on if ‘safer sex’ isn’t practised. 1 x 50 minute session working in small groups, looking at different ‘real life’ scenarios from ‘Solent Sexual Health’. Students are asked to give their advice as if they were Solent Sexual Health workers. Looking at different

Relationships

- Revisiting consent, including right to withdraw and online consent
- The law around the age of consent
- Revisiting healthy / unhealthy relationships
- Impacts of initiate or sexual relationships - positive / negative, physical, emotional, mental and social
- provides a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
- What constitutes sexual harassment and violence - why they are always unacceptable.
- How the use of alcohol can lead to unsafe sexual practices and risky sexual behaviour

Contraception

- Revisiting contraception, including the range and efficiency
- the facts around pregnancy including miscarriage

<p>forms of contraception, pregnancy testing, emergency contraception, thinking about STI's, age laws, potentially abusive relationships and help and advice for future healthy sexual relationships. Opportunity to ask questions and to view and handle different forms of contraception.</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Be able to name 5 different types of contraception ● Be able give one very effective form of contraception and one not effective form ● Be able to explain why some of them are getting the HPV vaccine. ● Name 3 STIs ● Give 3 symptoms of chlamydia ● Be able to tell you where to go to ask for advice <p>Diversity – Within our 'Diversity' topic we explore what FGM is, why it happens and the effects that it can have on somebody. We look at honour based violence, what this is and why it might happen. We also discuss marriage, if it is important or not and how important is it to be freely entered into? This meets the statutory content by addressing the physical and emotional damage caused, the law surrounding FGM including the legal definitions, criminal offenses and potential punishments - including those who perform it, assist with it or fail to protect the person you are responsible for from FGM. We provide details of how to report it, telling the local police or contacting the NSPCC FGM helpline. We also consider what are protected characteristics, the impacts of harmful stereotypes, the definition of hate crimes and the laws around (including increased tariffs) hate crimes.</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Name 5 protected characteristics ● Give the difference between a crime and hate crime (prejudice) ● Describe what forced marriage is ● Know what FGM stands for ● Give two impacts of FGM <p>Sexuality & Gender – 1 x 50 minute session looking at keywords and definitions, the difference between 'gender' and 'sex', legal changes over the years for the LGBT community, how lives can be affected by opinions, rejection, stigma, etc.</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Be able to define gender and sex ● Be able to give 5 impacts of prejudice towards the LGBTQIA+ community. 	<ul style="list-style-type: none"> ● 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) <p>STIs</p> <ul style="list-style-type: none"> ● Revisit and more depth on the different STIs, including the prevalence. ● The impact of STIs on those who contract them, key treatments, testing and how they can be prevented through safe sex / condom use. <p>Diversity topic</p> <ul style="list-style-type: none"> ● 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) ● What a hate crime is and the laws around hate crimes. ● 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 ● The concepts of and laws relating to FGM, forced marriage and honour based violence, including the impacts.
<p>YEAR 10</p>	
<p>Relationships – 3 x 50 minute sessions beginning by asking the students to think about themselves, who they are, what is</p>	<p>STIs</p> <ul style="list-style-type: none"> ● Revisit and more depth on the different STIs,

important to them, what they are looking for in a relationship and what they offer in return. Looking at what they feel is acceptable and not acceptable behaviours in a relationship. Moving onto potential safe/unsafe situations and abusive relationships. Re-visiting 'consent' and confirming that everyone understands what this means. Relationship timeline – what does a 'typical' relationship look like?

Students will:

- Be able to identify 5 healthy relationship behaviours and 5 unhealthy behaviours
- Be able to give 3 positive impacts of a healthy relationship and 3 negative impacts of an unhealthy relationship
- Be able to describe consent
- Know that nodding / shaking their head is not consent - wait for verbal consent
- Know the age of sexual consent
- Give 3 examples of 'pressuring' behaviour
- Give 5 behaviours that are coercive
- Give 3 impacts of coercive control

Contraception and STI's – 2 x 50 minute session looking at condoms, the contraceptive pill, the implant and emergency contraception in more detail. Looking at where it is available from, how it works, who it is suitable for, etc. Contraception 'top trumps' – Safer Sex Aces. 2 x 50 minute session giving information about the different STI's including pictures and symptoms and how they affect people both immediately and in the longer term. Talking about how to prevent getting them (safer sex) and where you can go for help, treatment and further advice. Dispelling myths along the way.

Students will:

- Be able to name 5 different types of contraception
- Be able give one very effective form of contraception and one not effective form
- Be able to explain why some of them are getting the HPV vaccine.
- Name 3 STIs
- Give 3 symptoms of chlamydia
- Be able to tell you where to go to ask for advice

Pornography – 2 x 50 minute sessions What are the laws and implications surrounding sexual images and sexting? How does this link to self-worth? What is pornography? What is the difference between porn and a real life sexual relationship? How are our perceptions of a healthy relationship affected by pornography and the media? This allows us to explore the impact of pornography on self-esteem and body image, how it can lead to unrealistic views on, expectations of and expressions of sexual intimacy and relationships and how pornography can impact students' understanding of consent. It also allows us to contrast the experiences in and of pornography with genuine relationships.

Students will:

including the prevalence, impacts, treatments and prevention.

Relationships

- Revisit healthy / unhealthy relationships
- Revisit consent (recognise and communication) and right to withdraw, including online consent.
- Revisit domestic abuse and coercive control - including the laws and impacts

Contraception

- Revisit contraception, including the range and efficiency
- Revisit the facts and choices around pregnancy - including crisis-pregnancy and how / where to seek support.

Pornography

- Revisit the laws on pornography, access, sharing of indecent images, including child-produced images.
- How 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

Planning a party

- revisits the impacts of alcohol on risky sexual behaviour
- Revisits consent and impaired/unable to consent.

<ul style="list-style-type: none"> ● Give 5 impacts of pornography on individuals ● Identify 3 differences between pornography and genuine sexual relationships ● Be able to give 5 ways to be safe online ● Know the law around sexting including child-produced image sharing ● Give 3 impacts of nude image sharing <p>Planning a party – 2 x 50 minute sessions asking students to plan a potential house party. This lesson is to bring everything that the students have learnt over the year (and previous years) together and look at and discuss the potential risky situations that could occur as a result of alcohol and/or drug use, the potential consequences of risky sexual behaviour and the general behaviour of young people at these social gatherings. Students complete ‘risk assessments’ using the ‘General risk assessment form’ template from the Government which asks for the ‘hazard’ with an example provided of ‘unplanned sexual behaviour’, then asking for possible harm, a risk rating, the measures the student would put in place to minimise the risk (for example: locking bedrooms and limiting guests access to ‘public’ areas) then a revised risk rating. It is designed for them to identify potential actions during a party, the risk they might pose and how the risks could be mitigated. Students then consider why it is important to mitigate risk when planning a party and the potential consequences if risks are not mitigated.</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Give three considerations when planning a responsible party ● Give three safety measures you can have when planning a responsible party <p>Sexuality & Gender – 1 x 50 minute session looking at keywords and definitions, the difference between ‘gender’ and ‘sex’, legal changes over the years for the LGBT community, how lives can be affected by opinions, rejection, stigma, etc.</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Be able to define gender and sex ● Be able to give 5 impacts of prejudice towards the LGBTQIA+ community. 	
YEAR 11	
<p>Crisis/Teenage Pregnancy – 2 x 50 minute sessions examining the choices available when facing a crisis pregnancy and looking at ‘life-issues’ that are fundamental to these choices. Looking at the different stages of a foetus / baby during the 40 weeks of pregnancy. Informing students about different available support options - support provided by CedarOak, how to access the British Pregnancy Advisory Service (BPAS) and the support it offers including advice, supportive environment to discuss feelings and abortion services, the services available at the Blake Maternity</p>	<p>Pregnancy</p> <ul style="list-style-type: none"> ● Revisits and provides more depth of the impacts of pregnancy, where to seek support and the choices regarding pregnancy. <p>STIs</p> <ul style="list-style-type: none"> ● Revisits STIs including impacts, testing, treatments and prevention (including condom use).

Centre in Gosport War Memorial - including pregnancy testing and unplanned pregnancy support. Using scenario based lesson activities to encourage students to put themselves in the shoes of a 'teenage parent', considering the feelings, actions, impacts and implications of a teenage pregnancy.

Students will:

- Give three impacts of teenage pregnancy
- Give three choices they have when someone discovers they are pregnant
- Give two different services / places they could go to to get support.

STI's / HIV – 2 x 50 minute sessions revisiting the topic of STI's from last year, looking at some of the more common STIs (chlamydia, genital warts, herpes, etc.) and reminding ourselves of long term and short term effects, signs and symptoms, protection / safer sex, who and where to contact with questions / problems, etc.

Second lesson focusing on HIV & AIDS, looking at what they are exactly, how they are transmitted, any stigma attached to them, asking opinions on some controversial statements (British Red Cross lesson).

Students will:

- Be able to name 5 different types of contraception
- Be able give one very effective form of contraception and one not effective form
- Be able to explain why some of them are getting the HPV vaccine.
- Name 3 STIs
- Give 3 symptoms of chlamydia
- Be able to tell you where to go to ask for advice

Sexuality & Gender – 1 x 50 minute session looking at keywords and definitions, the difference between 'gender' and 'sex', legal changes over the years for the LGBT community, how lives can be affected by opinions, rejection, stigma, etc.

Students will:

- Be able to define gender and sex
- Be able to give 5 impacts of prejudice towards the LGBTQIA+ community.

CONDOM AWARENESS

From Year 10 students are able to sign up for 'Condom Awareness' via Chromebooks in lessons. We offer to students 50 minute single sex sessions after school where they can find out more about contraception, emergency contraception, relationships, safer sex, STI's, pressures, consent, etc. The staff who facilitate these sessions are 'Get It On' trained. Once students have attended these 50 minute sessions then they are given a 'Get It On' card with their name on it and the date they completed the session. Condoms can then be requested from 'Get It On' trained staff, condoms are stored in a locked cabinet in the Safeguarding office to restrict access and allow monitoring of students seeking access, ensuring safeguarding compliance.

LGBTQIA+ curriculum coverage and club

Throughout the curriculum, LGBTQIA+ representation is interwoven - with examples in all topics, as well as the gender and sexuality sections. This includes statutory content by providing an equal opportunity to explore the features of healthy and stable same-sex and queer relationships, as well as heteronormative relationships. For example in our relationships topic; there are a series of scenarios for healthy and unhealthy relationships with LGBTQIA+ representation on both sides, in our families topic there are examples of same-sex families as a healthy family unit etc. This ensures our curriculum is inclusive throughout and LGBTQIA+ students, or students with LGBTQIA+ family or friends, feel represented, normalised and accepted.

A weekly student/pupil led group, where our young people can discuss any issues that may be affecting them, as well as offer support to each other. Students/pupils bring various points to the group each week which are then discussed. Students/pupils are welcome to come every week or as and when they require. Staff with a specialism in LGBTQ are there to support.

Accessibility for SEND students

The curriculum is delivered in a way to allow all SEND students to access and engage. Students in mainstream provision access the lessons as part of their timetabled offer. Teachers ensure they are able to access the content by using students' SEND plans and suggested strategies to remove or limit barriers to learning, this includes literacy support and a range of strategies individualised to meet learners' needs. General strategies include, choosing a peer supportive seating plan so SEND students are sat next to a 'safe' student who they feel comfortable with to limit anxiety and encourage open discussion, being seated at or near the front (or at the back depending on the learner) for easy access to allow the teacher to check in more frequently. For students who require additional support, teachers contact home in advance of any potentially challenging material being delivered - this allows parents to also prepare students at home for upcoming content. Teachers also prepare SEND students by speaking to the student after the lesson prior to gauge understanding and the support that might be required. If the teachers feel the student is unable to engage or access the content within a wider classroom environment, then 1-2-1 or small group sessions can be arranged with the support of the school's SEND team. For students who are not accessing mainstream provision then the RSE curriculum is delivered in an alternative setting or provision using RSE resources provided by the PSHRE team. Students who are non-school attenders, who are accessing learning independently from home are able to access the PSHRE work booklets that have been designed for independent learning. Teachers have access to the RSE Resources list: Special Educational Needs and Disability resources from the Sex Education Forum <https://www.sexeducationforum.org.uk/> to help provide additional differentiated resources.

6 Roles and Responsibilities

The Board will:

- Monitor the implementation of the policy across all schools within the Trust
- Monitor student progress to ensure that students achieve expected outcomes;
- Ensure that KABP is resourced in such a way that the school fulfils its legal obligations.

The AHT Lead for Personal Development will:

- Implementing the RSE policy by ensuring planned lessons meet the requirements of the curriculum overview
- Monitor the delivery of the RSE curriculum by observing staff members delivery of lessons
- Arrange half termly training sessions to upskill staff on best practices and legal developments.
- Liaising with the safeguarding team to monitor condom access

By ensuring:

- All staff are informed of the policy and the responsibilities included within the policy;
- All teachers explore how new pedagogies and technology can be fully utilised to support subjects;
- The subjects are staffed and timetabled in a way to ensure the school fulfils its legal obligations;
- The teaching of RSE is monitored to ensure that it is delivered in ways that are accessible to all students with SEND;
- The school works with parents/carers when planning and delivering RSE to students.
- Clear information is provided to parents/carers on the subject content and the right to request that their child is withdrawn.

Linked NHS Sexual Health Nurse

Our NHS Sexual Health Nurse visits school regularly to speak with and help students. She is permitted to offer advice on different forms of contraception available and can administer the contraceptive pill and implant. In addition students are able to seek her professional advice regarding the Morning After Pill and our NHS Sexual Health Nurse is able to administer this. In addition to regular visits our NHS Sexual Health Nurse may be called upon for any emergency should anything arise.

All staff will:

- Deliver lessons that meet the RSE policy
- Take part in half termly staff training delivered by outside providers, Hampshire Advisory service, the Schools' safeguarding team and the PSHRE subject lead. This includes four 'general' sessions focused on curriculum content and delivery and two sessions from outside providers on topics identified as local risks or focuses.

All staff will ensure that:

- They create a supportive atmosphere in which all members of the class can speak with confidence and without fear of embarrassment, anxiety or breach of confidentiality;
- All students are offered the opportunity to explore ideas, situations and feelings in an atmosphere of confidence and support;
- At all times teaching will take place in the context of an explicit moral framework and that all points of view they may express during the course of teaching RSE are unbiased;
- The teaching of RSE is delivered in ways that are accessible to all students with SEND;
- The emphasis of teaching RSE will always be the importance and understanding of personal relationships and the right of the individual to make informed choices;
- Issues of stereotyping, sexual equality, harassment, rights and legislation underpin the teaching of RSE;
- Where appropriate they direct students to seek advice and support from an appropriate agency or individual. It is inappropriate for staff to give students personal advice on matters such as contraception;
- Where a student has embarked on a course of action likely to place them at risk, the member of staff will ensure that the student is aware of the implications of their behaviour. The member of staff should refer any potential concerns to the Designated Safeguarding Lead.

Parents/Carers :

- KABP acknowledges the key role that parents/carers play in the development of their children's understanding about relationships. Parents are the first educators of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.
- Parents will be provided with online resources to support their young person through the KABP website

All Parents/Carers will be:

- Given every opportunity to understand the purpose and content of Relationships Education and RSE;
- Encouraged to participate in the development of Relationships Education and RSE;
- Able to discuss any concerns directly with the school

7 Right to be excused from RSE

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

KABP, before granting any such request, will require the AHT for Personal Development to discuss the request with the parent and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Following the discussions, except in exceptional circumstances, KABP will respect the parents' request to withdraw their 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 should make arrangements to provide the child with sex education during one of those terms.

The AHT for Personal Development will ensure that where a student is excused from sex education, the student will receive appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from the

national curriculum.

8 Working with External Agencies

King's Academy Brune Park is aware that working with external partners will enhance the delivery of RSE and will support schools to bring in specialist knowledge and implement different ways of engaging with young people.

Where schools use external agencies, they will check the credentials of the visiting organisation and any visitors linked to the agency. Schools will also ensure that the teaching delivered by the visitor fits with the planned programme and the published policy.

Schools will work with external agencies to ensure that the content delivered is age-appropriate and accessible for all students. Any materials that are used as part of the delivery must be approved by the school in advance of the session.

The school will ensure that the visitor is aware of aspects of confidentiality and understands how safeguarding reports should be dealt with in line with the KABP Safeguarding Policy

9 Safeguarding

KABP recognises that at the heart of RSE, the focus is on keeping children safe, and acknowledges the significant role schools have in preventative education. In our schools, we will allow children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children will be made aware of the processes to enable them to raise their concerns or make a report and how any report will be handled. This will also include processes when they have a concern about a peer or friend. In line with the document Keeping Children Safe in Education (KCSIE), all staff are aware of what to do if a child tells them that they are being abused or neglected.

Staff are also aware of the need to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those that need to be involved, such as the Designated Safeguarding Lead and children's social care.

A member of staff will never promise a child that they will not tell anyone about a report of abuse, as this is not in the best interests of the child. The involvement of the Designated Safeguarding Lead (or Deputy Designated Safeguarding Lead) will ensure that trusted, high quality local resources are engaged, links to the police and other agencies are utilised and the knowledge of any particular local issues it may be appropriate to address in lessons.

Our specialist staff, whenever speaking to a young person regarding sexual health, all work within the 'Fraser Guidelines, 1985'.

FRASER GUIDELINES, 1985 - ENGLAND, WALES AND NORTHERN IRELAND

Much of the law affecting consent is not set out in legislation but is common (judge-made) law. See below section [History of government policy](#).

It is considered good practice for health professionals to follow the criteria commonly known as the Fraser guidelines:

- that the young person understands the advice and has sufficient maturity to understand what is involved
- that the doctor could not persuade the young person to inform their parents, nor to allow the doctor to inform them
- that the young person would be very likely to begin, or continue, having sexual intercourse with or without contraceptive treatment
- that, without contraceptive advice or treatment, the young person's physical or mental health would suffer
- that it would be in the young person's best interest to give such advice or treatment without parental consent

In 2004, the Department of Health issued revised guidance for health professionals in England. This covers confidentiality, duty of care, good practice and the Sexual Offences Act 2003. The recommendations include that services should produce an explicit confidentiality policy and advertise that their services are confidential to under-16s [5]. In England, Wales and Northern Ireland, the laws on sexual offences do not affect the ability of professionals to provide confidential sexual health advice, information or treatment if it is in order to protect the young person from sexually transmitted infections or pregnancy, to protect their physical safety or to promote their emotional wellbeing.

10 Review of this policy

KABP recognises that in an ever changing climate this policy should be reviewed and updated every three years, this will ensure its ongoing relevance and effectiveness.