

Relationships and sex education policy

KTS Academy



Approved by:

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Last reviewed on:

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Introduction

KTS Academy takes its responsibility to provide relevant, effective and responsible relationships and sex education (RSE) very seriously. It is part of the school's personal, social, health and economic education (PSHE) and personal, social and emotional development (PSED).

Our RSE provision is fully aligned with the Department for Education's statutory Relationships, Sex and Health Education (RSHE) guidance, for implementation from September 2026, and follows the PSHE Association's Planning Framework for Pupils with SEND (2026 edition).

The school wants parents and pupils to feel assured that RSE will be delivered at a level appropriate to both the age and development of pupils, and safe to voice opinions and concerns relating to the RSE provision. This policy is drafted by the Senior Leadership team in consultation with the School Governors. Parents are given the opportunity to discuss this policy, and teaching and non-teaching staff are invited to discuss it during training sessions. The policy is reviewed and approved by the governing body annually.

Implementation: It is the responsibility of Senior Leaders to ensure that staff members are aware of and understand this policy and any subsequent revisions.

Compliance: This policy complies with all relevant regulations and other legislation as detailed in the Compliance with Regulations & Legislation Statement.

Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Support pupils to develop skills for managing feelings, building healthy relationships, and keeping safe both online and offline
- Enable pupils to seek help when needed and know who to approach for support
- Develop pupils' understanding of mental health and wellbeing

The school would like to emphasise that by providing comprehensive RSE we are not encouraging pupils to become sexually active. The aim of this policy is to ensure that the right provision is in place so that pupils may have all the background knowledge they need to make informed decisions and responsible choices as they grow up. Through the provision outlined in this policy we also aim to raise pupils' self-esteem and confidence, trying to develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media.

We hope to teach pupils to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them. We want our pupils to lead a healthy and safe lifestyle, teach them to care for and respect their bodies and provide them with all the right tools that will enable them to seek information or support, should they need it, both during their school years and after.

Roles and Responsibilities

Governors and Senior Leaders

Governors and senior leaders will:

- Develop this school policy and review it on a yearly basis. This policy is developed in consultation with school parents, pupils and staff to ensure that it meets the needs of the whole school community.
- Ensure that all staff are given regular and ongoing training on issues relating to RSE and how to deliver lessons on such issues.
- Ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to sex education.
- Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of relationship and sex education to pupils. This may be because they do not feel that their training has been adequate or that aspects of the curriculum are in conflict with their religious or cultural beliefs.
- Ensure that relationship or sex education is developmentally appropriate for all pupils; this means ensuring that the curriculum develops as our pupils do and meets their needs, recognising that progression is based on developmental stage rather than chronological age.
- Ensure that the knowledge and information regarding RSE to which all pupils are entitled is provided in a comprehensive way.
- Support parental involvement in the development of the RSE curriculum.
- Ensure that their personal beliefs and attitudes will not prevent them from providing a balanced RSE in school.
- Communicate freely with staff, parents and the governing body to ensure that everyone is in understanding of the school policy and curriculum for sex education, and that any concerns or opinions regarding the provision at the school are listened to, considered and acted on as appropriate. We want the provision of sex education at home to be complementary to the provision the school provides, and this should be clearly communicated to parents and additional support given where necessary or requested.

It is important that all school staff feel comfortable to partake in PSED/PSHE classes and answer questions from pupils. If the teacher or assistant does not feel confident leading RSE discussions then that is likely to be reflected by the pupils, and their learning may be compromised. The school encourages regular professional development training for the teachers in PSED/PSHE and/or RSE

in how to deliver sex education; this includes sessions on confidentiality, setting ground rules, handling controversial issues, responding to awkward questions and an introduction to the rationale of why teaching RSE is so important.

All Staff

All staff will:

- Take it upon themselves to ensure that they are up to date with school policy and curriculum requirements regarding sex education. Any areas that they feel are not covered or inadequately provided for should be reported back to the subject leads/lead practitioner for curriculum.
- Attend and engage in professional development training around sex education provision.
- 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 that member of staff feels they are not able to deal with alone, they should take this concern to their manager. No one else should be informed at this stage, and a breach of confidentiality may fall under staff misconduct and disciplinary procedures.
- Provide regular feedback to subject leads/Senior Leaders on their experience of teaching RSE and pupil response.
- Ensure that their personal beliefs and attitudes will not prevent them from providing balanced RSE in school.
- Tailor their lessons to suit all pupils in their class, across the whole range of abilities. If teachers need support in this area they should speak to the Lead Practitioner for Curriculum or the relevant Senior Management Team (SMT) member.

Pupils

Pupils are expected to attend relationship and sex education classes that are in their school timetable and take them seriously. Pupils should support one another with issues that arise through RSE. Listening in class, being considerate of other people's feelings and beliefs, and 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 managed under the school behaviour policy. This can be accessed on the KTS website or via the main office.

We also hope that pupils will feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to relationship and sex education or otherwise. Conversations of this nature between staff and pupils will be held in confidence; however, staff may take concerns to the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL) if there is a child protection concern or they feel ill-equipped to deal with the issue at hand.

We ask pupils for feedback on the school's sex education provision yearly and expect them to take this responsibility seriously. Opinions on provision and comments will be reviewed by senior leaders and taken into consideration when the curriculum is prepared for the following year's pupils. In this way, the school hopes to provide pupils with the education they need on topics they want to learn about.

Parents

The school expects parents to share the responsibility of relationship and sex education 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 PSED/PSHE. Parents are also encouraged to seek additional support in this from the school where they feel it is needed.

Information about the RSE curriculum is shared through annual parent workshops, the school website, and ClassDojo platform. Parents can request access to resources and information being used in class.

Curriculum Framework and Implementation

RSE is taught within the personal, social, health and economic (PSHE) education curriculum and personal, social and emotional development (PSED). Biological aspects of RSE may also be taught within the science curriculum, and other aspects are sometimes included in religious education (RE).

Our curriculum follows the PSHE Association's Planning Framework for Pupils with SEND (2026 edition), which is fully aligned with the Department for Education's statutory Relationships, Sex and Health Education (RSHE) guidance, for implementation from September 2026.

Teachers provide classes that are specific to the needs of the pupils in that class, and responsive to their behaviour and development. Pupils may also receive stand-alone sex education sessions delivered by a trained health professional.

The Six Sections of the Framework

The Planning Framework organises learning into six key sections:

- Self-awareness (Me, who I am, my likes, dislikes, strengths and interests)
- Self-care, support and safety (Looking after myself and keeping safe, including online)
- Managing feelings (Understanding feelings, emotion regulation skills, and how feelings can affect choices and behaviour)
- Changing and growing (How I and others are changing; new opportunities and responsibilities; managing puberty and reproductive health)
- Healthy lifestyles (Being and keeping healthy, physical activity, food choices and hygiene routines)
- The world I live in (Managing money and aspirations for work; living confidently in the wider world)

Progression Through Learning Stages

Our curriculum recognises that pupils progress through seven stages of learning: Encountering, Exploring, Foundation, Core, Development, Enrichment, and Enhancement. Each stage builds on the one before, while allowing pupils to access the content at a stage that is most appropriate to their learning needs.

Grids for each section identify learning opportunities in progressive stages, starting with the first stage, 'Encountering', through to the final stage, 'Enhancement'. Each stage builds on the one before, while allowing pupils to access the content at a stage that is most appropriate to their learning needs. This progression assumes that the pupil can meet the previous stages' outcomes, and in some cases introduces new or additional learning in successive columns.

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
Effective engagement in the learning process	Exploring key themes of learning	Underpinning learning	Fundamental learning elements	Increasing understanding of learning	Deepening an application of learning	Applying learning in different contexts

Depending on the level of special educational need, pupils may be able to work only within the learning outcomes of one stage, (e.g. Encountering or Exploring). However, some pupils may be able to work progressively across the seven stages with regular opportunities for revisiting and consolidation of previous outcomes, as they mature through school. In this way, the framework could be adapted for groups of pupils or used to create a bespoke learning programme for individuals.

Pathway-Specific Provision

Engagement Pathway: RSE is not taught as a stand-alone lesson in the Engagement pathway and instead it is embedded into the curriculum through the PSED offer. Pupils have learning outcomes across four stages which address:

- Relationships
- Understanding Gender
- Human Body and Development
- Values, rights, culture and sexuality
- Skills for health and wellbeing
- Staying Safe
- Sexuality and sexual behaviour
- Sexual and reproductive health

Pre-Formal, Semi-Formal and Formal Pathways: The Planning Framework is used flexibly and adapted to the unique needs and abilities of our pupils, as their development will not necessarily correspond to their chronological age or their key stage in many aspects of their learning in PSHE education. For example, we might need to draw on learning outcomes from key stages 1 and 2 for some pupils in key stage 3 or 4.

- **Key Stage 1-2 pupils** follow the PSHE Association Planning Framework for KS1-2, which covers ages 5-11 and includes learning opportunities across all six sections at developmentally appropriate stages.
- **Key Stage 3-5 pupils** follow the PSHE Association Planning Framework for KS3-5, which covers secondary age pupils and includes learning opportunities across all six sections at developmentally appropriate stages.
- **Formal learners in Year 13** complete a first aid qualification as part of their Duke of Edinburgh course, which supports their learning in the 'Self-care, support and safety' section of the framework, particularly in relation to emergency situations and basic first aid skills.

The Framework is adapted by teachers to meet pupils' needs by:

- Breaking down the learning outcomes into smaller steps so that they form the basis of a lesson or series of lessons.
- Revisiting, reinforcing, consolidating and generalising previous learning, as well as introducing new concepts, knowledge and skills.
- Focusing on one aspect or a limited number of aspects within each stage.
- Revisiting content through cross-curricular learning and/or through other activities in school.
- Offering both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence (where applicable).
- Incorporating the seven stages into school assessment, so that pupils' progress can be monitored within lessons and over a period of time.
- Including different sensory experiences at the encountering, exploring, foundation and core levels tailored to individual pupils.
- Providing opportunities both in and out of school to promote physical, social and emotional understanding and put learning into practice.

Long-Term Planning

We follow a thematic approach to long-term planning, with each age group learning the same theme at the same time. Content is organised sequentially, building on prior understanding and supporting pupils to overlearn, revisit and embed messages across their time learning PSHE at school.

Our long-term overview follows a termly structure with the following themes:

- Autumn 1: Self-awareness
- Autumn 2: Self-care, support and safety
- Spring 1: Managing feelings
- Spring 2: Changing and growing
- Summer 1: Healthy lifestyles
- Summer 2: The world I live in

Teachers adapt content within each theme to match the developmental stage of pupils in their class, ensuring all pupils can access learning at an appropriate level.

Key Content Areas

- RSE focuses on giving young people the information they need to develop healthy, nurturing relationships of all kinds including:
- Families: Understanding different family structures and the roles of family members
- Respectful relationships, including friendships: Building and maintaining positive relationships, managing disagreements, and recognising healthy vs unhealthy relationship behaviours
- Online and media: Safe communication online, recognising online risks, managing online information, and understanding how media can influence expectations
- Being safe: Personal space and consent, recognising and responding to unsafe situations, help-seeking skills, and understanding power imbalances in relationships
- Intimate and sexual relationships, including sexual health: Understanding puberty, consent, contraception, STIs, and accessing sexual health services (where developmentally appropriate)
- Mental health and wellbeing: Understanding mental health, recognising when support is needed, and strategies for maintaining wellbeing

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: children looked after or young carers).

Help-Seeking Skills

This updated edition includes sections focused on 'Getting help' in the Self-awareness sections; SA6 for KS1-2 and SA5 for KS3-5. These demonstrate how help-seeking skills can be explicitly taught, rehearsed and embedded across the seven stages from Encountering to Enhancement. Whilst you may dedicate some specific teaching to help-seeking, it is essential that these skills are revisited and rehearsed in all lessons and within the context of particular topics and should not be treated as a standalone theme.

Online Safety Integration

Most young people live their lives both online and offline, and most topics within statutory RSHE have a digital aspect. Whilst some sections of the planning framework (such as 'Keeping safe online' and 'Online habits' for KS1-2, and 'Safe online communication' and 'Online harms' for KS3-5) are explicitly focused on this, it should be assumed that learning in all sections applies to online contexts as well, even when not explicit.

Meeting Statutory Requirements

Our curriculum addresses all statutory RSHE content as outlined in the Department for Education guidance. There are references at the end of each learning opportunity in the Planning Framework

to show which statutory RSHE content it addresses. Where there is no reference, this learning should be considered non-statutory (although in many cases, still essential learning).

For Key Stage 1-2, statutory content includes:

Relationships Education:

F - Families and people who care for me
CF - Caring friendships
RKR - Respectful, kind relationships
OSA - Online safety and awareness
BS - Being safe

Health Education (Health and wellbeing):

GW - General wellbeing
WO - Wellbeing online
PHF - Physical health and fitness
HE - Healthy eating
DATV - Drugs, alcohol, tobacco and vaping
HPP - Health protection and prevention
PS - Personal safety
BFA - Basic first aid
DB - Developing bodies

For Key Stage 3-5, statutory content includes:

Relationships Education:

F - Families
RR - Respectful Relationships
OSA - Online safety and awareness
BS - Being safe
ISR - Intimate and sexual relationships, including sexual health

Health Education (Health and wellbeing):

MW - Mental wellbeing
WO - Wellbeing online
PHF - Physical health and fitness
HE - Healthy eating
DATV - Drugs, alcohol, tobacco and vaping
HPP - Health protection and prevention, and understanding the healthcare system
PS - Personal safety
BFA - Basic first aid
DB - Developing bodies

Terminology

Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; with a focus on what is and isn't acceptable or expected language.

Pol-Ed Programme and Contextual Safeguarding

KTS Academy uses Pol-Ed, a specialist education programme designed by the police that provides schools with resources and lesson plans to support PSHE education. Pol-Ed is an important part of our approach to contextual safeguarding, as it links directly to local and national crime data and trends relevant to our local area.

The Pol-Ed programme supports our curriculum by providing:

- Ready-made lesson plans and teaching resources tailored to different age groups and abilities
- Up-to-date information on local crime trends and safeguarding concerns
- Content that addresses real-world issues affecting young people in our community
- Resources covering key safety and wellbeing topics including:
 - Personal safety and staying safe in the community
 - Online safety and cybercrime awareness
 - Healthy relationships and recognising unhealthy behaviours
 - Substance misuse awareness
 - Anti-social behaviour and its consequences
- Understanding the role of the police and emergency services

By using Pol-Ed, we ensure that our PSHE curriculum is responsive to the specific risks and challenges faced by young people in our local area. This contextual approach helps pupils understand how to keep themselves safe in their own community and recognise risks that are particularly relevant to them.

Pol-Ed sessions support learning across multiple sections of the PSHE framework, particularly:

- Self-awareness (SA4: Managing pressure, SA5: Getting help)
- Self-care, support and safety (SSS2: Keeping safe, SSS4: Safe communication online, SSS7: Gambling)
- The world I live in (WIL1: Diversity, rights and responsibilities, WIL3: Online harms)
- Healthy lifestyles (HL6: Drugs, alcohol and tobacco)

Teachers adapt Pol-Ed resources to meet the developmental needs of pupils in their class and integrate them into the termly PSHE themes outlined in our long-term planning.

External Visitors and Specialist Input

To enhance our RSE and PSHE curriculum, we regularly invite external visitors and specialists into school to provide expert input on specific topics. These visits complement our classroom teaching and provide pupils with real-world context and expertise.

External visitors may include:

Emergency Services: Police, fire brigade, ambulance service and coastguard who deliver sessions on personal safety, fire safety, water safety, road safety and when to call 999

Health Professionals: School nurses, sexual health professionals, and mental health practitioners who provide age-appropriate sessions on health and wellbeing topics

Road Safety Officers: Who deliver assemblies and workshops on staying safe near roads and as pedestrians

Other Specialists: Including representatives from charities and organisations who can provide expert input on specific PSHE topics

All external visitors are:

- Vetted in accordance with our safeguarding policy
- Provided with clear guidance about our school's approach to RSE and PSHE
- Supervised by school staff during their sessions
- Asked to work within the boundaries of this policy and our school values

These sessions support learning across multiple sections of the PSHE framework, particularly:

- Self-care, support and safety (SSS2: Keeping safe, SSS5: Emergency situations)
- The world I live in (WIL1: Respecting differences between people - understanding the roles of people who help us)
- Healthy lifestyles (HL4: Keeping well)

NSPCC Speak Out Stay Safe Programme

KTS Academy delivers the NSPCC Speak Out Stay Safe programme as part of our safeguarding and RSE curriculum. This programme helps pupils understand abuse in all its forms and empowers them to speak out if they are worried, either for themselves or a friend.

The Speak Out Stay Safe programme:

- Is delivered by trained school staff to all pupils
- Teaches pupils about different types of abuse and neglect in an age-appropriate way
- Helps pupils recognise when they or others might be unsafe
- Empowers pupils to speak out and know where to get help
- Reinforces that abuse is never a child's fault
- Provides pupils with practical strategies to stay safe
- Includes the Childline contact number and other sources of support

This programme supports learning across multiple sections of the PSHE framework, particularly:

- Self-awareness (SA5: Getting help, SA6: Getting help)
- Self-care, support and safety (SSS2: Personal space and unwanted touch, SSS3: Accidents and risk, SSS6: Public and private, SSS8: Power imbalances)
- Managing feelings (MF1: Identifying and expressing feelings)
- Changing and growing (CG3: Dealing with touch)

The programme is delivered in line with our safeguarding procedures, and staff are alert to the possibility that the sessions may prompt disclosures from pupils. All staff delivering the programme are aware of how to respond appropriately to any concerns that arise.

Dealing with difficult questions

We recognise that children and young people are naturally curious about relationships, their bodies, and the world around them. We aim to answer questions honestly and in a developmentally appropriate way to prevent students searching for information independently and potentially finding misinformation or disinformation online or from other unreliable sources.

When pupils ask questions, staff will:

- Respond positively to questions, recognising that curiosity is a natural and healthy part of development
- Answer questions in an age and developmentally appropriate way that is suitable for the whole class, or arrange to answer individually if the question is of a personal nature or not appropriate for the whole group
- Use correct terminology and factual information
- Relate answers back to the learning objectives and the PSHE framework where appropriate
- Seek advice from the Lead Practitioner for Curriculum or PSHE/PSHE leader if they feel uncomfortable or ill-equipped to answer a particular question
- For more concerning questions:

If a question raises safeguarding concerns or suggests that a pupil may be at risk, staff will:

- Respond calmly and appropriately in the moment, without showing alarm
- Follow the school's safeguarding procedures immediately after the session
- Share information with the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL)
- Ensure that parents are informed of any information given, in line with safeguarding procedures
- Document the question and response appropriately

Ground rules in class:

Ground rules are essential when discussing sensitive subject matter. Some strategies staff may use to support this include:

- An anonymous question box; this will enable pupils to feel more comfortable to ask questions without being identified
- Making the classroom a zone of confidentiality; this means that whatever is discussed in the classroom stays in the classroom and should not be brought up at any other time, unless there is a safeguarding concern. We hope this will give pupils the sense that they are in a safe zone to speak freely about relationships and sex
- Agreeing as a class that there are no silly questions and that everyone's questions are valid
- Establishing that it is acceptable to pass on a question if someone feels uncomfortable
- Reminding pupils that if they have personal concerns, they can speak to a trusted adult privately after the lesson

- By creating an open and safe environment for questions, we aim to ensure that pupils receive accurate, age-appropriate information from trusted adults rather than seeking answers from potentially unreliable or harmful sources.

Pupils with SEND

KTS recognises that many of our pupils experience significant challenges in making positive relationships due to their autism and additional needs. These challenges may become more acute in relation to puberty, relationships and sex. Staff appreciate that such sensitivities may need to be managed on a personalised basis and not merely a generalised approach.

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.

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
- Use of visuals including social stories
- Speaking and listening tasks e.g. debate
- Independent research
- Using videos or imagery
- Group and paired activities
- Sensory experiences tailored to individual pupils

Withdrawal from RSE

The school aims to keep parents informed about all aspects of the RSE curriculum and urges parents to read this policy. Parents can request access to resources and information being used in class. The school will do everything it can to ensure that parents are comfortable with the education provided to their children in school.

Parents of primary pupils do not have the right to withdraw their children from relationships education. Parents do have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before their child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.

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

RSE lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. 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 and anti-bullying policies. This can be viewed on the School website or requested in the main office.

Safeguarding and Confidentiality

We aim 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. It may be the case that discussion around what is expected and unexpected in healthy 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. The Safeguarding and Child Protection Policy can be viewed on the School website or requested in the main office.

Personal information about pupils who have approached a teacher for discussion should not be shared with any other person. If there is a child protection concern, the information must only be shared with the Designated Safeguarding Officer and/or Deputy Designated Safeguarding Officer as is outlined in our child protection and safeguarding procedure. Staff members that breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so, will be dealt with under the school's staff discipline, conduct and grievance procedures. Staff can view this policy on the school server or request a copy from HR.

If a staff member is approached by a pupil under 16 who is having, or is contemplating having sexual intercourse, the teacher should:

- Ensure that the pupil is accessing all the contraceptive and sexual health advice available and understands the risks of being sexually active.
- Encourage the pupil to talk to their parent or carer. Pupils may feel that they are more comfortable bringing these issues to a member of staff they trust, but it is important that children and their parents have open and trusting relationships when it comes to sexual health and the school will encourage this as much as possible.
- Decide whether there is a child protection issue. This may be the case if the teacher is concerned that there is coercion or abuse involved. If a member of staff is informed that a pupil under 13 is having, or is contemplating having sexual intercourse, this will be dealt with under child protection procedures.
- 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 Team to decide what is in the best interest of the child.

Advice and Treatment

Staff who are approached by pupils with a concern about having contracted or possibly contracted a sexually transmitted disease should refer them immediately to the DSL or deputy who will liaise with the young person's Sexual Health Clinic within the child's Local Authority.

Providing advice on contraception and practising safe sex is a part of the school's RSE provision. We also encourage parents to engage their child in open discussion about practising safe sex. There is no reason for staff to expect to be made aware of a pupil or colleague's HIV or hepatitis status, and no person will be discriminated against because of this if there is a disclosure of this type of information.

KTS will educate pupils about HIV, AIDS and other sexually transmitted diseases. The school's first aid policy covers protection for all school members against infection from blood-borne viruses. This can be requested from the main office.

Monitoring and Reviewing

The academic and personal needs of our pupils develop in line with varying societal pressures and economic changes. 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 and will inform parents of any revisions to the school policy or relationship and sex education curriculum.

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

- Yearly feedback from pupils or other stakeholders
- Feedback from staff
- Classroom observations
- Curriculum map, scheme of work and planning moderation
- Evidence of learning

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 sex education. 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.

A parent introduction to the Safeguarding practice at school and the RSE curriculum is held annually. The workshop enables parents to explore the RSE frameworks and be informed of any updates or changes to the PSHE and RSE curriculum. Information given throughout the workshop will be shared on the School's website or ClassDojo platform.

Parents requiring one to one support on providing effective relationship or sex education at home can contact their child's teacher via email, in writing or by telephoning the main office.

End of Policy