| The Kingsley School<br><br>Relationships and Sex Education (RSE) Policy | |
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## Relationships and Sex Education (RSE) Policy

### Introduction

This policy applies to all pupils at The Kingsley School, including those in EYFS.

This policy covers the RSE taught at the Kingsley School and reference should also be made to the Kingsley PSHEE Policy.

This policy has been updated to meet the requirements of the new statutory guidance for Relationships Education/ Relationships and Sex Education and Health Education (2026). The RSE content is appropriate to pupils' age and stage of development. It is also an essential part of safeguarding.

To be effective RSE should always be taught within a broader PSHEE education programme. RSE enhances and is enhanced by learning around topics such as mental health and the development of skills and attributes such as risk management, resilience and decision making. (Reference PSHE Association).

### Aims of Relationships and Sex Education at The Kingsley School

The Kingsley RSE policy aims to meet the 'Twelve Principles' of good quality RSE (Ref: Sex Education Forum) and these are supported by the PSHE Association.

RSE is learning about emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

**The aim of the programme will be to instil in our pupils a respect for human life and the dignity of the human person through:**

a) giving clear, accurate, appropriate and up-to-date information on sexual issues;

b) helping pupils to acquire skills which will enable them to make informed choices and decisions in their lives, looking clearly at their responsibilities, first to themselves and then towards others;

c) providing a climate that allows individuals to feel valued and affirmed, and therefore, safe and unthreatened, enabling them to put forward and explore their ideas, feelings and emotions;

d) providing the opportunity for pupils to explore and clarify attitudes and values in their developing experience of relationships and sexuality;

e) raising awareness of all that undermines the dignity of self and others;

f) guiding pupils towards spiritual, mental, emotional and physical well-being;

g) encouraging a respect for those who represent the diversity of human experience, culture and sexuality;

**The programme will ensure that we comply with legal requirements such as the vital part RSE plays in meeting best practice for Safeguarding.**

### Process of policy development, consultation and the purpose of the policy

The purpose of this policy document is:

- to give clear guidelines to all who are concerned in planning, delivering and contributing to sex and relationships education at The Kingsley School
- To ensure by consultation that we have provided a clearly thought-out programme which meets the needs of our pupils
- to make clear the roles and responsibilities that people hold

- to emphasise our whole school approach: we are all involved in developing education in sexuality in the day-to-day life at Kingsley School
- to define the parameters in which we are to work

**The Framework**

This policy has been written following the guidance on good practice given by the PSHE Association and in various documents, the principleones are listed below:

- Relationships EducationRelationships and Sex Education (RSE) and Health Education (2025)
- Children and Social Work Act 2017
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- Keeping Children Safe in Education (KCSIE)– statutory Safeguarding Guidance (2024)
- Equality Act (2010)
- Writing your RSE Policy: Guidance from the PSHE Association

The governors and the school follow national guidelines that all pupils will receive sex education which is part of the science curriculum and examination specifications, but that parents may withdraw pupils from sex and relationship education delivered as part of the PSHEE programme.

**Timetable for Review of this Policy**

The PSHEE and Relationships and Sex Education policies form part of the School Development Plan, and will be reviewed on a regular basis.

**Monitoring Reviewing and Evaluation**

In order to ensure effective practice, and to keep up to date on information, it is essential that the programme for sex and relationship education is reviewed and evaluated on a regular basis. The programme is monitored through lesson observations, learning walks, Student Voice, curriculum review, safeguarding ternds, behaviour and wellbeing data and governor oversight.

**Rationale**

**Beliefs, attitudes and values**

- Our relationships and sex education programme will be developmental, giving accurate and appropriate information which is inclusive and accessible to all our young people. It must be taught within a framework of moral principles. In order to carry out these principles in practice it is important that every child is helped to realise the importance of respecting themselves and others in their relationships both at school and outside, and the responsibility that they have both to themselves and to others in the choices and decisions that they make.

- Values can be taught and can be learnt by experience and example, but they cannot be imposed. Pupils will be given the opportunity to discuss values and morality. This will encourage the growth of self-awareness and will enable them to develop morally and establish their own values framework.

- Discussion of moral values will not take place in the abstract but will relate to young people's experience and expectations of relationships, sexuality, and wider moral issues which will affect their lives. It is important that they realise that strong emotional feelings are experienced in sexual intimacy, and that they are aware of their responsibility in showing respect and care for their own and the other person's feelings, decisions, rights and bodies.

- Pupils will be encouraged to consider values which demonstrate compassion and care when

interacting with people whose ideas do not conform with their own.

**Knowledge and Information**

- Research has shown that effective sex education, both in school and at home, can lead to more responsible behaviour and a reduced likelihood of early sexual activity and risk of psychological and physical harm. At the start of any topic or session it is important that teachers sensitively examine the knowledge that the pupils already have, which will give them a realistic starting point. Liaison with parents and the Prep School is particularly important in helping the school establish a programme that meets real needs.

**The information and knowledge content of the programme will include the following:**

- Full, accurate and up-to-date information about growth and development on topics including puberty, sexual relationships, consent, conception, fertility control, childcare and responsible parenthood, including the legal aspects of sexuality;gender identity and gender expression, positive and negative consequences of sexual practice; HIV/AIDS; unplanned pregnancy; STIs, cervical and testicular cancer. All topics will be age-appropriate, respectful and inclusive.
- Information about the essential elements involved in establishing and maintaining close relationships which are central to personal happiness.
- Looking at what friendship and love involve in real terms will be an important part of sex education.
- Information which aims to educate against prejudice.
- Information against sexual harassment to include: sexual harassment, sexual violence, misogyny, harmful sexual behaviour, consent and reporting.
- Online safety information that covers: deepfakes, AI-generated sexual images, pornography, image-based abuse, coercive online behaviour, online misogyny, social media influencers and misinformation.

**Skills**

Social skills in learning about relationships cannot just be taught, they evolve on the basis of individual and shared experiences. Success in acquiring these skills depends on young people feeling valued themselves. In sex education, opportunities will be provided for pupils to:

- assess evidence
- make individual and group decisions
- learn to listen and negotiate
- look at ways of dealing with conflict and solving problems.

Independent and group work will enable pupils to:

- explore other people's points of view
- consider diversity, fairness and justice
- consider competition, prejudice and discrimination.

Developing questioning skills and critical ability, it is hoped, will help pupils to make informed and balanced choices, and become more self-aware.

**ORGANISATION and DELIVERY of the PROGRAMME**

**Relationships and Sex Education on the Kingsley Timetable**

- Relationships and sex education is delivered through the PSHEE programme in fortnightly lessons.
- The moral aspects of sexuality will be explored in Philosophy, Ethics and Religious (PER) and PSHEE lessons.
- Biological aspects will be covered during science lessons.

The overall planning and preparation of materials for the programme is done by the Head of PSHE supported by, and in consultation with, the teachers of PSHE, the Deputy Head Wellbeing and Pastoral and the Assistant Head Support and Safeguarding.Wider aspects regarding sexuality and relationships are integrated in all pastoral and curricular areas embracing a whole school approach.

**Involvement of parents**

This policy is published on the schools' website.

- 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 pupils receiving primary education and relationships and sex education (RSE) compulsory for all pupils receiving secondary education. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.
- Parents can request to withdraw their child from all or part of sex education lessons, up to three terms before the child turns 16. After that, the child can decide if they want to receive sex education. The school will make arrangements for any pupil in this situation to receive sex education during one of those terms if they choose to. If a parent wishes to withdraw their child, they are encouraged to come in and meet with us to discuss concerns before withdrawing.
- The PSHEE department issues letters home at the beginning of each academic year outlining the overview of the PSHEE course structure. Where any sensitive topic areas are taught such as Female Genital Mutilation,follow up letters are also sent home so parents have a further opportunity for withdrawing their child from sensitive lessons.
- Parents are informed about this programme at parents' information evenings in the Michaelmas term.
- Parents are welcome to request copies of all resources
- Parents of pupils in the Prep School by letter when relationships and sex education is about to take place.
- Parents of Prep School pupils are invited into school to discuss the content of lessons, and to view resources.

**Methodology, approach, responsibility for teaching and assessment**

*Staff delivering the Relationships and Sex Education programme need to be aware of their own values and the impact they could have on their pupils.*

Prep School
Whole class discussion, stories, use of information books, DVDs, the school nurse.

Main School
Science: whole class discussion, film and audio sources, group and individual assignments.
PSHEE: a variety of approaches is used including whole class and group discussion, decision-making, problem-solving, assessment of evidence, teacher-led activities, role-play and film, outside speakers and healthcare staff..

Sixth Form
RSE continues as part of the PSHEE programme throughout Sixth Form. PSHEE is delivered in Form Time activities and RSE covered in topics such as: healthy adult relationships, coercive control, consent, pornography, workplace relationships, independent healthcare and online reputation. Resources are sourced from the PSHE Association and Unifrog. Delivery is received through discussion, outside speakers (when possible), current media including newspapers, film and audio sources and websites.

Resources
The primary resources used are those which have been provided or endorsed by the PSHE Association. In addition, resources from Brook are used to compliment the RSE learning.
When selecting resources care is taken to ensure that the information given is appropriate to the age of the

students and relates to their experiences as well as fitting the values and ethos of the school.

**Assessment**

Assessment gives the pupils opportunities to reflect on their learning, increases motivation and improves their awareness of their development. It also allows other interested parties to evaluate the impact that PSHE is having for pupils and whole school outcomes. Assessment is a combination of teacher assessment and student self – and peer assessment.

Assessment is used to compare where a pupil is at the end of a lesson or series of lessons against where they were before the lessons). The benchmark against which progress is measured is the pupil's own starting point, not the performance of others.

The model used is that of the one provided by the PSHE Association:

- Baseline assessment which could be completed at the start of the lessonBuild Assessment for Learning into the lesson
- At the end of the topic, progress is measured from the starting point and used to evidence progress and inform future learning

**Training**

Training is ongoing in order to ensure good practice. The Head of PSHEE will seek training from the PSHE Association and then deliver this to staff in regular department meetings. It is important that teachers who are willing to be involved in sex education are given support and feel confident in what they are doing.

**Equality**

Delivery of all RSE and PSHEE topics reflects the Equality Act (2010). Staff will respect and promote protected characteristics and encourage respectful discussion. All staff will not seek to promote any particular political viewpoint.

**SENSITIVE ISSUES**

**School Practice**

- Staff do not provide individual medical advice
- Pupils are signposted to appropriate health professionals

Safeguarding procedures are followed where necessary

**Answering pupils' questions**

If teachers do not feel comfortable with questions that arise out of issues pertaining to relationships and sex education, then they should seek advice from either the Head of PSHE, the Assistant Deputy Head Support and Safeguarding or from the Pastoral Deputy, as they see appropriate. They should not feel obliged to answer difficult questions immediately, and to do so could be inappropriate in a class forum. An anonymous question box/envelope is a resource used when teaching sensitive issues. If a teacher is uncertain by answering a question, they should refer to the Head of PSHE. .

**Procedures concerning Confidentiality and Disclosure**

Staff cannot offer unconditional confidentiality. If a pupil discloses information indicating they or another person is at risk or harm, staff must follw the school's safeguarding procedures.

**If there is any disclosure which indicates that a student is at risk of or has experienced abuse it is essential that the Designated Safeguarding Lead is informed immediately.**

**The Designated Safeguarding Leads are:**

**Senior School and Sixth Form:** DSL Assistant Head Support and Safeguarding (Martha Bruchez) and DDSLDeputy Head Wellbeing and Pastoral (Dawn Morgan) **Prep School:** Julie Johnson ( Head of Prep School)

All staff should be familiar with the **Safeguarding Policy and KCSIE.**

**External speakers:**

All external speakers are quality assured and content is checked before their visit. School staff remain present throughout the visit. All external speakers are expected to follow the school safeguarding expectations.

**The different stages of the RSE programme**

Aims are presented for Prep School, Senior School and Sixth Form separately.

**Relationships and Sex Education within the Prep School, including Early Years Foundation Stage (EYFS)**

Pupils in the Preparatory School from Year 1 to Year 6 follow the PSHE Association framework. Learning opportunities for each key stage are spread across three core themes: Health and Wellbeing, Relationships and Living in the Wider World. These themes allow for the coverage of the statutory guidance for Relationships Education (2019) in an age appropriate and progressive way.

The relationship and sex education components are taught in the context of relationships, communication, social skills and values, always relative to the age and maturity of pupils.

EYFS

The focus in the Early Years Foundation Stage is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

Teachers encourage children to talk explicitly about the features of healthy friendships. Drawing attention to these in a range of contexts enables pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This helps them to recognise any less positive relationships when they encounter them.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

***Relationships and Sex Education in the Senior School (Key Stages 3 and 4)***

***Science***

***In Year 7,*** *pupils are taught about reproduction in animals in the context of human reproduction. The structure of human reproductive systems, fertilisation and pregnancy are covered.*

***In Key Stage 4,*** *all students will study the structure and function of the human reproductive system, including pregnancy. The control of the menstrual cycle by hormones will be covered, as well as the hormonal control of the development of secondary sexual characteristics.*

**PSHEE**

**KEY STAGE 3**

**AIMS:**

- To enable pupils to understand what consent means, why it is important, and strategies to manage persuasion and pressure on consent.
- To encourage pupils to understand and value their sexuality.
- To prepare pupils for and to clarify pubertal changes: physical, practical, emotional and social.
- To help pupils to celebrate the growth and development of their bodies and emotions, and encourage a positive self-image.
- To study the process of human reproduction, conception, and contraception.
- To ensure they are given clear, accurate information to enable them to take responsibility for their own sexual behaviour and health To enable pupils to communicate about sexual matters in a clear and unembarrassed way, using appropriate language.
- To help pupils to understand their responsibility for themselves and towards others as they grow up, and to make clear the importance of developing their own values and their ability to make moral choices, including the importance of valuing and protecting themselves.
- To raise pupils' awareness and understanding of themselves, their sexuality and that of others.
- To help pupils see beyond the immediate situation, to the consequences that result from their behaviour, practising coping and decision-making skills in role-play.

**KEY STAGE 4**

**AIMS:**

- To ensure that pupils understand what consent is, the legal and ethical details, the meaning of choice, freedom and capacity to consent and strategies to manage giving and withdrawing consent.
- To ensure pupils are given clear and accurate information to enable them to take responsibility for their own sexual behaviour and health, including information about HIV/AIDS and other STIs, fertility, pregnancy and abortion.
- To explore the powerful feelings connected with sexuality and sexual behaviour.
- To encourage pupils to value themselves and their sexuality, and to develop a deeper understanding of the importance of close and loving relationships, now and in their future lives beyond school, aware of the dignity of all people and their responsibility to themselves and others.
- To ensure pupils are made aware of healthy and unhealthy relationships
- To encourage responsibility in relationships, reflecting upon the effect that their behaviour has on other people, and to clarify their own sexual values.
- To encourage debate and discussion on social and moral issues concerning sexuality in order to develop pupils' critical awareness, and their ability to make reasoned judgements establishing their own values.
- To encourage pupils to see the importance of basing the expression of their sexuality on essential human values rather than stereotypes which promote their sexuality at the expense of other people's.
- To consider what loving means to them in the light of their own needs and experience.
- To give pupils the opportunity to practise assertiveness, to equip them for difficult situations in their future lives.

**Relationships and Sex Education in the Sixth Form**

In the Sixth Form we adopt a flexible approach to Relationships and Sex Education, providing pupils with the most up-to-date information about issues which are relevant to them as adults. Year 12 and Year 13 groups are often combined, and sessions are conducted either in individual tutor groups or with the entire Sixth Form when speakers are invited. The PSHEE time is scheduled during the Form Time Programme and sometimes speakers are used to discuss topics which require more time.

**Overview of RSE**

The audit of the KS3 and KS4 PSHE Curriculum coverage of the Statutory Guidance provides an overview of RSE

**The curriculum mapping document is reviewed annually and accompanies this policy (Appendix A)**