Relationships, Sex, and Health Education (RSHE) Policy

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Authorised by | ***DHP***

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1 OVERVIEW

1.1 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 to 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
- Ensure students develop an understanding and respect for their own rights as well as the rights of others in the context of relationships, friendship and beyond.

These aims fit within the context of the ethos of Kew House School to recognise and enhance each child as an individual, with a collective mix of attributes and aptitudes. All in the context of a safe and supportive environment (Appendix D).

1.2 Statutory requirements

As an independent secondary school, we must provide RSE to all pupils, as per Section 34 of the **Children and Social Work Act 2017**. In addition, Part I of the **Schedule to the Education (Independent School Standards) Regulations 2019** requires independent schools to make provision for PSHE (specified in *paragraph 2(2)(d)*) and to prepare pupils for the opportunities, responsibilities, and experiences of life in British society (specified in *paragraph 2(2)(i)*). Part 2 of the **Schedule** requires independent schools (including academies) to meet the standard relating to the spiritual, moral, social, and cultural development of pupils (SMSC). The statutory framework for this policy should be read in conjunction with the texts referenced and linked in **Appendix A**.

At Kew House School, we teach RSE as set out in this policy.

1.3 Policy development

This policy has been developed in consultation with staff, pupils, and parents. The consultation and policy development process involved the following steps:

Review

The *Head* and the *Head of Individuals in Society* reviewed the guidance along with published advice from the PSHE association

Staff consultation

All school staff were given the opportunity to review the policy and make recommendations during the start of year INSET in September 2021 when the policy was originally created.

Parent / stakeholder consultation

Parents and any interested parties were invited to review the policy, with an invitation to submit any questions or notes at the start of the 2021 academic year. These notes were then considered by the *Senior Leadership Team* before any amendments were made to the policy. A summary of the questions and responses was made available to parents as a link in the *Weekly Bulletin*. Further wider consultation with parents will occur when there is more significant material change to policy. *[19/09/24 – to this date, no requests for edits or amendments for consideration have been received*]

Parental Advisory Committee (PAC)

Discussion and interim review of this document (23/11/21) is supported by further consultation, which takes place in the Spring Term of each year (most recently, 13/01/23, next consultation 6/11/24). In response to the most recent PAC additional parent talks delivered by external speakers relating RSHE have been added to the school the school calendar (these will be reviewed annually).

Pupil consultation

Pupils provide regular feedback during Individuals in Societies lessons; teachers are encouraged to do this at regular intervals throughout the year. In addition to this, pupils are given the opportunity to complete a Microsoft form where they give feedback on Individuals in Societies and the Gardener Award as a whole. Their feedback is regularly acknowledged and acted upon, most recently in response to the subject review in Autumn 2023.

Ratification

Once amendments were made, the policy was shared with the *Directors* and ratified, as per the front page of this policy.[1]

[23/03/21 – following a re-consultation with staff, parents, and pupils, this policy was re-ratified by the *Board of Directors* at a meeting on 22/03/21]

1.4 Definition

RSE is about the emotional, social, and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity, and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity *per se*.

[1] A two-stage process – once (prior to the September 2020 opening of the school after a period of national lockdown), repeated again (at Easter 2021) due to issues relating to COVID-19.

2 CURRICULUM AND DELIVERY

2.1 Curriculum

The RSE curriculum is delivered within the school's Individuals in Society (IS) course. Our curriculum is set out as per **Appendix B**. The IS curriculum is reviewed frequently by the *Gardener Award*, teachers of the course, and the *Senior Leadership Team* – often with a consultation phase involving pupils.

We have developed the curriculum in consultation with parents, pupils, and staff, taking into account the age, needs, and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so that pupils are fully informed and do not have to seek 'unfiltered' answers online.

2.2 Delivery of RSE

RSE is taught within the personal, social, health, and economic education curriculum (PSHE). Biological aspects of RSE are taught within the Science curriculum, and other aspects are included in Religious Education (RE) aspects of the IS course. The curriculum is delivered by class teachers and augmented by visiting speakers in specialist fields (leading both in-person and virtual sessions), with pupils also receiving stand-alone sex education sessions delivered by a trained health professional.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health
- Body image, gender norms and self esteem

For more information about our RSE curriculum, see **Appendix B** and **Appendix C**.

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, along with reflecting sensitively that some children may have a different structure of support around them.

Home circumstances
Families can include: single parents, LGBT+ parents, adoptive parents, foster parents and/or carers, and families headed by grandparents, amongst other structures.

Structures of support
Examples include: looked after children or young carers.

2.3 Equality of opportunity

Classroom practice and pedagogy will take into account pupils' age, ability, readiness, and cultural background, as well as those pupils with SEND, and will be adjusted to enable all pupils to access this learning.

RSE education can be used as a way to address diversity issues and to ensure equality for all, by addressing contextual issues identified through our pastoral care structures and pupil questionnaires.

RSE delivery is designed to comply with the **Equality Act 2010**. Under the provisions of the **Equality Act 2010**, the school must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the *protected characteristics*).

Provisions within the **Equality Act 2010** allow the school to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of protected characteristics.

In addition to this the school is aware and monitoring government guidance which pertains to gender and may lead to material change in the RSHE policy.

3 ROLES AND RESPONSIBILITIES

3.1 The *Board of Directors*

The *Board of Directors* will approve the *RSE Policy* and hold the *Head* to account for its implementation.

3.2 The *Head*

The *Head* is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see Section 4 of this policy).

3.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Teaching staff who are approached to teach the IS course do so knowing that they have the obligations outlined in this policy. Staff who have concerns about teaching RSE are encouraged to discuss this with the *Head*.

Ms Kate Rice is the *Head of the Gardener Award & Individuals in Societies* and thus has the responsibility for co-ordinating the teachers who teach the course each year. The *Deputy Head Academic* is the member of *Senior Leadership Team* responsible for the IS course.

3.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity, in accordance with the school's ethos.

4 PARENTS' RIGHT TO WITHDRAW

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE *up to and until* three terms before the 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, using the form found in **Appendix D** of this policy, and addressed to the *Head*.

In the first instance any request to withdraw from RSHE should go to their Head of Year, who will notify the *Head.* The should communicate with parents about the content of the RSHE curriculum and formal requests to withdraw from RSHE will need to go directly to the Head.

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

Parents and carers are notified in advance of any RSE sessions their child is due to take part in via the weekly bulletin and/or by email from the Head of Individuals in Societies or a member of the senior leadership team. They are advised to contact the Head of Individuals in Societies with any questions or concerns with any requests to withdraw being forwarded directly to the Head.

5 TRAINING & AWARENESS

5.1 The *Head* will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE. External visitors will be guided on the school's approach to RSHE and they will be supported by teaching staff during their visit to ensure all safe guarding protocols are followed.

5.2 As at September 2024 staff who deliver the RSHE component of the Individuals in Societies curriculum will complete a training audit annually. Appropriate and specific CPD will then be arranged for the relevant members of staff to ensure everyone has an adequate level of training. The Head is responsible for ensuring that all staff are adequately trained.

5.3 Teachers are aware that teaching effective RHSE can at times lead to a disclosure of a child protection issue, they must act upon any disclosures inline with the school's safeguarding policy and Keeping Safe in Education 2024.

6CONTENT & MONITORING ARRANGEMENTS

6.1 The content of RHSE lessons is age appropriate:

- The RSE content is reviewed annually by the Head of Individuals in Societies and the safeguarding team (DSL and DDSLs) following Keeping Children Safe in Education 2024, to ensure that age-appropriate content is shared in RSHE lessons. In addition to this, we also follow NHS guidance on key issues e.g. Female Genital Mutilation (FGM).
- Staff are also advised to use their knowledge of pupils in their classes along with their health data to guide their approach to the lesson.
- Staff are directed to provide warnings in reference to sensitive content is to be shared or discussed.
- The safe-guarding team (DSL and DDSL) are responsible for notifying the Head of Individuals in Societies of any vulnerable students so that appropriate accommodations can be made.

6.2 The delivery of RSE is monitored by the *Head of Individuals in Society* through:

- Departmental meetings
- Learning walks
- Team teaching
- Formal lesson observations
- Subject Review (Director of Education)

Pupils' development in RSHE is monitored by class teachers as part of our school's reporting schedule. Pupils participate in key assessed tasks that link to the school's broader Individuals in Societies framework. These tasks together with a detailed scheme of learning for each key stage can be accessed via the school's SharePoint platform.

RSHE lessons will be differentiated by the individual teacher, inline with the school's SEND policy and their individual knowledge of the students.

This policy will be reviewed regularly by the *Head of Individuals in Society* in conjunction with the DSL and then discussed annually with the *Deputy Head Academic*. At every review, the policy will be approved by the *Head*.

APPENDICES

A Further guidance: statutory and non-statutory

B Curriculum map for relationships and sex education (RSHE)

C By the end of secondary school, pupil should know

D Parent form: withdrawal from sex education within the RSHE component of the IS curriculum

APPENDIX A
Further guidance
Statutory and non-statutory

- Keeping Children Safe in Education
  Statutory guidance

- Respectful School Communities: Self-Review and Signposting Tool
  A tool to support a whole-school approach that promotes respect and discipline

- Behaviour and Discipline in Schools
  Advice for schools, including advice for appropriate behaviour between pupils

- Equality Act 2010 and Schools

- SEND Code of Practice: 0 to 25 Years
  Statutory guidance

- Mental Health and Behaviour in Schools
  Advice for schools

- Preventing and Tackling Bullying
  Advice for schools, including advice on cyber-bullying

- Sexual Violence and Sexual Harassment between Children in Schools
  Advice for schools

- The Equality and Human Rights Commission Advice and Guidance
  Provides advice on avoiding discrimination in a variety of educational contexts

- Promoting Fundamental British Values as part of SMSC in Schools
  Guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social, and cultural development (SMSC)

- SMSC Requirements for Independent Schools
  Guidance for independent schools on how they should support pupils' spiritual, moral, social, and cultural development (SMSC)

- PSHE Association
  Guidance on updating your school's safeguarding policy

- Gender Questioning Children

- National Citizen Service
  Guidance for schools

APPENDIX B

Curriculum map for relationships and sex education (RSE)

The table below outlines the IS curriculum, presented in a chronological order, noting that this is a spiral curriculum wherein themes introduced to one year group will be revisited throughout the course as they become relevant again.

Year	RSE themes
7	• Friendships and maintaining healthy friendships • Using the internet and social media • Healthy living, including personal hygiene • Prejudice and discrimination • Self-esteem • Changing bodies and puberty
8	• Promoting healthy relationships • Consent • Promoting self-esteem • Online safety • Sex education talk covering healthy relationships and consent, puberty, and an introduction to contraception
9	• Healthy relationships and consent • Understanding a range of relationships • An overview of LGBT+ rights • Party First Aid • The impact of alcohol in social situations • An introduction to contraception
10	• Healthy relationships and consent • Love languages • Dealing with the end of relationships and bereavements • Introducing contraceptionSexual health
11	• Healthy relationships and consent • Review of condoms and sexual health • Safe use of contraception Festival safety • Sexual harassment in the workplace
12	• Consent and healthy relationships • Myth-busting about living with HIV • How choices are impacted by drugs and alcohol • Managing one's own health, including sexual health • Party safety • Review of contraception and sexual health
13	• Consent and healthy relationships • Consent in a post-18 context • Researching support for pastoral care and sexual health provision at post-18 destinations

APPENDIX C
Topics pupils should know by the end of secondary school

1 Families

- That there are different types of committed, stable relationships
- How these relationships might contribute to human happiness and their importance for bringing up children
- What marriage is, including a married couple's legal status, e.g. that marriage carries legal rights and protections not available to couples who are co-habiting or who have married, for example, in an unregistered religious ceremony
- Why marriage is an important relationship choice for many couples and why it must be freely entered into
- The characteristics and legal status of other types of long-term relationships
- The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting
- How to:
    - Determine whether other children, adults, or sources of information are trustworthy
    - Judge when a family, friend, intimate, or other relationship is unsafe (and to recognise this in others' relationships)
    - How to seek help or advice, including reporting concerns about others, if needed

2 Respectful relationships, including friendships

- The characteristics of positive and healthy friendships (in all contexts, including online) within different, non-sexual types of relationship, including:
    - Trust, respect, honesty, kindness, and generosity
    - Boundaries, privacy, and consent
    - The management of conflict, reconciliation, and ending relationships
- Practical steps they can take in a range of different contexts to improve or support respectful relationships
- How stereotypes can cause damage (in particular, stereotypes based on sex, gender, race, religion, sexual orientation, or disability), e.g. how they might normalise non-consensual behaviour or encourage prejudice
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority, and due tolerance of other people's beliefs
- About different types of bullying (including cyber-bullying), the impact of bullying, responsibilities of bystanders to report bullying, and how and where to get help
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control
- What constitutes sexual harassment and sexual violence, and why these are always unacceptable
- 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

3 Online and media

- Their rights, responsibilities, and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
- About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online
- Not to provide material to others that they would not want shared further and not to share personal material which is sent to them
- What to do and where to get support to report material or manage issues online
- The impact of viewing harmful content
- That specifically sexually explicit material (e.g. pornography) presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others, and can negatively affect how they behave towards sexual partners
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties, including prison
- How information and data is generated, collected, shared, and used online

4 Being safe

- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence, and FGM, and how these can affect current and future relationships
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

5 Intimate and sexual relationships, including sexual health

- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include:
    - Mutual respect, consent, loyalty, and trust
    - Shared interests and outlook
    - Sex
    - Friendship
- That all aspects of health can be affected by choices they make in sex and relationships, positivley or negatively, e.g. physical, emotional, mental, sexual, and reproductive health and wellbeing
- The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women
- That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure, and not pressurising others
- That they have a choice to delay sex or to enjoy intimacy without sex
- The facts about the full range of contraceptive choices, efficacy, and options available
- The facts around pregnancy, including miscarriage
- That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options), including:
    - Keeping the baby

  - Adoption
  - Abortion
  - Where to get further help
- How the different sexually transmitted infections (STIs), including HIV / AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use), and the importance of and facts about testing
- About the prevalence of some STIs, the impact they can have on those who contract them, and key facts about treatment
- How the use of alcohol and drugs can lead to risky sexual behaviour
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

APPENDIX D

Parent form

Withdrawal from sex education within the RSE component of the IS curriculum

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education (RSE)			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	
Date	