



Sex, Relationships and Health Education Policy

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**ADOPTION AND AMENDMENTS TO SEX RELATIONSHIPS and HEALTH EDUCATION POLICY**

Written June 2019

Section	Governors' Meeting or Committee
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## Context

We believe that parents and carers are the key figures in helping pupils to cope with the physical and emotional aspects of growing up and they should prepare them for the challenges and responsibilities which sexual maturity brings.

RSE and PSHE embraces the broad range of physical development, health and attendant moral and social changes, during the transition from childhood to adulthood.

At Kents Hill Park School, we support young people through these changes by providing them with clear information and giving opportunities to relate these to wider considerations.

This policy has regard to the Department for Education statutory guidance: *Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2019, updated 2021)*.

## Statutory Requirements

We must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#). This policy complies with our Funding Agreement and Articles of Association.

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Kents Hill Park School we teach SRHE as set out in this policy.

## Objectives for Sex, Relationship and Health Education

- to generate an atmosphere where questions of a sexual nature can be asked and answered openly without embarrassment, and trust and confidentiality are ensured;
- to develop knowledge, communication skills and understanding in order to facilitate personal decision-making;
- to understand the impact of external factors, such as the media, internet, peer groups and remain independent decision-makers;
- to develop the ability to form positive, non-exploitative relationships;
- to emphasise the role and the value of family life;
- to develop knowledge and understanding that enables pupils to make good decisions about their own health and wellbeing.

- to inform pupils of where they can go for further information and advice.
- 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
- to enable pupils to know what is and what is not legal in matters relating to sexual activity;
- 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

RSE is taught with due regard for moral and legal considerations and with explicit values for family life and supportive relationships. RSE will be delivered impartially and in a balanced way that does not promote partisan political views

All RSE teaching is underpinned by the school's Safeguarding & Child Protection Policy and KCSIE; any disclosures during RSE lessons are handled following safeguarding procedures. This policy operates in conjunction with Keeping Children Safe in Education (DfE, current version).

### **Promoted Values**

- respect for oneself and other people
- taking responsibility for one's actions in all situations
- honesty and loyalty in relationships
- the importance and responsibilities of the family unit for all members
- sensitivity towards the needs and views of others
- to recognise the physical, emotional and moral implications, and risks, of certain types of behaviour
- to recognise and accept the differences of others

### **Delivery**

In the Primary, Relationship Education and Health Education (RSHE) is not taught in isolation but firmly rooted in the teaching of Personal, Social, Health and Economic Education (PSHE) and the revised National Curriculum. Pupils learn about puberty at the end of Year 4 and there are Science lessons in Upper Key Stage Two on life cycles of humans and animals, including the science of reproduction. Many aspects of the RSE curriculum, where appropriate, are embedded and reinforced across the curriculum in specific subject areas including Physical Education, Religious Studies, and Computing.

Across the Secondary phase RHSE is not taught in isolation but firmly rooted in the framework for Personal, Social, Health and Economic Education (PSHE) and the revised National Curriculum. There are Science lessons on the human reproduction anatomy and on the processes involved in sexual maturation, conception, gestation and birth. Many aspects of the RSE curriculum, where appropriate, are embedded and reinforced across the curriculum in specific subject areas including Physical Education, Religious Studies, and Computing.

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development. The headteacher 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.

PSHE including RSE lessons will be delivered by form tutors on a weekly basis.

RSE is taught in co-educational classes of pupils in the same year groups, organised and set in the manner normal for that year group, but the need for any single sex small group work following on from general sessions will always be evaluated.

It is important that teachers have broad and detailed understanding of the aspects of RSE they teach and a clear focus for lesson planning.

The teacher will have expectations of the pupils that are appropriate to their different levels of maturity and understanding and create a climate that encourage pupils to express their views and feelings and to respect the views of others. There will be clearly established boundaries for confidentiality.

The teaching methods will be varied, including good use of resources, which aim to give good opportunities for pupils to reflect on and assimilate their learning. We will use a range of bespoke and professionally published resources to support delivery of the curriculum. These will include resources from Jigsaw Learning, the PSHE association, NSPCC, Brook, Anti Bullying Alliance etc.

Pupils will be assessed on their knowledge and understanding and then the development of their values and attitudes and their personal skills.

### **Primary**

By the end of Key Stage 2, pupils will have been taught content on:

#### Relationships

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

#### Health Education

- mental wellbeing
- internet safety
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

By the end the Key Stage 2, pupils will be able to:

- identify what they need to do to keep their bodies healthy
- identify different parts of the body
- maintain positive and inclusive relationships
- discuss issues around relationships openly and honestly
- demonstrate appropriate levels of self-control
- recognise the richness of diversity

- demonstrate respect for the views of other people

Pupils will know and understand:

- the physical and emotional changes which puberty brings on
- how animals, including humans, move, feed, grow and reproduce
- how babies are conceived
- what menstruation is and how it affects women
- the importance of family life
- Pupils will understand the characteristics of healthy, respectful and consensual relationships.
- what they should do if they have any concerns around sexual matters

Pupils will have considered:

- how their own bodies will change during puberty
- the challenges around building positive and inclusive relationships
- what they need to do to keep themselves healthy

## Secondary

The PSHE curriculum in the Secondary phase provide clear progression from what is taught in primary school in Relationships Education. Teachers will build on the foundation of Relationships Education and, as pupils grow up, at the appropriate time extend teaching to include intimate relationships. Alongside being taught about intimate relationships, pupils 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. This teaching should enable pupils to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.

By the end of secondary school pupils will have been taught content on:

### Relationships and Sex Education

- Families, including fostering, adoption and single sex parents.
- Respectful, supportive and positive relationships, including friendships, online relationships.
- Different types of bullying including cyber bullying.
- Being safe
- Intimate and sexual relationships, including sexual health
- Misogyny and harmful sexual behaviour
- Sharing nude images (“sexting”)
- Incel ideology / online radicalisation
- Coercive control
- Digital consent
- Health versus unhealthy relationships

### Health Education

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

By the end of Key Stage 3, pupils will be able to:

- manage changing relationships
- recognise risk of personal safety in sexual behaviour and be able to make safe decisions
- ask for help and support
- explain the relationship between their self-esteem and how they see themselves
- develop skills of assertiveness in order to resist peer pressure and stereotyping
- see the complexity of moral, social and cultural issues and be able to form a view of their own
- develop good interpersonal skills to sustain existing relationships as they grow and change and to help them make new relationships
- be tolerant of the diversity of personal, social and sexual preference in relationships
- develop empathy with the core values of family life in all its variety of forms

- recognise the need for commitment, trust and love in meaningful relationships which may manifest themselves in a variety of forms, including marriage
- recognise the stages of emotions in relation to loss and change caused by divorce, separation and new family members and how to manage their feelings positively
- Understanding what constitutes sexual harassment, and sexual violence.
- How to recognise criminal, violent and coercive behaviour within a relationship
- Recognise and understand that the sharing and viewing of indecent images of children, including those created by children is a criminal offence.
- 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).
- Pupil 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, 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 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.
- How information and data is generated, collected, shared and used online.

Pupils will know and understand:

- that fertilisation in humans is the fusion of a male and a female cell
- the physical and emotional changes that take place during adolescence
- the human reproductive system, including the menstrual cycle and fertilisation
- how the growth and reproduction of bacteria and the replication of viruses can affect health
- how the media influence understanding and attitudes towards sexual health
- how good relationships can promote mental well-being
- the law relating to sexual behaviour of young people
- the sources of advice and support
- when and where to get help.

Pupils will have considered:

- the benefits of sexual behaviour within a committed relationship
- that how they see themselves affects their self-confidence and behaviour
- the importance of respecting difference in relation to gender and sexuality
- how it feels to be different and be discriminated against
- issues such as the risks and disadvantages of early sexual activity
- the unacceptability of prejudice and homophobic bullying
- what rights and responsibilities mean in relationships

By the end of Key Stage 4, pupils will additionally be able to:

- recognise the influences and pressures around sexual behaviour and respond appropriately and confidently seek professional health advice
- manage emotions associated with changing relationships with parents and friends
- see both sides of an argument and express and justify a personal opinion
- have the determination to stand up for their beliefs and values
- make informed choices about the pattern of their lifestyle which promote well-being
- have the confidence to assert themselves and challenge offending behaviour
- develop qualities of empathy and sympathy and the ability to respond emotionally to the range and depth of feelings within close relationships
- work co-operatively with a range of people who are different from themselves

Pupils will know and understand:

- the way in which hormonal control occurs, including the effects of the sex hormones, some medical uses of hormones including the control and promotion of fertility
- the defence mechanisms of the body
- how sex is determined in humans
- how HIV and other sexually transmitted infections affect the body
- the link between eating disorders and self-image and sexual identity
- the risks of early sexual activity and the link with the use of alcohol
- how the different forms of contraception work and where to get advice
- the role of statutory and voluntary organisations
- the law in relation to sexual activity for young people and adults
- how their own identity is influenced by both their personal values and those of their family and society
- how to respond appropriately within a range of social relationships
- how to access the statutory and voluntary agencies which support relationships in crisis
- the qualities of good parenting and its value to family life
- the benefits of marriage or a stable partnership in bringing up children
- the way different forms of relationship including marriage depend for their success on maturity and commitment

Pupils will have considered:

- their developing sense of sexual identity and feel confident and comfortable with it
- how personal, family and social values influence behaviour
- the arguments around moral issues such as abortion; contraception and the age of consent
- the individual contributions made by partners in a sustained relationship and how these can be of joy or benefit to both
- the consequences of close relationships including having children and how this will create family ties which impact on their lives and those of others.

### **Pupils with special educational needs and disabilities (SEND)**

Relationships and Health education will be accessible for all pupils. Teachers will ensure that lessons consider any special educational needs and disabilities of pupils when planning and delivering lessons. Pupils identified as SEND are more vulnerable to exploitation, bullying and other issues due to the

nature of their SEND. Where identified they may be a need to tailor specific content and material to the specific needs of pupils at different developmental stages. Teachers will ensure that their teaching is sensitive, age and developmentally appropriate.

## **Lesbian, Gay and Bisexual and Transgender, Questioning (LGBTQ+)**

All pupils in primary will be taught about different family types. All pupils in secondary will be taught about sexual orientation and gender identity. Single sex relationships will be discussed as part of the wider context of healthy and stable relationships.

LGBTQ+ content will be taught at a timely point within the curriculum, be sensitive and age appropriate in approach and content. LGBTQ+ content will be fully integrated into the programme of study and not delivered as a standalone unit of work.

### **Right to Withdraw**

Kents Hill Park School has worked within the Department for Education's Relationships Education, Health Education and Sex Education statutory guidelines to ensure a sensitive and balanced approach. Parents/carers have the right to withdraw their child from specific lessons, as set out below.

#### **Primary Phase – Right to withdraw from Sex Education lessons**

Under the National Curriculum, the basics of Sex Education fall within the Science Curriculum. The statutory content of the Science curriculum requires schools to teach all children about human development and reproduction. For lessons that go beyond the statutory curriculum content, we will be using the Medway Primary RSE resources and planning for our Sex Education lessons.

Parents/carers have the right to withdraw their child from the Year 2 and Year 6 Sex Education lessons:

- Medway Planning SRHE Year 2 – Lesson 3 – Everybody's Body
- Medway Planning SRHE Year 6 – Lesson 4 – How Babies Are Made

Parents/carers cannot withdraw their child from any other lessons in the statutory Science curriculum or Relationships and Health Education in all Primary year groups.

Should you be considering withdrawing your child from the Sex Education lessons listed above, requests must be put in writing and addressed for the attention of the Headteacher. Upon receiving a written request, the Headteacher will consider this request and discuss it with the parent/carer.

Any withdrawn pupil would be appropriately supervised and provided with PSHE based learning opportunities.

#### **Secondary Phase – Right to withdraw from Sex Education lessons**

Parents/carers cannot withdraw their child from Health Education or the Relationships Education element of Relationships and Sex Education.

Parents/carers have the right to request that their child is removed from some or all Sex Education lessons, but not science curriculum lessons. All requests to remove a child for Sex Education lessons should be made in writing to the Headteacher. Upon receiving a written request, the Headteacher will discuss the request with parents and will normally grant it, except in exceptional circumstances.

Alternative arrangements for any withdrawn pupil will be made accordingly and alternative PSHE work will be provided for the duration of the withdrawal from Sex Education lessons.

### **Consultation with Parents and Carers**

At the beginning of each academic year an outline of the Primary and Secondary PSHE curriculum will be distributed to parents. This outlines the subject matter covered within the PSHE curriculum. On request we will provide parents and carers with sight of the curriculum resources. We will signpost the RSE policy to Parents and Carers and invite comment as part of the review cycle of the RSE policy.

### **Assessment, Monitoring and Evaluation**

In Key Stages 3 and 4, a pupil focus group from each year group will also provide an evaluation of the course and the information will be used for future planning and development. The focus group will be made up of volunteers from different teaching groups.

Evaluation of the course will also be undertaken by the teachers of PSHE and the senior leadership team, in order to present reports to the Governors' Committees.

Lessons will be planned using formative and summative assessment to ensure that the pupils identify and reflect on what they have learned in terms of knowledge and understanding, development of skills and how their attitudes and values may have changed. This is carried out in a variety of formal and informal ways and may involve self-review and peer assessment, as well as assessment by the teacher.

### **Confidentiality and Advice**

The Governors' will review the policy annually and recommend any necessary change to the full governing body.

Pupils and parents/carers will be made aware that some information cannot be kept confidential, especially if it concerns possible physical, sexual abuse, but that pupils' best interests will be maintained at all times. Pupils will be told beforehand if confidentiality is to be broken, the reasons why and what course of action will happen next. At the same time pupils will be offered sensitive and appropriate support.

At Kents Hill Park School all child protection cases will be dealt with in accordance with the KET Safeguarding and Child Protection policy.



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