



Policy 2.18

Kitebrook Preparatory School Relationships and Sex Education Policy

(Including boarding, day and EYFS pupils)

Updated:	01.09.25
Author:	Radley Schools Group updated for Kitebrook by GP
Next Review date:	01.09.26

RELATIONSHIPS AND SEX EDUCATION POLICY

Statutory requirements

This policy covers the school's approach to RSE. This policy is applicable to all pupils, staff and parents/carers.

This school policy will be made available via the school website and hard copies are available from the school office on request.

The school meets the requirements to teach RSE as set out in the statutory guidance which can be found at:

[Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)

1. Every pupil up to and including Year 6 is provided with age-appropriate relationships education (although the requirement does not apply to a pupil who is under compulsory school age);
2. Pupils in Years 7 and 8 are provided with age-appropriate relationships and sex education unless a pupil has been formally withdrawn from these lessons (see below);
3. The school has due regard to any guidance under section 80A of the Education Act 2002;
4. The school will consult parents of registered pupils before making or revising this policy;
5. The school will ensure that where a pupil's parent requests that the pupil is wholly or partly excused from sex education provided as part of relationships and sex education, the pupil is so excused **until** the request is withdrawn, unless or to the extent that the Head considers that the pupil should not be excused.

The school's RSE policy will be reviewed every 12 months and will be updated in line with any statutory guidance.

This policy should be read in conjunction with the following documents:

- Safeguarding & Child Protection Policy
- Anti-Bullying Policy
- Pupil Behaviour Policy
- E-Safety Policy
- Health & Safety Policy
- Equal Opportunities Policy

Policy Development

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

1. Review – Head of Department (HoD) of Relationships, Health and Citizenship has conducted a review using information including relevant national and local guidance
2. A meeting with DSL and Chair of the LAG to review the draft policy allowing the opportunity to make recommendations
3. Staff consultation – All teaching staff were given the opportunity to look at the policy and make recommendations

4. Successful approaches for engaging effectively with parents/stakeholders include:
 - Communicating with parents about all of Relationships, Health and Citizenship education from the moment their child starts at the school. This is more likely to lead to a positive view of the subject and an understanding of its breadth and content.
 - Policy consultation – for example, involving parents in a working group, reviewing or establishing the RSE policy
 - Parent surveys – establishing parents’ current understanding of RSE, questions and concerns. This can be used to plan open evenings/information events/communications between school and home
 - Open door policy – encouraging parents to come into school to meet with their child’s teacher
 - Information evenings – explaining what will be taught and sharing resources that will be used
 - Providing advice on how to talk to children about relationships and sex at home
 - Publishing our Relationships, Health and Citizenship education curriculum on the school website
 - Publishing FAQs on Relationships, Health and Citizenship education, including RSE, on the school website
5. Pupil consultation – we investigated in an age-appropriate way what exactly pupils want from their RSE
6. Termly evaluation by HoD

Definitions

Primary - up to and including Year 6

The focus in primary school should be 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. (RSHE Guidance)

Relationships education is learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life.

In the Radley Schools Group we use a gender equality and human rights framework for Relationships Education. To cover the curriculum content in the RSHE Guidance, we will equip our pupils to build positive and respectful relationships on and offline.

We seek to ensure that it gives pupils the knowledge, skills, attitudes and values that will help them to:

- realise their health, wellbeing and dignity;
- build self-esteem and self-worth;
- explore and value their personal identity and the identities of others;
- explore a range of family structures, including LGBT+ families and other family structures;
- understand and make sense of the real-life issues they are experiencing in the world around them;
- manage and explore difficult feelings and emotions;
- consider how their choices affect their own wellbeing and that of others;
- develop as informed and responsible citizens;
- understand and ensure the protection of their rights throughout their lives.

Secondary - Years 7 and 8

Relationships and Sex Education (RSE) is learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life.

Sex Education is learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health. We take the approach that Relationships and Sex Education are best approached in an integrated way and using a gender equality and human rights framework. We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content. Simultaneously, we will seek to nurture children's curiosity about the world around them, supporting their development and their respect for themselves and each other.

To cover the curriculum content outlined in the RSHE Guidance, we will equip our pupils to build positive and respectful relationships online and offline. We seek to ensure that it gives pupils the knowledge, skills, attitudes and values that will help them to:

- realise their health (including sexual health), wellbeing and dignity;
- build self-esteem and self-worth;
- explore and value their personal and sexual identity and the personal/sexual identities of others;
- understand family structures, committed relationships and the legal status of different types of long-term relationships;
- understand and make sense of the real-life issues they are experiencing in the world around them;
- manage and explore difficult feelings and emotions;
- consider how their choices affect their own wellbeing and that of others;
- develop as informed and responsible citizens;
- understand and ensure the protection of their rights throughout their lives.

We believe that high quality, comprehensive RSE does not encourage early sexual experimentation but in fact builds young people's confidence and self-esteem and helps them understand the reasons for delaying sexual activity.

Subject Content

Our RSE program is an integral part of our whole school Relationships, Health and Citizenship (RHC) provision. RHC is a spiral designed program that is designed to regularly touch and gradually revisit and reintroduce topics at a deeper and more complex level for each key stage or year group, whilst rehearsing, emphasising and embedding the essential skills and attributes young people need to manage their lives.

Our curriculum is set out as per Appendix 1 but it is important to understand that the content may change as society changes. 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 they are fully informed and don't seek answers online.

RSE is usually taught within the RHC education curriculum. Biological aspects of RSE may be taught within the science curriculum.

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
- Growing and changing, including puberty
- Personal hygiene
- Changing feelings
- Becoming more independent
- Consent
- Developing self-esteem and confidence

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, LGBT 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.

The school will take into consideration and be sensitive to those of differing faith perspectives and ensure that the curriculum complies with the provisions for protected characteristics in the Equality Act 2010.

The curriculum is accessible to all including those with SEND and the school acknowledges that those with additional learning needs may be more vulnerable. Teaching Assistants may be deployed to support SEND students and to work alongside teaching staff to ensure the content will be made accessible to all pupils. Resources and materials will be adapted according to the pupils' learning needs. Any pupils identified as vulnerable or with a specific concern or need will receive specialist lessons where deemed appropriate. Consent from parents will be asked for.

Furthermore, with regard to LGBT, the school ensures that the needs of all its pupils are met, taking into consideration sexual orientation and gender reassignment. The delivery of the curriculum is sensitive and age appropriate and any content on LGBT is delivered as part of the curriculum rather than in isolation.

Monitoring arrangements

The delivery of RSE is monitored by the Head of RHC through:

- Pupil evaluation sheets will be distributed either in hard copy or via Google classroom to see how RSE can be developed. Staff will also be surveyed in order to secure their views at regular intervals;
- Learning walks and drop-ins will be conducted as ongoing evaluation for RHC learning.
- Book scrutinies
- End of term assessments where appropriate

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by the Head of RHC annually. At every review, the policy will be approved by Council.

Roles and responsibilities

1. Radley College Council

Radley College Council will approve the RSE policy and hold the Head to account for its implementation.

2. The Head

The Head will hold the HoD to account for its implementation. The HoD of Relationships, Health and Citizenship is responsible for ensuring that RSE is taught consistently across the school, and for managing requests (alongside the Head) to withdraw pupils from non-statutory non-science components of RSE (see below).

3. Staff

Staff are responsible for:

- Delivering RSE in a sensitive and non-judgemental way;
- Ensuring they follow the schools safeguarding policy;
- 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/non-science components of RSE

Staff who have concerns about teaching RSE are encouraged to discuss this with the Head in advance.

4. Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parents' right to withdraw

Parents will not be able to withdraw their child from any aspect of Relationships Education or Health Education. Parents 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 the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. Any parent considering this course of action to carefully consider the course content before committing their request to the Head in writing.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Head.

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

Appendix 1 - Curriculum map

Year 1

Michaelmas Term	Lent Term	Trinity Term
<u>Health and Wellbeing</u> <ul style="list-style-type: none"> • Aiming High • It's My Body 	<u>Relationships</u> <ul style="list-style-type: none"> • Be Yourself • TEAM 	<u>Living in the Wider World</u> <ul style="list-style-type: none"> • Public Services - Fire Service • KS1 Britain • Money Matters

Year 2

Michaelmas Term	Lent Term	Trinity Term
<u>Health and Wellbeing</u> <ul style="list-style-type: none"> • Safety First • Think Positive 	<u>Relationships</u> <ul style="list-style-type: none"> • Growing Up • VIPs 	<u>Living in the Wider World</u> <ul style="list-style-type: none"> • Public Services - Ambulance Service • One World • Digital Wellbeing

Year 3

Michaelmas Term	Lent Term	Trinity Term
<u>Health and Wellbeing</u> <ul style="list-style-type: none"> • Aiming High • It's My Body 	<u>Relationships</u> <ul style="list-style-type: none"> • Be Yourself • TEAM 	<u>Living in the Wider World</u> <ul style="list-style-type: none"> • Public Services - Police • Britain • Money Matters

Year 4

Michaelmas Term	Lent Term	Trinity Term
<u>Health and Wellbeing</u> <ul style="list-style-type: none"> • Safety First • Think Positive 	<u>Relationships</u> <ul style="list-style-type: none"> • Growing Up • VIPs 	<u>Living in the Wider World</u> <ul style="list-style-type: none"> • Public Services - RNLI and Coastguard • One World • Digital Wellbeing

Year 5

Michaelmas Term	Lent Term	Trinity Term
<u>Health and Wellbeing</u> <ul style="list-style-type: none"> • It's My Body • Aiming High 	<u>Relationships</u> <ul style="list-style-type: none"> • Be Yourself • TEAM 	<u>Living in the Wider World</u> <ul style="list-style-type: none"> • Public Services - Armed Services • Diverse Britain • Money Matters

Year 6

Michaelmas Term	Lent Term	Trinity Term
<u>Health and Wellbeing</u> <ul style="list-style-type: none"> • Safety First • Think Positive 	<u>Relationships</u> <ul style="list-style-type: none"> • Growing Up • VIPs 	<u>Living in the Wider World</u> <ul style="list-style-type: none"> • Public Services - NHS • One World • Digital Wellbeing

Year 7

Michaelmas Term	Lent Term	Trinity Term
<u>Health and Wellbeing</u> <ul style="list-style-type: none"> • Physical changes in puberty • The brain during puberty • Personal Hygiene • Healthy Nutrition • Healthy Physical Activity 	<u>Citizenship - Law and Justice</u> <ul style="list-style-type: none"> • Public Services and Institutions- The Justice System • FBV - The Rule of Law • Mock trial 	<u>Relationships and Sex Education</u> <ul style="list-style-type: none"> • Forming and maintaining positive relationships • Consent

<ul style="list-style-type: none"> • Mental Wellbeing 		
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Year 8

<i><u>Michaelmas Term</u></i>	<i><u>Lent Term</u></i>	<i><u>Trinity Term</u></i>
<p><u>Health and Wellbeing</u></p> <ul style="list-style-type: none"> • Dental Health • Basic Health - getting help for minor ailments • Vaccinations • Basic First Aid, including CPR and AED • Mental Wellbeing 	<p><u>Citizenship - Parliament</u></p> <ul style="list-style-type: none"> • FBV - Democracy • Parliament • Elections • Why voting matters 	<p><u>Relationships and Sex Education</u></p> <ul style="list-style-type: none"> • Explicit images • Consent • Recognising unhealthy relationships • Getting Help

Appendix 2 - Withdrawal from Sex Education

Parents are requested to complete an [online form](#) in order to withdraw their child from Sex Education.

Actions relating to the withdrawal of a child from Sex Education will be included on the Google Sheet.