



Policy Title:	RELATIONSHIPS AND SEX EDUCATION POLICY 25/26	
Author:	Head of PSHE	Signed off by Head
Date of most recent review:	June 2025	
Date of next review:	June 2026	

This policy covers Duke of Kent School's whole school approach to Relationships and Sex Education (RSE). We believe that RSE is vital for the personal, social and emotional development of our pupils. It equips children and young people with the information, skills and values they need to have safe, respectful and enjoyable relationships and empowers them to take responsibility for their sexual health and well-being. Duke of Kent School believes that all children and young people have a right to holistic, inclusive and needs-led RSE. We believe that through providing high quality RSE, we are upholding the ethos and values of our school and its commitment to equality and celebration of difference. In Key Stage 1 and 2, Relationships Education aims to build positive foundations for healthy and safe relationships of all kinds. This will start with family and friends, how to be kind, and exploring online friendships. In key stages 3 and 4, the PSHE and RSE education will include learning about respectful relationships, families, contraception and parenthood, understanding consent, staying safe online, recognising unhealthy or abusive behaviours, and healthy intimate and sexual relationships.

This policy was produced in consultation with our staff, board of governors, pupils and parents. We will ensure the policy is effectively communicated to staff and parents, including through publishing the policy on our school website.

The information below complies with our statutory obligations to deliver RSE under the Revised Department for Education Statutory Guidance that states, from September 2020, all schools must deliver Relationships Education (in key stage 2) and Relationships and Sex Education (in Key Stage 3 & 4). It will have due regard for the DfE's statutory Relationships Education, Relationships and Sex Education and Health Education Guidance and other relevant guidance.

We will review the policy on a regular basis (at least once per year) to ensure that it is in line with current Government guidance and legislation and to ensure that our RSE programme continues to meet the needs of our pupils. Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2022)
- Children and Social Work Act (2017)
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019

The policy should be read in conjunction with other relevant policies: This includes anti-bullying policy, behaviour policy, child protection and safeguarding policy, PSHE, the science curriculum and online safety policy.

Relationship Education must be taught in Key stage 2 and Relationships and Sex Education must be taught in Key stages 3 & 4.

1. What is Relationships and Sex Education?

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

2. Principles and Values

In addition Duke of Kent School believes that RSE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people
- Encourage every student to contribute and aims to support each individual as they grow and learn.
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes. We will publish our RSE policy on the school website and consult with parents at Senior and Prep School parent meetings in the Autumn Term to discuss what will be taught, when it will be taught and by whom. Within these meetings, parents of Senior School Pupils will be

informed about their right to withdraw (see Section 6). We will meet with the School Council to discuss the content of the RSE programme and all prep and senior pupils will be set a questionnaire to allow them to express their views regarding the PSHE and RSE curriculum.

- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

Relationships and Sex Education in this school has three main elements:

Attitudes and Values

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships, and marriage;
- learning about the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making
- challenging myths, misconceptions and false assumptions about normal behaviour.

Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- empowering students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

Knowledge and Understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception, STIs and the range of local and national sexual health advice, contraception and support services
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; the avoidance of unplanned pregnancy

3. Aims

The aim of RSE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our RSE programme aims to prepare students for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and

behaviour; have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.

- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- communicate effectively by developing appropriate terminology for Relationships and Sex issues.
- develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity
- understand the arguments for delaying sexual activity.
- understand the reasons for having protected sex.
- have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV.
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- know how the law applies to sexual relationships.

4. Organisation and Content of Relationships and Sex Education

Duke of Kent School specifically delivers Relationships and Sex Education through its PSHE Programme and Science lessons at KSI-KS4.

Much of the Relationships and Sex Education at Duke of Kent School takes place within PSHE lessons. These are taught in a timetabled lesson for Pre-Prep, Prep School and Senior School. All staff have support from professionals, where appropriate, including the Heads of PSHE (G Herbert and P Nicholson), Head of Safeguarding (T Southee) and the school nurse (C Sarjant). RSE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

The PSHE Programme and Science Curriculum are taught in every year group.

Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

More expert or specialist teachers support teachers who are uncomfortable with teaching certain aspects of the curriculum. Support is offered from the PSHE coordinators (Graham Herbert and Polly Nicholson)

and the School Nurse (Chloe Sarjant) who collaborate to plan and deliver lessons where required.

5. Inclusion - All teaching of the RSE curriculum is in accordance with the Equality Act 2010.
Ethnic and Cultural Groups - Faith Perspectives

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns. The religious backgrounds of all pupils is taken into account when planning the teaching of each RSE topic.

Students with Educational Needs

We will ensure that all young people receive Relationships and Sex education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary. All staff are taught to differentiate lessons to allow the best possible learning outcome for all students. If it is felt that separate provision or extra help is needed for pupils that are vulnerable or at risk then this will be discussed prior to the teaching of sensitive topics at weekly PSHE meetings (G Herbert, P Nicholson & C Sarjant) and suitable action will be taken.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality, need to feel that Relationships and Sex education is relevant to them. We intend to give the LGBTQ+ community a strong voice within the school and provide a support network so that all pupils feel included within the Duke of Kent School community.

6. Right of Withdrawal of Students from Relationships and Sex Education

Duke of Kent School will work closely with parents when planning and delivering the RSE curriculum. We will endeavour to communicate clearly, including a meeting with a focus group of parents who represent all age groups from Year 3 to Year 11. This meeting will enable parents to gain a greater understanding of the RSE curriculum. This will include when and how RSE lessons are taught. This meeting will give the opportunity for parents to share their views and raise any concerns. The RSE policy and lesson overview will be published on the School website for all parents to read.

Some parents prefer to take the responsibility for aspects of this element of education. However, under new guidance from the DFE, parents do not have the right to withdraw their children from Relationships Education in Years 3-11.

Primary Education - The right to withdraw from September 2020:

Parents will not be able to withdraw their children from any aspect of Relationships Education or Health Education (which includes learning about the changing adolescent body and puberty).

Parents will be able to withdraw their children from any aspects of Sex Education other than those which are part of the science curriculum.

The Head must grant requests to withdraw a pupil from sex education, other than where it is part of the science curriculum (although the guidance makes clear that good practice is 'likely to include the Head Teacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child').

When pupils are withdrawn from Sex Education, Duke of Kent School should document the process and will have to 'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.'

Secondary Education - The right of withdrawal from September 2020

Parents will not be able to withdraw their child from any aspect of Relationships Education or Health Education. Parents will be able to withdraw their child (following discussion with the school) from any or all aspects of Sex Education, other than those which are part of the science curriculum, up to and until three terms before the age of 16. After that point, the guidance states that 'if the child wishes to receive Sex Education rather than be withdrawn, Duke of Kent School should make arrangements to provide the child with Sex Education during one of those terms.'

When pupils are withdrawn from sex education, Duke of Kent School will document the process and will have to 'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.'

Parents are encouraged to discuss their decisions with the Head and Head of PSHE at the earliest opportunity. Parents are welcome to review any RSE resources the school uses (please contact the PSHE co-ordinator Graham Herbert).

7. Confidentiality, Controversial and Sensitive Issues

Teachers cannot offer unconditional confidentiality. Staff receiving a disclosure have a responsibility to share information to safeguard the child's safety and wellbeing.

In a case where a teacher learns from an under 16 year old that they are having or contemplating sexual intercourse:

- the young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
- If a member of staff is made aware of this situation, they or the Head of Safeguarding will contact parents/careers to offer advice and discuss the situation.
- child protection issues will be considered, and referred if necessary to the teacher responsible for Child Protection under the school's procedures. Where a referral to an outside agency is made, parents will be informed unless this could result in harm or danger to the child.
- the young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken it will be.

8. Monitoring and Evaluation of Relationships and Sex Education

It is the responsibility of the PSHE Co-ordinator to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHE programme will have an annual monitoring and evaluation exercise led by the PSHE Co-ordinator. This will involve meetings of the Head of PSHE with the Head and Head of Safeguarding, School Nurse and Teaching Staff to discuss the programme. Teaching Staff will complete an annual questionnaire to allow them to give their opinions upon the RSE curriculum. Prep and Senior pupils will complete an annual review questionnaire so that their concerns can be met and the policy can continue to evolve to specific needs.

Staff teaching Years 3-11 will complete the Attitude to Learning Grades for PSHE and RSE and will write annual reports on the progress made by pupils in these age groups.