



Policy Title:	RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY	
Author:	Head of PSHE	Signed off by the Head
Date of most recent review:	September 2026	
Date of next review:	September 2027	

I. Introduction

This policy covers Duke of Kent School's whole school approach to Relationships, Sex and Health Education (RSHE) from Nursery to Year 11. We believe that RSHE 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 RSHE. We believe that through providing high quality RSHE, we are upholding the ethos and values of our school and its commitment to equality and celebration of difference.

RSHE is embedded within the wider PSHE programme and forms a key element of the school's pastoral curriculum.

Please see the curriculum overview on the website for full details of the content taught in each year.

The school will review the policy annually to ensure that it is in line with current Government guidance and legislation and to ensure that our RSHE programme continues to meet the needs of our pupils. The Governing Body will also review this policy annually and monitor the effectiveness of RSHE provision through safeguarding reports, curriculum reviews, staff feedback and pupil voice activities.

This policy was produced in consultation with our staff, our 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.

This policy has regard to:

- Relationships Education, Relationships, Sex and Health Education (RSHE) and Health Education statutory guidance, DfE, September 2026
- Independent School Standards Regulations (ISSR)
- Keeping Children Safe in Education, DfE, September 2026
- Education (Independent School Standards) Regulations 2014
- Education Act 1996
- Children and Social Work Act 2017
- Equality Act 2010
- Relationships Education, Relationships, Sex and Health Education and Health Education (England) Regulations 2019
- Working Together to Safeguard Children
- relevant safeguarding guidance and the school's Child Protection and Safeguarding Policy.

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.

2. What is Relationships, Sex and Health Education?

RSHE is the 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.

3. Aims and purpose of RSHE Education

RSHE enables pupils to understand themselves and others as they grow and develop. Duke of Kent School believes that RSHE 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
- Be set within a wider school context and support 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. RSHE will reflect and respect the diversity of families and relationships found in modern Britain
- 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.
- 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

The curriculum supports pupils in:

- Forming positive relationships

- Understanding emotions and personal boundaries
- Developing respect and empathy
- Understanding physical and emotional changes
- Making safe and informed choices
- Recognising risks and seeking support
- Developing confidence and resilience
- Understanding equality and diversity
- Preparing for adulthood

4. Organisation and Content of Relationships, Sex and Health Education

Duke of Kent School specifically delivers Relationships, Sex and Health Education through its PSHE Programme and Science lessons at KS1-KS4 and Personal, Social and Emotional Development (PSED) in Early Years. The programme is 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, Head of Safeguarding and the School Nurse. RSHE 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 as well as Pre-prep and Prep teachers. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

The curriculum is carefully sequenced to ensure that pupils revisit key concepts throughout their education whilst developing increasingly sophisticated knowledge, understanding and skills. Learning is age-appropriate, evidence-informed and responsive to pupils' developmental stages, enabling them to make connections between previous learning and new experiences.

In the primary phase, the RSHE curriculum includes learning about: families, friendships, kindness, respect, personal boundaries, body privacy, puberty preparation and trusted adults. In the secondary phase, pupils continue their learning by considering consent, intimacy, contraception, sexually transmitted infections, online relationships, pornography and its potential harms, coercive behaviour, sexual harassment, exploitation and sexual health services. Content is presented factually, sensitively and without promoting any particular lifestyle of belief.

5. Ground rules and responding to questions

Any RSHE 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 pupils 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, DSL and the School Nurse who

collaborate to plan and deliver lessons where required.

6. Safeguarding and Sensitive Issues

RSHE is an important part of the School's safeguarding strategy. It provides pupils with the knowledge, language and confidence to recognise risks, develop protective behaviours and seek support when needed. The curriculum supports pupils in understanding healthy and unhealthy relationships, personal boundaries, consent, respect, online safety, exploitation, abuse, harassment, discrimination and where to access help. RSHE strengthens pupils' ability to recognise concerns and access appropriate support.

7. Inclusion

All teaching of the RSHE curriculum is in accordance with the Equality Act 2010.

7.1 Commitment to inclusion

Duke of Kent School is committed to ensuring that RSHE is accessible, inclusive and respectful of all pupils. Every pupil has the right to receive high-quality RSHE regardless of

- Ability
- Background
- Family circumstances
- Disability
- Culture
- Religion or belief
- Personal characteristics

7.2 Students with Educational Needs

We will ensure that all young people receive RSHE and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary. All staff are taught to adapt 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 and suitable action will be taken.

The school recognises that pupils with SEND may be more vulnerable to exploitation, abuse and misunderstanding of social situations. RSHE will therefore be appropriately differentiated and adapted to ensure accessibility and effective safeguarding.

7.3 English as an Additional Language

Where pupils require additional language support, teachers will provide vocabulary support, visual resources, explanation of key terminology and opportunity for structured discussion.

7.4 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, Sex and Health 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.

8. Working in partnership with parents

The school recognises that parents and carers are the children's first educators. The school values open, constructive relationships and supports pupils' personal development and wellbeing. Parents are informed

through curriculum overviews, the school website, information forums, letters about upcoming content being taught and meetings with pastoral staff as appropriate. The school seeks to ensure that parents understand the curriculum aims, lesson content, safeguarding themes, and support available for pupils. We will publish our RSHE 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. We will meet with the School Council to discuss the content of the RSHE programme and all Prep and Senior pupils will be sent a questionnaire to allow them to express their views regarding the curriculum.

8.2 Right of Withdrawal of Students from Relationships, Sex and Health Education

Duke of Kent School will work closely with parents when planning and delivering the RSHE curriculum. We will 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 RSHE curriculum. This will include when and how RSHE lessons are taught. This meeting will give the opportunity for parents to share their views and raise any concerns. The RSHE policy and curriculum planning will be published on the School website for all parents to read.

8.3 Primary Education - The right to withdraw

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) or the Science curriculum. Parents can request withdrawal from additional sex education which the school chooses to provide beyond the statutory Science/Relationships Education content.

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.'

8.4 Secondary Education - The right to withdraw

The current guidance confirms that 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 RSHE resources the school uses (please contact the PSHE co-ordinator).

9. Confidentiality, Controversial and Sensitive Issues

Any disclosure or safeguarding concern arising during RSHE will be dealt with in accordance with the school's safeguarding and child protection procedures. Staff will not promise confidentiality. Information will be shared with the Designated Safeguarding Lead where appropriate, and further action, including referral to external agencies, will be taken in accordance with safeguarding procedures. 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, any decision regarding parental involvement will be made by the DSL in accordance with safeguarding procedures and the welfare of the child.
- 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.

10. Safeguarding

RSHE lessons may provide opportunities for pupils to disclose concerns about abuse, exploitation, coercion or other safeguarding matters. Staff must not promise confidentiality to a pupil. Any disclosure or concern will be managed in accordance with the school's Child Protection and Safeguarding Policy and KCSIE.

Staff should listen carefully, avoid leading questions, reassure the pupil that they have done the right thing in speaking to an adult and report the concern promptly to the Designated Safeguarding Lead (DSL) or Deputy DSL.

Information will be shared on a need-to-know basis and in accordance with safeguarding procedures. Parents/carers will normally be informed where appropriate, but this will not happen automatically where doing so may place the pupil at greater risk of harm.

Particular consideration will be given to issues including sexual abuse, exploitation, grooming, coercion, sexual violence, FGM, forced marriage, domestic abuse and sharing of sexual images.

11. Monitoring and Evaluation of Relationships, Sex and Health Education

It is the responsibility of the Head of PSHE to oversee and organise the monitoring and evaluation of RSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. The RSHE programme will have an annual monitoring and evaluation exercise led by the Head of PSHE. 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 also complete an annual questionnaire to allow them to give their opinions about the RSHE 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. The school recognises that

pupils develop personally at different states and assessment practices reflect this by valuing individual progress rather than comparison with peers. Reflection is central to effective PSHE/RSHE education. Pupils are encouraged to reflect on what they have learnt, how their thinking has developed, and strategies they can use to support their wellbeing.