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# **Relationships and Sex Education Policy 2024-2025**

**Kings College Guildford**

**"Work hard and be kind"**

## POLICY REVIEW AND AMENDMENT LOG

Statutory or Recommended:	Statutory
Review frequency:	Every year
Next review date:	July 2025

Reviewed By	Review Date	Reviewing Governor	Date Approved by Governing Body
Kate Carriett	July 2013	Matthew Armstrong	July 2013
Anna Wallis	June 2016	Bob Arnold	20/09/2016
Anna Wallis	July 2019	Bob Arnold	26/09/2019
Anna Wallis	December 2020	Mick Michell	22/06/2021
Anna Wallis	July 2022	Mick Michell	07/07/2022
Rebecca Francis	July 2023	Sanjeev Baga – On behalf of LGB	28/09/2023
Rebecca Francis	September 2024	Jo Oliver	24/09/2024

## **1. AIMS**

Kings College believe that in order to live a happy adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships.

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 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

## **2. STATUTORY REQUIREMENTS**

As a secondary academy school, we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#).

In teaching RSE, we are 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](#).

At Kings College we teach RSE as set out in this policy.

## **3. POLICY DEVELOPMENT**

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – school staff were given the opportunity to look at the policy and make recommendations
3. Family/stakeholder consultation – family and any interested parties were invited to feedback around the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## **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.

## **5. CURRICULUM**

Our curriculum is set out as per Appendix 1 and we will review and adapt this each academic year.

We have developed the curriculum in consultation with family, 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. There may be occasions where concerns around awareness are highlighted within the community or media. In these occasions we may adapt our curriculum to meet those needs.

## **6. DELIVERY OF RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by trained staff.

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

For more information about our RSE curriculum, see Appendices 1 and 2.

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 families, families headed by grandparents, adoptive families, foster families/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## **7. ROLES AND RESPONSIBILITIES**

### **7.1 The governing body**

The governing board will approve the RSE policy and hold the Principal to account for its implementation.

## **7.2 The Principal**

The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-scientific components of RSE (see section 8).

## **7.3 The 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 family wish them to be withdrawn from the non-scientific components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Principal. All staff working at Kings College are expected to teach PSHE during the course of the academic year.

## **7.4 The pupils**

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

# **8. FAMILY'S RIGHT TO WITHDRAW**

Family has the right to withdraw their children from the non-scientific 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.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Principal.

A copy of withdrawal requests will be placed in the pupil's educational record. The Principal will discuss the request with family and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

# **9. TRAINING**

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

The Principal 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.

## **10. MONITORING ARRANGEMENTS**

The delivery of RSE is monitored by the Assistant Principal through:

- Learning walks
- Book scrutiny
- Student voice activities

This policy will be reviewed by Rebecca Francis annually. At every review, the policy will be approved by the Principal.

## **Appendix 1: Curriculum map**

### **Relationships and sex education curriculum map**

PSHE at Kings provides students with the necessary knowledge to keep themselves healthy and safe as they move through adolescence and into adulthood. PSHE lessons allow students dedicated time to explore both their own and others attitudes, values and beliefs. It allows our students opportunities to develop the skills, language and strategies needed to successfully navigate real life situations as they arise with confidence and certainty.




By the time students leave Kings College, they will be able to apply their knowledge and skills independently to build and maintain successful and healthy relationships; they will become active citizens who participate in society responsibly both now and in the future.

### **PSHE Curriculum Implementation**

PSHE is delivered through 5 main themes which are:





- 1) My Body
- 2) My Wellbeing
- 3) My Safety
- 4) My Relationships
- 5) Finding My Future

Staff are responsible for planning and delivering topics within the 5 themes to Year 7-11. All staff have received training around modules relevant to their areas of delivery. All lessons are inclusive of students needs and context.

My Body	My Wellbeing	My Safety	My Relationships	Finding My Future
				
Health & Prevention	Mental Health	Personal Safety	Respectful Relationships	Learning Skills
Healthy Eating	Self-Concept	Basic First Aid	Families	Financial Choices
Physical Health and Fitness		Internet Safety & Harms	Intimate & Sexual Relationships	Media Literacy & Digital Resilience
Changing Adolescent Body		Drugs, Alcohol & Tobacco	Online Relationships	Employment Rights & Responsibilities
				Work & Career
				Choices & Pathways



Appendix 2: By the end of secondary school pupils should know

My Body			
	<p><b>Healthy Eating</b></p> <p><b>Pupils should know:</b></p> <p>How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</p>		<p><b>Physical Health &amp; Fitness</b></p> <p><b>Pupils should know:</b></p> <p>The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</p> <p>The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.</p> <p>About the science relating to blood, organ and stem cell donation.</p>
	<p><b>Health &amp; Prevention</b></p> <p><b>Pupils should know:</b></p> <p>About personal hygiene, germs including bacteria, viruses, how they spread, treatment and prevention of infection, and about antibiotics.</p> <p>About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</p> <p>(Late secondary) The benefits of regular self-examination and screening.</p> <p>The facts and science relating to immunisation and vaccination.</p> <p>The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</p>		<p><b>Changing Adolescent Body</b></p> <p><b>Pupils should know:</b></p> <p>Key facts about puberty, the changing adolescent body and menstrual wellbeing.</p> <p>The main changes which take place in males and females, and the implications for emotional and physical health</p> <p>Laws</p> <ul style="list-style-type: none"> <li>- Sexuality</li> <li>- Gender Identity</li> </ul>

## My Wellbeing



### Mental Health

#### Pupils should know:

How to talk about their emotions accurately and sensitively, using appropriate vocabulary.

That happiness is linked to being connected to others.

How to recognise the early signs of mental wellbeing concerns.

Common types of mental ill health (e.g. anxiety and depression)

How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others mental health.

The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.



### Self-Concept

#### Pupils should know:





How we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing.





What can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment).

The impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health.

Simple strategies to help build resilience to negative opinions, judgements and comments

How to recognise and manage internal and external influences on decisions which affect health and wellbeing

My Safety			
	<p><b>Personal Safety</b></p> <p><b>Pupils should know:</b></p> <p>How to travel to school safely.</p> <p>Stranger Danger.</p> <p>Cycle safety and road safety.</p> <p>My first mobile phone - personal responsibilities</p>		<p><b>St Johns Ambulance First Aid</b></p> <p><b>Pupils should know:</b></p> <p>Basic Treatment including for asthma, allergies, bleeding, head injuries, choking</p> <p>Life-saving skills, including how to administer CPR</p> <p>The purpose of defibrillators and when one might be needed.</p>
	<p><b>Internet Safety and Harms</b></p> <p><b>Pupils should know:</b></p> <p>The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</p> <p>How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</p> <p>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).</p> <p><b>Laws:</b> Online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc).</p>		<p><b>Drugs, Alcohol and Tobacco</b></p> <p><b>Pupils should know:</b></p> <p>The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</p> <p>The law relating to the supply and possession of illegal substances.</p> <p>The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</p> <p>The physical and psychological consequences of addiction, including alcohol dependency.</p> <p>Awareness of the dangers of drugs which are prescribed but still present serious health risks.</p> <p>The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</p> <p><b>Laws:</b> substance misuse</p>

My Relationships			
	Respectful Relationships		Families
	<p><b>Pupils should know:</b></p> <p>The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationships.</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</p> <p>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.</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable.</p> <p>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).</p>		<p><b>Pupils should know:</b></p> <p>That there are different types of relationships.</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children.</p> <p>What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into.</p> <p>The characteristics and legal status of other types of long-term relationships.</p> <p>The roles and responsibilities of parents with respect to raising of children, including characteristics of successful parenting.</p> <p><b>How to:</b></p> <p>Determine whether other children, adults or sources of information are trustworthy.</p> <p>Judge when a family, friend, intimate or other relationship is unsafe (and recognise this in others relationships).</p> <p>How to seek help or advice, including reporting concerns about others, if needed.</p>
	Online Relationships		Intimate and Sexual Relationships
	<p><b>Pupils should know:</b></p> <p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</p> <p>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.</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</p> <p>What to do and where to get support to report material or manage issues online.</p> <p>The impact of viewing harmful content.</p> <p>That specifically sexually explicit materials 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.</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</p> <p>How information and data is generated, collected, shared and used online.</p> <p><b>Laws relating to:</b> consent, including the age of consent, online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, pornography, extremism/ radicalisation, violence and exploitation by gangs, criminal exploitation (for example, through gang involvement or 'county lines' drug operations).</p>		<p><b>Pupils should know:</b></p> <p>How to recognise the characteristics and positive aspects of healthy on-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</p> <p>That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</p> <p>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).</p> <p>The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others.</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex.</p> <p>The facts about the full range of contraceptive choices, efficacy and options available.</p> <p>The facts around pregnancy including miscarriage.</p> <p>That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</p> <p>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.</p> <p>About prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour.</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</p> <p><b>Laws relating to:</b> consent, including age of consent, abortion.</p>

Finding My Future			
	<p><b>PSHE Association: Learning Skills</b> KS3 pupils should know:</p> <p>Study, organisational, research and presentation skills.</p> <p>To review their strengths, interests, skills, qualities and values and how to develop them.</p> <p>To set realistic yet ambitious targets and goals.</p> <p>The skills and attributes that employers value.</p> <p>The skills and qualities required to engage in enterprise.</p> <p>The importance and benefits of being a lifelong learner.</p> <p><b>KS4 pupils should know:</b></p> <p>To evaluate and further develop their study and employability skills</p> <p>To evaluate their own personal strengths and areas for development and use this to inform goal setting.</p> <p>How their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability.</p>		<p><b>PSHE Association: Choices &amp; Pathways</b> KS3 pupils should know:</p> <p>About the options available to them at the end of the key stage 3, sources of information, advice and support, and the skills to manage this decision-making process.</p> <p>About routes into work, training and other vocational and academic opportunities, and progression routes.</p> <p>The benefits of setting ambitious goals and being open to opportunities in all aspects of life.</p> <p>To recognise and challenge stereotypes and family or cultural expectations that may limit aspirations.</p> <p><b>KS4 pupils should know:</b></p> <p>About the range of opportunities available to them for career progression, including in education, training and employment.</p> <p>About the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities.</p> <p>About the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities.</p>
	<p><b>PSHE Association: Financial Choices</b> KS3 pupils should know:</p> <p>To assess and manage risk in relation to financial decisions that young people might make about values and attitudes relating to finance, including debt.</p> <p>To manage emotions in relation to money.</p> <p>To evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions.</p> <p>To recognise financial exploitation in different contexts e.g. drug and money mules, online scams.</p> <p><b>KS4 pupils should know:</b></p> <p>How to effectively budget, including the benefits of saving.</p> <p>How to effectively make financial decisions, including recognising the opportunities to challenges involved in taking financial risks.</p> <p>To recognise and manage the range of influences on their financial decisions</p> <p>To access appropriate support for financial decision-making and for concerns relating to money, gambling and consumer rights.</p> <p>The skills to challenge or seek support for financial exploitation in different contexts including online.</p> <p>To evaluate the financial advantages, disadvantages and risks of different models of contractual terms, including self-employment full-time, part-time and zero-hours contracts.</p>		<p><b>PSHE Association: Media Literacy &amp; Digital Resilience</b> KS3 pupils should know:</p> <p>Features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity.</p> <p>To establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media.</p> <p>The benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues.</p> <p>To recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views.</p> <p>To understand how the way people present themselves online can have positive and negative impacts on them.</p> <p>To make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them.</p> <p>That on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours.</p> <p>To respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms.</p> <p><b>KS4 pupils should know:</b></p> <p>That there are positive and safe ways to create and share content online and the opportunities this offers.</p> <p>Strategies for protecting and enhancing their personal and professional reputation online.</p> <p>That social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events.</p> <p>How personal data is generated, collected and shared, including by individuals, and the consequences of this.</p> <p>How data may be used with the aim of influencing decisions, including targeted advertising and other forms of personalisation online; strategies to manage this.</p> <p>Strategies to critically assess bias, reliability and accuracy in digital content.</p>
	<p><b>PSHE Association: Work &amp; Career</b> KS3 pupils should know:</p> <p>Different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work.</p> <p>About different work roles and career pathways, including clarifying their own early aspirations.</p> <p><b>KS4 pupils should know:</b></p> <p>About the labour market, local, national and international employment opportunities.</p> <p>About employment sectors and types, and changing patterns of employment.</p> <p>To research, secure and take full advantage of any opportunities for work experience that are available.</p> <p>To develop their careers identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities.</p>		<p><b>PSHE Association: Employment Rights &amp; Responsibilities</b> KS3 pupils should know:</p> <p>About young people's employment rights and responsibilities.</p> <p>To manage emotions in relation to future employment.</p> <p><b>KS4 pupils should know:</b></p> <p>The skills and attributes to manage rights and responsibilities at work, including health and safety procedures.</p> <p>About confidentiality in the workplace, when it should be kept and when it might need to be broken.</p> <p>About the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it.</p>

### Appendix 3: Family form: withdrawal from sex education within RSE

TO BE COMPLETED BY FAMILY			
Name of child		Class	
Name of family		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Family signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with family	