



**KINGS
COLLEGE**
GUILDFORD

a member of



Learning Partners
academy trust

Relationships and Sex Education Policy 2025-2026

Kings College Guildford

"Work hard, be kind and push yourself"

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.

FGM is also included within the curriculum. We use our PSHE curriculum time to educate students on the issues surrounding FGM, but also how to raise concerns about themselves and others. Staff complete CPD to ensure indicators of FGM are known and being looked for.

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 6 main themes which are:

- 1) Being Me in my World
- 2) Celebrating Differences
- 3) Dreams and Goals
- 4) Healthy Me
- 5) Relationships
- 6) Changing Me

Staff are responsible for planning and delivering topics within the 6 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.

Snapshot Jigsaw PSHE 11-16



(Updated August 2024)

Shows the summary of subject content in each Puzzle (unit)

Year/ Age	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 7 (11-12)	Unique me, differences & conflict, my influences, gateway emotions, belonging to a group, peer pressure, child-on-child abuse, online safety, sexting, consequences, online legislation, online identity	Bullying, prejudice & discrimination (positive and negative). Equality Act, bystanders, stereotyping, challenging influences, negative behaviour and attitudes, assertiveness, importance of being included	Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills, safe & unsafe choices, substances, gangs, county lines, control over your life, exploitation, emergency first aid	Stress and anxiety, managing physical activity and mental health, effects of substances, legal consequences, nutrition, sleep, vaccination and immunisation, importance of information on making health choices, physical illness and medicine, mindfulness	Characteristics of healthier relationships, consent, relationships and change, emotions and conflict within friendships, child-on-child abuse, rights and responsibilities, being discerning, assertiveness, sexting, social media vs real life, fake news, authenticity	Puberty changes, reproduction facts, menstrual cycle, responsibilities of parenthood, IVF, types of committed relationships, media and self-esteem, self-image, brain changes in puberty, factors affecting moods, sources of help and support
Year 8 (12-13)	Self-identity, influences, family and identity, stereotypes, personal beliefs and judgements, managing expectations, first impressions, marriage and the law, beliefs and religions, protected characteristics, online and offline identity, active listening	Positive change made by others, how positive behaviour affects feelings of wellbeing, social injustice, inequality, community cohesion and support, multi-culturalism, diversity, race and religion, stereotypes, prejudice, LGBT+ bullying, hate crime, fear and emotions, stand up to bullying, the golden rule	Long-term goals, skills, qualifications, careers, money and happiness, ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money, online safety and legal responsibilities, gambling issues	Types of health, nutrition and exercise, cardiovascular health and diabetes. Risks, illegal and legal substances, dental health, skin health, vaccinations, peer pressure, teenage brain	Positive relationship with self, social media, managing a range of relationships, child-on-child abuse, personal space, online etiquette, online privacy, bullying and personal safety, social media issues and the law, coercion, unhealthy balance of power in relationships, sources of support	Types of close intimate relationships, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, What makes a healthier relationship?, Attraction, love or lust?, pornography and the law, dealing with unwanted messages. Alcohol and the law
Year 9 (13-14)	Perceptions about intimate relationships, consent, sexual exploitation, peer approval, child-on-child abuse, grooming, radicalisation, county lines, risky experimentation, positive and negative self-identity, groups, influences, social media, abuse and coercion, coercive control in groups, fitting in	Protected characteristics, Equality Act, phobic and racist language, legal consequences of bullying and hate crime, sexism, ageism, positive and negative language, banter, child-on-child abuse, bullying in the workplace, direct and indirect discrimination, harassment, victimisation. Prejudice, discrimination and stereotyping	Personal strengths, health goals, SMART planning, the world of work, links between body image and mental health, non-financial dreams and goals, mental health and ill health, media manipulation, self-harm, self-esteem, stigma, anxiety disorders, eating disorders, depression	Misperceptions about young peoples' health choices, physical and psychological effects of drugs and alcohol, alcohol and the law, alcohol and drug poisoning, addiction, smoking, vaping, drug classification, supply and possession legislation, emergency situations, first aid, CPR, substances and safety, sources of advice and support, mental health first aid	Healthy relationships, power and control in intimate relationships, risk in intimate relationships, importance of sexual consent, assertiveness skills, sex and the law, pornography and stereotypes, contraception choices, age of consent, family planning, consequences of unprotected sex, STIs, support and advice services	Mental health stigma, triggers, support strategies, managing emotional changes, resilience and how to improve it, importance of sleep in relation to mental health, reflection on changes, benefits of relaxation, self expression, influences, body image

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



<p>Year 10 (14-15)</p>	<p>Human rights, societal freedom, understanding safety in UK and beyond, ending relationships safely, stages of grief, loss and bereavement, child-on-child abuse, social media and culture, use of online data, threats to online safety, online identity, assessing and managing risk, the law and social media risk and emergency contacts, positive and negative relationships, GDPR, managing screentime, sharing/enhancing of images, managing different types of relationships</p>	<p>Equality in the workplace, in society, in relationships, Equality Act, disability and hidden disability, workplace expectations, rights and responsibilities, power and control in relationships, coercive control, benefits of multi-cultural societies, equality and inequality, my health</p>	<p>Impact of physical and mental health in reaching goals, resilience, work-life balance, connections and impact of mental health. Balanced diet, vital organs, blood donation, benefits of helping others. Online profile and impact on future goals and employability</p>	<p>Improving health, mental health, sexual health, blood-borne infections, self-examination. Diet and long-term health, misuse of prescription drugs, substances and the body. Common mental health disorders, positive impact of volunteering. Common threats to health including chronic disease. Epidemics, misuse of antibiotics, organ donation, stem cells</p>	<p>Sustaining long-term relationships, intimacy, healthy relationship with self, attraction, love, lust. Relationship choices, ending relationships safely, consequences of relationships ending, pornography vs real life, relationships and the media, discernment, healthier and less healthy relationships, coercion, abuse and the law, acceptable and unacceptable behaviours</p>	<p>Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it successfully. Decision-making, stereotypes in romantic relationships, sexual identity and risk, physical and emotional changes, family change, sources of support, personal safety, cycling, water safety, alcohol, transport</p>
<p>Year 11 (15-16)</p>	<p>Becoming an adult, age limits and the law, relationships and the law, consent, coercive control, child-on-child abuse, domestic abuse, honour-based, violence, arranged and forced marriages, the Equality Act, county lines, possession of drugs. The law on internet use and pornography, social media concerns, sexting keeping safe, emergency situations, key advice, first aid, scenarios and consequences</p>		<p>Anxiety, solution focused thinking, sleep, relaxation, aspirations on; career, finances, budgeting, borrowing. Skills identification, realistic goals, gambling, financial pressure, debt, dream jobs, skills set, employment, education and training options. Long term relationship dreams and goals, parenting skills and challenges. Resilience, what to do when things go wrong.</p>	<p>Managing anxiety and stress, self-worth, identity, sleep, nutrition, exercise and mental health. Relationships and consent, being ready for sex, coercion, sexual harassment and violence. Puberty, hormones, fertility, testicular checks, menstrual cycle, IVF. Contraceptives and sexual health. Pregnancy choices including adoption, abortion, bringing up a baby. Health choices, mental, physical, sexual health</p>	<p>Stages of intimate relationships, positive and negative connotations of sex. Gender identity and sexuality, LGBT+ rights and protection under the Equality Act, coming out challenges, LGBT+ media stereotypes. Balance of power in relationships, FGM, breast ironing, challenging harmful social and cultural norms. Staying true to yourself in a relationship</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	