KINGSBURY SCHOOL

Relationship and Sex Education Policy 2025-2026

LOCAL LEVEL POLICY

REFERENCE NO:		DATE PREPARED: March 2025	DATE REVIEWED/REVISED: September 2025
Policy compiled by: Helen Hurley			Approved by the Local Governing Body: Signed: L Wood Date: October 2025
Signed: M. Clarke On behalf of the Senior Leadership Team			
DATE OF NEXT REVIEW: March 2026			

Date	Notes
17th March 2025	Policy created
September 2025	Revisions made to Personal Development curriculum overview.

RELATIONSHIP AND SEX EDUCATION POLICY

1. Introduction

This policy has been created in the light of the DfE RSE guidelines, and in consultation with Kingsbury staff, parents, governors, students and the wider school community via the school nurse and health professionals.

This policy provides information on how we provide Relationship and Sex Education as part of the Personal, Social and Health Education and Citizenship framework. This is in addition to the statutory National Science Curriculum topics.

Parents have the right to withdraw their children from all or part of the relationship and sex education curriculum provided at school except for those parts included in the statutory National Curriculum. Any parent wishing to withdraw their child should be encouraged to make an appointment with the Achieve co-ordinator to discuss the matter.

This policy is made available to all staff, new staff at induction and all parents on request.

This policy document identifies effective strategies that we will implement in this area of the curriculum and takes account of the OFSTED inspection framework 2019 following the guidance from the Secretary of State: The Secretary of State issues guidance on delivering these subjects, which all schools must have regard to, including setting out that pupils are taught:

- Safety in forming and maintaining relationships
- The characteristics of healthy relationships
- How relationships may affect mental and physical health; and
- Schools must publish and make available a policy on the subjects

We are a Rights Respecting School. We recognise that the following articles of the United Nations Convention on the Rights of the Child are pertinent to this policy:
2 – No discrimination
3 – Best interests of the child
12 – Respect for children's views
29 – Aims of education
34 – Protection from sexual abuse
36 – Protection from exploitation

2. Aims and Objectives

Relationships and RSE will be age-appropriate, building knowledge and life skills over time in a way that prepares pupils for issues they will soon face. They will likely focus on:

- different types of relationships, including friendships, family relationships, dealing with strangers and, intimate relationships
- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships
- how relationships may affect health and wellbeing, including mental health
- healthy relationships and safety online; and
- factual knowledge, around sex, sexual health and sexuality, set firmly within the context of relationships

We also ensure that the following pillars are covered:

- healthy minds, including emotional wellbeing, resilience, mental health; economic wellbeing and financial capability; careers education, preparation for the workplace and making a positive contribution to society

We have prioritised the following objectives:

- 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
- Promote students' self-esteem, confidence and resilience, especially in their relationships with others
- Give accurate information about reproduction, contraception, safer sex, sexually transmitted infections, sexuality, sexual relationships and information about their entitlement to confidential helping services
- Give students opportunities to explore and clarify some of their attitudes towards friendships, sexuality and gender
- Encourage exploration of values and moral issues, hearing the points of view of others and respecting their own and other people's decisions, rights and bodies
- Encourage the development of communication and decision-making skills
- Help young people to develop skills to negotiate, avoid and resist unwanted sexual pressure
- Give students a chance to explore ideas about family, marriage, parenting and the ways in which people care for each other, and the benefits of stable relationships
- Offer the forum for realistic discussion about the effects of early sexual activity and diverse attitudes towards this
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment
- Be responsive to differing needs and backgrounds
- 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

- Prepare young people for transitions and later life
- Encourage every student to contribute to make our community and aims to support each individual as they grow and Learn
- 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
- PREVENT – inform students about the issues surrounding the PREVENT agenda
- CSE – equip students with the knowledge and understanding to recognise potential dangers and how to avoid them
- FGM – inform students about the issues surrounding FGM
- E-Safety - equip students with the knowledge and understanding to recognise potential dangers and how to avoid them
- Voyeurism

2.1 Moral and Values framework

At Kingsbury School we believe it is important to develop positive values and a moral framework that will guide student's 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. We aim to encourage students to become life-long learners with an ability to make decisions responsibly and understand the consequences of their actions and decisions.
We at Kingsbury School aim to provide students with an opportunity to learn the importance of values, individual conscience and moral choices. To ensure this takes place we believe it is important to generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment. We also aim to encourage students and teachers to share and respect each other's views so that a safe environment for students is created in each classroom.
Through RSE the importance of promoting students' self-esteem and confidence, especially in their relationships with others is vital. Thus helping students to develop skills which enable them to:

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

3. Management and Co-ordination

In accordance with government guidance this school has appointed a co-ordinator. The co-ordinator has responsibility for supporting policy implementation by providing advice and support to governors, senior managers, curriculum leaders, classroom teachers and support staff.

Personal Development subject leader / RSE Co-ordinator: Lauren Newman

SLT link: Lauren Newman

The Co-ordinator will therefore ensure that:

- The relationship and sex education policy is disseminated to all members of the school community and is thoroughly discussed and understood
- Clear roles and responsibilities for policy implementation are identified
- The underpinning aims, values and attitudes of relationship and sex education are made explicit
- The development of good relationships is promoted within and beyond the school
- Equality of opportunity is promoted
- Provision is made for on-going professional development and training within the field of relationship and sex education
- The link between relationship and sex education and other school policies is identified and made
- They are aware of supporting information and local and national resources that support PSHE and the teaching of RSE
- They foster relationships with local health services who can support both curriculum development and access to services
- External agencies are familiar with both the school's relationship and sex education policy and the confidentiality policy

4. Staff Development

All staff, including support staff, should have access to professional development and support that relates to the relationship and sex education curriculum and its style of delivery.

Areas of staff expertise and individual staff development needs will be identified through existing staff development systems. This will be ascertained through the staff audit, classroom observation, and scrutiny of planning, performance management and staff appraisal systems.

A range of provision will be identified that meets staff needs across a range of roles and responsibilities and appropriate training provided.

5. Curriculum organisation and planning

Relationship and sex education will be delivered in this school through a combination of planned curriculum opportunities and whole school approaches. This will take the form of:

- Discrete curriculum time by identifying relationship and sex education within the planned curriculum for all students. This will be delivered through planned Personal Development and Science lessons.
- Through and in other curriculum areas by identifying and planning for opportunities within other curriculum areas especially within Science and Philosophy / Citizenship.
- Through activities, school events and ethos, students listening and supporting each other, the taking of responsibility, good relationships, positive behaviour, challenging stereo types, being aware that the language we use gives consistent messages, the use of support and guidance systems

- Through year team assemblies
- The responsibility for the provision of relationship and sex education is held by the headteacher, deputy headteacher and the governors
- The responsibility for the taught relationship and sex education programme is held by the RSE co-ordinator. In this role the RSE co-ordinator, in consultation with staff, parents, students and governors will develop key stage plans and schemes of work taking into account the National Curriculum requirements, school priorities for the personal and social development of the students, local priorities and initiatives, racial and cultural differences, DfE guidance on RSE, the special needs and maturity levels of individual students.
- The school will ensure progression and continuity in all aspects of relationship and sex education by ensuring a cohesive PSHE & RSE curriculum is planned for and taught across all Key stages. The RSE co-ordinator will liaise with year heads, head of science, and senior leadership to ensure that the delivery of RSE is planned for and delivered accordingly.

6. Curriculum Delivery

Teaching about Relationships and Sex is generally best provided as part of an integrated programme of Personal, Social and Health Education and Citizenship. This programme is relevant to the needs and experiences of all students, is flexible and develops as students grow older. The programme is developed within a positive climate in which students and adults feel able to talk openly and honestly.

In order to cover effectively all the aspects of relationship and sex education, a wide range of teaching and learning styles will need to be employed. The school aims to deliver this area of the curriculum through:

- Mixed and single gender settings
- Peer education
- Group work as well as whole class
- Use of drama and role play
- Involvement of the school's nurse
- Involvement of other organisations

6.1 Resources which support this area of the curriculum will be up-to date, relevant to students and presented in ways that are consistent with the fundamental aims of PSHE and Citizenship. Overall responsibility for relationship and sex education resources is held by the RSE co-ordinator. Resources supporting the programme will be stored on the electronic staff area for all staff to access.

In addition to existing resources, the school aims to review and update resources regularly in accordance with budget allocation and changing guidelines.

6.2 The school values and encourages the involvement of external agencies and services in supporting the delivery of this area of the curriculum. Where other professionals are to be involved their contribution will be properly planned as part of the overall programme with formal agreement on content, delivery styles and monitoring processes. Their contribution will complement other teaching and be appropriate to the age and maturity of the students involved. Teachers will always be involved so they can deal with questions and concerns.

7. Partnerships

The school values working in partnership with parents and carers and with the wider school community and sees this as an essential element of developing this policy and the school's relationship and sex education programme. As a school we have links with the feeder primary schools, a range of external providers and the school nurse. This policy was formulated following staff discussions and consultation with support staff, parents, students and governors.

We also aim to support parents in their efforts to inform and support their children. We do this through the prospectus, information evenings, curriculum handbook and the Virtual Learning Environment.

8. Equality of Opportunity

Students need to be given accurate information and helped to develop skills to enable them to understand difference and respect themselves and others to prevent and remove prejudice.

In accordance with school and LA policy, a commitment to Equal Opportunities will be built into all aspects of relationship and sex education. This policy links closely with the Equal Opportunities Policy, the Anti-Bullying Policy and the LA guidelines on Child Protection. We intend to meet individual students' needs to enable them to achieve academically and in their personal relationships. This may involve providing particular support for individual students. It is well documented that students are sometimes bullied because of their perceived sexual orientation. This school takes this and all forms of bullying seriously.

Ethnic and Cultural Groups

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.

Students with Special Needs

We will ensure that all young people receive relationship and sex education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

Young people, whatever their developing sexuality, need to feel that relationship and sex education is relevant to them. In line with DfE guidance, teachers will be able to deal honestly and sensitively with sexual orientation and identity, answer appropriate questions and offer objective and helpful support.

9. Quality Assurance: Monitoring, Evaluation and Review

Provision for relationship and sex education, including the personal development of students, will be monitored, evaluated and reviewed by leadership and the RSE co-ordinator. This will be done by checking that whole school relationship and sex education objectives are met, standards of teaching and learning expected are achieved, there are adequate resources, Schemes for learning are being taught appropriately, use of National Healthy Schools approach and consultation with staff, students, parents and governors are taken place.

10. Confidentiality

In accordance with the DfE 'Relationship and Sex Education Guidance' we will:

- ensure that all staff, students and parents/carers are aware of our policy on confidentiality, how it works in practice and understand individual rights to confidentiality
- ensure that students are informed of the limits of confidentiality that may be offered by teachers
- use ground rules in lessons including the limits of confidentiality
- ensure that students are informed of sources of confidential support, for example, the school nurse, counsellor, GP or local young person's advice service
- encourage students to talk to their parents or carers and give them support to do so
- always follow the school's child protection procedures if there is any possibility of abuse.

11. Pregnancy and parenthood

This school follows the LA procedures for supporting pregnant school girls and school aged mothers.

12. Policy Review

This policy will be reviewed regularly by the RSE co-ordinator. This review may also involve the leadership team member attached to the PSHE delivery, teaching staff, students, parents, governors. This review may take the form of existing meeting structures with the assistant head and teaching staff, questionnaires to parents.