



Kensington Park  
SCHOOL

## RELATIONSHIPS & SEX EDUCATION (RSE) POLICY

The aim of this policy is to create a positive culture around issues of sexuality and relationships, and to develop students' skills to discuss this with sensitivity. It is designed to help students develop their self-respect, self-esteem, mutual respect, confidence, tolerance and empathy for themselves and others as well as preparing them to make informed, reasoned and responsible choices.

This Policy is governed by the following:

- Section 34 of the Children and Social work act 2017.
- Section 403 of the Education Act 1996.
- *Keeping Children Safe in Education* (September 2022)

## Introduction

RSE is defined as the emotional, social and cultural development of students, and involves learning about relationships including sex education, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information, and exploring issues and values. At KPS, RSE is not about the promotion of sexual activity but rather about facilitating students to have a greater understanding of the ways to stay safe in this area. It is taught as part of the broader PSHE curriculum.

## Curriculum

The RSE curriculum forms an integral part of our PSHE education. An overview of our PSHE scheme of work is given at the end of this document (Appendix 3) and specific reference to where RSE, safeguarding, British Values and SMSC are covered are detailed in our Medium Term plans, available on our Firefly platform.

We ensure that every student is guaranteed an education that covers mental health and wellbeing; physical health (including healthy lifestyles and first aid); learning about safe, healthy relationships and sex (including understanding consent, negotiating life online, intimate relationships).

If students ask questions outside the scope of this policy, staff will respond in an appropriate manner so they are fully informed and do not seek answers online. Any safeguarding concerns will be reported following the usual school procedures.

## Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. This is delivered by staff once a week during tutor time as well as in designated lesson time, weekly in Y7 and fortnightly in Y8-11. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE) at Key Stage 3 as part of Philosophy and Ethics (PX) at Key Stage 4. Further time to explore and develop thinking about these ideas is a key feature of the RSE curriculum.

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 and specifically, the statutory requirements set out by the DfE, see Appendix 1. The KPS curriculum has been developed with these at the forefront to ensure all aspects are covered in sufficient detail across the five years of education that students are with us.

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, LGBTQI+ parents/carers, families headed by grandparents/carers, adoptive parents/carers, foster parents/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).

## Roles and responsibilities

### **Astrum Advisory Board**

Astrum Advisory Board will approve the RSE policy, and hold the Headmaster to account for its implementation.

### **The Headmaster**

The Headmaster is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSE (see Appendix 2).

### **Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress through reflection on topics within the Core Themes (Health and Wellbeing, Relationships and Living in the Wider World)
- Responding to the needs of individual students
- Responding appropriately to students whose parents/carers wish them to be withdrawn from the non-statutory 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 Head of Year in the first instance. Such cases can then be brought to the attention of the Heads of Lower School and Sixth Form.

### **Students**

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

### Parents/carers' right to withdraw

Parents/carers have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until three 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 2 of this policy and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the students' educational record. The Heads of Lower School and Sixth form will discuss the request with parents/carers and take appropriate action. Alternative work will be given to students who are withdrawn from sex education.

### Monitoring Arrangements

The delivery of RSE is monitored by the Heads of Year with oversight from the Heads of Lower School, Sixth form and DSL.

This policy will be reviewed annually and will be approved by the Astrum Advisory Board.

Appendix 1 - By the end of secondary school students should know

TOPIC	STUDENTS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• 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</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents/carers with respect to raising of children, including the characteristics of successful parenting</li> <li>• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• 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 relationship</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• 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)</li> <li>• 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</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> </ul>

	<ul style="list-style-type: none"> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• 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</li> </ul>
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• 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</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• That specifically sexually explicit material 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</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including prison</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li> <li>• 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)</li> </ul>
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</li> <li>• 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</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> </ul>

	<ul style="list-style-type: none"> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• 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)</li> <li>• 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</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>
The Law	<p>It is important for students to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.</p> <p>Students are made aware of the relevant legal provisions when relevant topics are being taught, including for example:</p> <ul style="list-style-type: none"> <li>• marriage</li> <li>• consent, including the age of consent</li> <li>• violence against women and girls</li> <li>• online behaviours including image and information sharing (including ‘sexting’, youth-produced sexual imagery, nudes, etc.)</li> <li>• pornography</li> <li>• abortion</li> <li>• sexuality</li> <li>• gender identity</li> <li>• substance misuse</li> <li>• violence and exploitation by gangs</li> <li>• extremism and radicalisation</li> </ul>

	<ul style="list-style-type: none"><li>• criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)</li><li>• hate crime</li><li>• female genital mutilation (FGM)</li></ul>
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DfE guidance July 2020



**Appendix 2 Parent/Carer Form: withdrawal from sex education within RSE**

<b>TO BE COMPLETED BY PARENTS/CARERS</b>	
<b>Name of child</b>	<b>Class</b>
<b>Name of parent</b>	<b>Date</b>
<b>Reason for withdrawing from sex education within relationships and sex education</b>	
<b>Any other information you would like the school to consider</b>	
<b>Parent signature</b>	

<b>TO BE COMPLETED BY THE SCHOOL</b>	
<b>Agreed actions from discussion with parents/ carers (including what the students will do instead)</b>	

## Appendix 3 PSHE Scheme of Work

- Core themes: Health and Wellbeing, Relationships and Living in the Wider World)

### Year 7 PSHE Programme:

<b>SOW for Timetabled Weekly PSHE Lessons</b>	<b>Autumn Half Term 1</b> [approximately 6 lessons]	<b>Autumn Half Term 2</b> [approximately 7 lessons]	<b>Spring Half Term 1</b> [approximately 5 lessons]	<b>Spring Half Term 2</b> [approximately 5 lessons]	<b>Summer Half Term 1</b> [approximately 6 lessons]	<b>Summer Half Term 2</b> [approximately 5 lessons]
	Responding to conflict and adversity	Building relationships	Personal health and puberty	Developing an awareness of life online	Bullying and prejudice (gender focus)	Bullying and prejudice (racism focus)

<b>SOW for Tuesday Tutor Time Weekly PSHE Sessions</b>	<b>Autumn Half Term 1</b> [approximately 6 tutor periods]	<b>Autumn Half Term 2</b> [approximately 7 tutor periods]	<b>Spring Half Term 1</b> [approximately 5 tutor periods]	<b>Spring Half Term 2</b> [approximately 5 tutor periods]	<b>Summer Half Term 1</b> [approximately 6 tutor periods]	<b>Summer Half Term 2</b> [approximately 5 tutor periods]
	Transition and safety	Developing learning skills and aspirations	Healthy body	Building self-esteem and regulating emotions	Financial decision making	An introduction to democracy and justice

### Key:

Health & wellbeing, Relationships, Living in the wider world

Year 8 PSHE Programme:

<b>SOW for Timetabled Weekly PSHE Lessons</b>	<b><u>Autumn Half Term 1</u></b> [approximately 3 lessons]	<b><u>Autumn Half Term 2</u></b> [approximately 3 or 4 lessons]	<b><u>Spring Half Term 1</u></b> [approximately 2 or 3 lessons]	<b><u>Spring Half Term 2</u></b> [approximately 2 or 3 lessons]	<b><u>Summer Half Term 1</u></b> [approximately 3 lessons]	<b><u>Summer Half Term 2</u></b> [approximately 2 or 3 lessons]
	Identity and relationships	Identity and relationships	Health - drugs and alcohol	Health - drugs and alcohol	Digital literacy and online safety	Digital literacy and online safety

<b>SOW for Tuesday Tutor Time Weekly PSHE Sessions</b>	<b><u>Autumn Half Term 1</u></b> [approximately 6 tutor periods]	<b><u>Autumn Half Term 2</u></b> [approximately 7 tutor periods]	<b><u>Spring Half Term 1</u></b> [approximately 5 tutor periods]	<b><u>Spring Half Term 2</u></b> [approximately 5 tutor periods]	<b><u>Summer Half Term 1</u></b> [approximately 6 tutor periods]	<b><u>Summer Half Term 2</u></b> [approximately 5 tutor periods]
	Relationships in the family	Careers, aspirations and community	Emotional wellbeing	Effective citizenship	Becoming a critical thinking consumer	Challenging discrimination

**Key:**

**Health & wellbeing, Relationships, Living in the wider world**

Year 9 PSHE Programme:

<b>SOW for Timetabled Weekly PSHE Lessons</b>	<b><u>Autumn Half Term 1</u></b> [approximately 3 lessons]	<b><u>Autumn Half Term 2</u></b> [approximately 3 or 4 lessons]	<b><u>Spring Half Term 1</u></b> [approximately 2 or 3 lessons]	<b><u>Spring Half Term 2</u></b> [approximately 2 or 3 lessons]	<b><u>Summer Half Term 1</u></b> [approximately 3 lessons]	<b><u>Summer Half Term 2</u></b> [approximately 2 or 3 lessons]
		Intimate relationships	Intimate relationships	Becoming an expert in online safety	Becoming an expert in online safety	Unequal relationships

**Year 9–11 Yearly Rotational Tuesday Tutor Time PSHE Programme:**

<b>SOW for Tuesday Tutor Time Weekly PSHE Sessions</b>	<b><u>Autumn Half Term 1</u></b> [approximately 6 tutor periods]	<b><u>Autumn Half Term 2</u></b> [approximately 7 tutor periods]	<b><u>Spring Half Term 1</u></b> [approximately 5 tutor periods]	<b><u>Spring Half Term 2</u></b> [approximately 5 tutor periods]	<b><u>Summer Half Term 1</u></b> [approximately 6 tutor periods]	<b><u>Summer Half Term 2</u></b> [approximately 5 tutor periods]
<b><u>YEAR A</u></b>	Understanding our environment	Conversations about mental health	Careers and future life skills	Health and independence	Finance (online focus)	PSHE yearly reflections
<b><u>YEAR B</u></b>	Sustainable living	Strategies for emotional wellbeing	Transferable employment skills and setting goals	Respectful relationships	Finance (budgeting focus)	PSHE yearly reflections
<b><u>YEAR C</u></b>	Effective citizenship	Peer pressure and its effects on mental health	Careers - CVs and job applications	Revisiting positive physical health	Developing examination techniques	PSHE yearly reflections

**Key:** Health & wellbeing, Relationships, Living in the wider world, RSE, British Values, SMSC, Safeguarding

Year 10 PSHE Programme:

<b>SOW for Timetabled Weekly PSHE Lessons</b>	<u>Autumn Half Term 1</u> <i>[approximately 3 lessons]</i>	<u>Autumn Half Term 2</u> <i>[approximately 3 or 4 lessons]</i>	<u>Spring Half Term 1</u> <i>[approximately 2 or 3 lessons]</i>	<u>Spring Half Term 2</u> <i>[approximately 2 or 3 lessons]</i>	<u>Summer Half Term 1</u> <i>[approximately 3 lessons]</i>	<u>Summer Half Term 2</u> <i>[approximately 2 or 3 lessons]</i>
		Drugs, alcohol and peer influence	Drugs, alcohol and peer influence	Healthy relationships	Healthy relationships	Addressing extremism and radicalisation

**Year 9–11 Yearly Rotational Tuesday Tutor Time PSHE Programme:**

<b>SOW for Tuesday Tutor Time Weekly PSHE Sessions</b>	<u>Autumn Half Term 1</u> <i>[approximately 6 tutor periods]</i>	<u>Autumn Half Term 2</u> <i>[approximately 7 tutor periods]</i>	<u>Spring Half Term 1</u> <i>[approximately 5 tutor periods]</i>	<u>Spring Half Term 2</u> <i>[approximately 5 tutor periods]</i>	<u>Summer Half Term 1</u> <i>[approximately 6 tutor periods]</i>	<u>Summer Half Term 2</u> <i>[approximately 5 tutor periods]</i>
<b><u>YEAR A</u></b>	Understanding our environment	Conversations about mental health	Careers and future life skills	Health and independence	Finance (online focus)	PSHE yearly reflections
<b><u>YEAR B</u></b>	Sustainable living	Strategies for emotional wellbeing	Transferable employment skills and setting goals	Respectful relationships	Finance (budgeting focus)	PSHE yearly reflections
<b><u>YEAR C</u></b>	Effective citizenship	Peer pressure and its effects on mental health	Careers - CVs and job applications	Revisiting positive physical health	Developing examination techniques	PSHE yearly reflections

**Key:** Health & wellbeing, Relationships, Living in the wider world, RSE, British Values, SMSC, Safeguarding

Year 11 PSHE Programme:

<b>SOW for Timetabled Weekly PSHE Lessons</b>	<b><u>Autumn Half Term 1</u></b> <i>[approximately 3 lessons]</i>	<b><u>Autumn Half Term 2</u></b> <i>[approximately 3 or 4 lessons]</i>	<b><u>Spring Half Term 1</u></b> <i>[approximately 2 or 3 lessons]</i>	<b><u>Spring Half Term 2</u></b> <i>[approximately 2 or 3 lessons]</i>	<b><u>Summer Half Term 1</u></b> <i>[approximately 3 lessons]</i>
		<b>Communication in relationships</b>	<b>Building for the future</b>	<b>Communication in relationships</b>	<b>Families</b>

**Year 9–11 Yearly Rotational Tuesday Tutor Time PSHE Programme:**

<b>SOW for Tuesday Tutor Time Weekly PSHE Sessions</b>	<b><u>Autumn Half Term 1</u></b> <i>[approximately 6 tutor periods]</i>	<b><u>Autumn Half Term 2</u></b> <i>[approximately 7 tutor periods]</i>	<b><u>Spring Half Term 1</u></b> <i>[approximately 5 tutor periods]</i>	<b><u>Spring Half Term 2</u></b> <i>[approximately 5 tutor periods]</i>	<b><u>Summer Half Term 1</u></b> <i>[approximately 6 tutor periods]</i>	<b><u>Summer Half Term 2</u></b> <i>[approximately 5 tutor periods]</i>
<b><u>YEAR A</u></b>	Understanding our environment	Conversations about mental health	Careers and future life skills	Health and independence	Finance (online focus)	PSHE yearly reflections
<b><u>YEAR B</u></b>	Sustainable living	Strategies for emotional wellbeing	Transferable employment skills and setting goals	Respectful relationships	Finance (budgeting focus)	PSHE yearly reflections
<b><u>YEAR C</u></b>	Effective citizenship	Peer pressure and its effects on mental health	Careers - CVs and job applications	Revisiting positive physical health	Developing examination techniques	PSHE yearly reflections

**Key:**

**Health & wellbeing, Relationships, Living in the wider world, RSE, British Values, SMSC, *Safeguarding***

## Year 12 & 13 PSHE Programme:

<b>SOW for Timetabled Weekly PSHE Lessons</b>	<b><u>Autumn Half Term 1</u></b> [approximately 4 lessons]	<b><u>Autumn Half Term 2</u></b> [approximately 7 lessons]	<b><u>Spring Half Term 1</u></b> [approximately 2 or 3 lessons]	<b><u>Spring Half Term 2</u></b> [approximately 2 or 3 lessons]	<b><u>Summer Half Term 1</u></b> [approximately 3 lessons]
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### **Autumn Half Term 1**

Wednesday 22<sup>nd</sup> September – National Fitness Day – Health & Fitness **Health & wellbeing**

Wednesday 29<sup>th</sup> September – Mental Health & Stress Management **Health & wellbeing**

Wednesday 6<sup>th</sup> October – National Poetry Day & Black History Month **Living in the wider world**

Wednesday 13<sup>th</sup> October – LGBTQ+ Awareness – Acceptance, Tolerance & Inclusion **Relationships Living in the wider world**

### **Autumn Half Term 2**

Wednesday 3<sup>rd</sup> November – National Stress Awareness Day – Student Strategies! **Health & wellbeing**

Wednesday 10<sup>th</sup> November – Anti-Bullying Week (Peer on Peer Abuse) **Health & wellbeing Relationships**

Wednesday 17<sup>th</sup> November – RSE (TBC – Imperial Students/It Happens) **RSE**

Wednesday 24<sup>th</sup> November – Prevent (TBC) – Incel awareness **Living in the wider world**

Wednesday 1<sup>st</sup> December – AIDS Awareness Day **Living in the wider world** & BEAT – Eating Disorder Awareness **Health & wellbeing**

Wednesday 8<sup>th</sup> December – Drug & Alcohol Awareness **Health & wellbeing**

**Key:**  
**Health & wellbeing, Relationships, Living in the wider world, RSE, British Values, SMSC, Safeguarding**



