KINGSTON GRAMMAR SCHOOL

FOUNDED 1561

RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY

1. Introduction

What is Relationships, Sex and Health Education (RSHE)?

Relationships, Sex and Health Education (RSHE) is a fundamental component of our curriculum, designed to provide students with the knowledge, understanding, and skills required to make informed and responsible decisions concerning their health, wellbeing, and relationships.

We recognise that the partnership between home and school is essential in delivering effective RSHE. As such, we are committed to fostering open and transparent communication with parents and carers. To support this collaboration, we regularly share information regarding the topics covered within the RSHE curriculum, ensuring that families are well-informed and able to engage meaningfully in their child's learning journey.

We take very seriously our responsibility to provide all our students with relevant, effective and responsible RSHE. This policy and the School's provision of RSHE comply with the statutory requirements for Relationships Education, Relationships and Sex Education and Health Education, including the DfE statutory guidance in force from 1st September 2026. The School will keep the RSHE curriculum and resources under review to ensure that provision remains age-appropriate, inclusive, evidence-based and aligned with current statutory guidance.

RSHE at KGS seeks to develop the following:

Knowledge and understanding

- learning and understanding physical development at appropriate stages
- understanding human sexuality, reproduction, sexual health, emotions and relationships
- learning about contraception and the range of local and national sexual health advice, contraception and support services

- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay
- the avoidance of unplanned pregnancy.

Personal and social skills

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- learning to make choices based on an understanding of difference and with an absence of prejudice
- developing an appreciation of the consequences of choices made
- managing conflict
- learning how to recognise and avoid exploitation and abuse.

Attitudes and values

- learning the importance of values and individual conscience and moral considerations
- learning the value of family life, marriage, and stable and loving relationships for the nurture of children
- learning the value of respect, love and care
- exploring, considering and understanding moral dilemmas
- developing critical thinking as part of decision-making.

The School has a whole school approach to teaching RSHE as follows:

RSHE is taught by the PSHE department as part of a spiral curriculum for each year group in timetabled PSHE lessons. All students cover topics on 'Living in the Wider World' in the Autumn term, 'Relationships' in the Spring term and 'Health and Wellbeing' in the summer term.

The DfE statutory topics for RSHE are embedded throughout the PSHE programme as shown in the table overleaf:

PSHE Programme 2026 – 27

Year/Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
1st Year	Living in the Wider World	Living in the Wider World	Relationships	Relationships	Health & Wellbeing	Health & Wellbeing
	Our Democracy	Being a citizen	Understanding Identity	Friendships and self-care	Health body and mind	Wellbeing skills
2nd Year	Living in the Wider World	Living in the Wider World	Relationships	Relationships	Health & Wellbeing	Health & Wellbeing
	World of work	Financial decision making	Discrimination and the media	Values, influences & consent	Emotional wellbeing	Exploring risk
3rd Year	Living in the Wider World	Living in the Wider World	Relationships	Relationships	Health & Wellbeing	Health & Wellbeing
	Citizenship	The state	Relationships with others	Consent and relationships	Coping strategies	Exploring influence
4th Year	Living in the Wider World	Living in the Wider World	Relationships	Relationships	Health & Wellbeing	Health & Wellbeing
	Media and influences	First Aid	Consent and coercion	Influence of others	Sexual health	Fertility
5th Year	Living in the Wider World	Living in the Wider World	Relationships	Relationships	Health & Wellbeing	
	Substance use & gambling	Organised crime	Family life	Dealing with relationships	Helping others	Study leave
Lower Sixth Form	Living in the Wider World	Living in the Wider World	Relationships	Relationships	Health & Wellbeing	Health & Wellbeing
	Turning 18	Independence	Relationships beyond school	Living with others	Staying safe	Staying safe
Upper Sixth Form	Living in the Wider World	Living in the Wider World	Relationships	Relationships	Health & Wellbeing	
	Turning 18	Finance	Relationships with yourself	Relationships with others	Personal health	Study leave

The involvement of the whole school can be seen in the 'Topic Statutory Guidance' document (available on request) showing the contribution of many academic departments to teaching RSHE as well as the tutor and assembly programmes.

Annual pastoral 'collapse' sessions for all Year groups also complement this and are delivered by experts in the field. (See the 'Pastoral Life' document available on request).

There is a provision of appropriate information through leaflets and books in the library, display of posters and lessons include signposts to external agencies for further support.

2. Content of the RSHE Programme

- Families
- Respectful Relationships including Friendships.
- Online safety and awareness
- Being Safe
- Intimate and Sexual Relationships including Sexual Health
- These topics include areas on:
  - The importance of consent
  - Puberty- body changes / mood change / periods
  - Sexual reproduction/pregnancy
  - Contraception
  - Sexually transmitted infections
  - Sexuality
  - What makes a healthy romantic relationship both in person and online
  - Recognising coercive and abusive relationships
  - Prejudice and discrimination in relationships
  - Sexual harassment and sexual violence
  - The influence of the media, pornography, alcohol and peers on relationships.
- Mental Wellbeing
- Wellbeing online
- Physical health and fitness

- Healthy eating
- Drugs, Alcohol, Tobacco and vaping
- Health protection and prevention, and understanding the healthcare system
- Personal safety
- Basic First Aid
- Developing bodies

- As well as teaching clear and factual information about RSHE, teaching students awareness and empowering them to deal with situations they might find themselves in is of paramount importance.
- We place a significant emphasis on the skills, attitudes and values they need in order to successfully navigate all relationships as well as those that are sexual. The discussion of values and what is important and what is right for the individual, which enables them to make informed and wise decisions about the choices they make in life, is key to good RSHE.
- RSHE lessons are predominantly based on PSHE Association approved resources which include PowerPoints, video clips, activities and assessments.
- Assessment: the content of RSHE is assessed in various ways. Each student has a booklet for each term and the content is assessed through, for example, written tasks, revisiting baseline assessments, mini projects, and quizzes.

3. Rationale and ethos

The School aims to:

- inform students of the facts regarding issues of relationships, health as well as sexual health
- enable appropriate discussion allowing the exploration of values and the importance of morality
- enable students to make informed and considered decisions that are right for them
- facilitate healthy and assertive decision making through discussions about situations that ensure personal safety in relationships.

The School believes that a cornerstone of good RSHE is the fact that students will receive the most comprehensive and mature education, appropriate to their age, about relationships, sex and health across the school as well as through their PSHE lessons and 'collapse sessions' at school, in which KGS' values and British values of democracy, the rule of law, individual liberty, tolerance, and mutual respect will be promoted. If we solely leave it to the media to

'educate' our students about relationships, sex and health, students then have the potential to receive nefarious messages about consent, secrecy, exploitation and abuse. It is both to protect and educate our students that we ensure that the quality of their Relationships, Sex and Health Education is of the highest standard.

4. Morals and Values Framework

- Our approach to RSHE will be conducted within a clear morals and values framework based on the four core values of the School; aspiration, respect, integrity and engagement as well as the following principles:
    - The value of stable and loving relationships
    - Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views
    - The development of relationships, including sexual relationships, based on mutual consent
    - The right not to be abused by other people or be taken advantage of
    - The right of people to follow their own sexual identity
    - The School adheres to the requirements of the Equality Act (2010), ensuring that our RSHE provision respects the protected characteristics therein
    - The School promotes the spiritual, moral, social and cultural development of our students (for further information, see the School SMSC Policy).

- We also believe that students have an entitlement to:
    - Age- and circumstance-appropriate RSHE
    - Access to help from trusted adults and helping services.

- RSHE involves consideration of several sensitive issues about which different people may hold strong and varying views. We create a safe and supportive learning environment by ensuring that the School's approach to PSHE is balanced and takes account of, and is sensitive to, different viewpoints, but is not based on personal bias. We use clear, impartial scientific information on matters such as the changes in puberty and unplanned pregnancies, as well as covering the law in relation to, for example, consent and forced marriage.

- We have clear ground rules in lessons which are discussed at the beginning of each new topic and are reinforced on a regular basis, and any disclosure by a student will be dealt with in line with the School's safeguarding policy. Students are encouraged to ask questions both openly and anonymously and staff will answer impartially based on the knowledge they currently have. However, they can explain that they will come back to

any question and then work with colleagues to construct an appropriate answer where necessary. The learning environment is a collaborative one.

- Young people may have varying needs regarding RSHE, depending on their circumstances and background. The School strongly believes that all students should have access to RSHE that is relevant to their particular needs. To achieve this the School's approach to RSHE will take account of:

  i. **The needs of all students**: We will not consider the needs of any gender in isolation. We ensure that all our policies are inclusive.

  ii. **Varying home backgrounds:** We recognise that our students may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

  iii. **Sexuality and Gender:** A number of our students define themselves as gay, lesbian, bi-sexual, or transgender (LGBT). Students may also have LGBT parents/carers, siblings, other family members and/or friends. All our students will meet and work with LGBT people throughout their lives. Our approach to RSHE will include sensitive, honest and balanced consideration of sexuality and gender and inclusion of LGBT. Any form of discrimination, harassment or bullying is unacceptable. It will not be tolerated and will be dealt with according to the School's Anti-Bullying and Behaviour Policies.

  iv. **Individual Learning Needs:** We shall take account of the fact that some students may have learning, emotional or behavioural difficulties or physical disabilities (including those with EHC plans) that result in particular RSHE needs. Class teachers pay particular attention to the learner profiles of SEND students in their classes to ensure that they are able to access the material and learning environment to suit their needs. Specific staff training from our SEND department and from RSHE specialists allows teachers to feel confident delivering the curriculum to all learners.

  v. **Community:** We work with local organisations such as the Police to consider issues specific to our community and use local data to inform our lessons so they accurately reflect the wider community.

5. Designated RSHE Coordinator

The Designated RSHE Coordinator (Head of PSHE) will maintain an overview of RSHE provision and have overall responsibility for its development. This will include keeping up to date with new research and good practice, enhancing the provision to meet students' needs, providing support and resources for staff, arranging staff training and observations, to ensure that the programme is monitored and evaluated effectively throughout the school year.

6. Staff, Parents and Students

- ***Teaching Staff***: Most of the statutory RSHE content is taught through the PSHE programme by a small group of trained staff but some topics are covered in Biology and other relevant subjects, and we also use external companies to consolidate the information (see below). All teachers play an important pastoral role by offering support to students. All teachers are made aware of the statutory guidelines surrounding the teaching of RSHE and those teachers responsible for delivering the RSHE programme will be consulted about the School's approach to RSHE and aided in their work by provision of resources, background information, support and advice from experienced members of staff with access to appropriate training. The School requires all PSHE teachers to undertake specific RSHE training and this may involve online training modules as well as external courses to ensure that the training is specific to the PSHE year group that the individual teacher deals with.
- ***Non-teaching staff*** may be involved in a supportive role in some RSHE lessons and also play an important, informal pastoral support role with students. These staff are likely to be the School Nurse, the School Counsellor and the Head of Learning Support. They will have access to information about the RSHE programme and will be supported in their roles with respect to RSHE. External speakers are invited to support and complement the provision made by the School in our pastoral collapse sessions. The speakers we use come from organisations such as Show Racism the Red Card, It Happens, Beyond Equality and Childnet. For more information about these sessions that are relevant to RSHE, refer to the Senior Wellbeing and Mental Health Lead.

- All staff are kept updated about the RSHE curriculum and have the opportunity to comment on the provision during staff inset sessions. The PSHE staff also provide lesson by lesson feedback to critically reflect on the content and on their work in delivering the content, which is used to update the programme.
- ***Parents/carers:*** By keeping parents/carers up to date with our programme through, for example, the weekly bulletin, the School website, and pastoral information evenings, we aim to foster an open dialogue between the School and families regarding all pastoral matters including RSHE. Parents/carers will be consulted in developing and reviewing this policy and have a legal right to view this policy and to have information about the School's RSHE provision. We are clear that parents and carers are the prime educators for children on many of these matters. Our role is to complement and reinforce this education and we see building on what students learn at home as an important part of delivering a good education. Parents are welcome to view any of the resources used in PSHE lessons and the termly booklets are sent home at the end of each term.

  In line with the statutory requirements, parents/carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSHE at KGS. For clarity, the main sex education lessons at KGS take place in the Health and Wellbeing programme of the Fourth Year. Parents/carers should convey their concerns to the Head of PSHE and, before granting any such request, the matter will be discussed

with the Head and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Discussions with parents will highlight the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead).

Once those discussions have taken place, except in exceptional circumstances, the School

will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the School will make arrangements to provide the child with sex education during one of those terms.

This process is the same for students with SEND. However, there may be exceptional circumstances where the pastoral team may want to take a student's specific needs arising from their SEND into account when making this decision.

If a student is excused from sex education, the School will ensure that the student receives appropriate, purposeful education during the period of withdrawal. If a student asks questions which would have been covered during the lessons that they have been withdrawn from, the teacher will communicate with the parents to ensure that an appropriate answer is given.

There is no right to withdraw from Relationships Education or Health Education.

- ***Students*** are informed about the content of the RSHE curriculum at the beginning of each term and are invited to take part in the Pastoral Forums where representatives from each tutor group discuss the specific provision for their year group. They are able to review and reflect on their learning in lessons, relevant assemblies, tutor time activities, and drop-down sessions. Changes are made to the programme based on their comments as well as on the feedback given by staff.

7. Policy Review and Other Information

- The policy will be reviewed annually by the Head of PSHE, and the Assistant Head; Designated Safeguarding Lead.
- The policy should be read in conjunction with all other KGS policies including PSHE policy, SMSC policy, Online Safety Policy, Curriculum policy, Equality Diversity and Inclusion policy and Safeguarding policy.
- This policy has drawn on:
    - DfE (2025) '*Relationships education, relationships and sex education (RSE) and health education*' (for introduction 1 September 2026)
    - DfE '*Keeping children safe in education*' (Sept 2025)

- DfE (2019) *'Relationships education, relationships and sex education (RSE) and health education'* for teaching until 31st August 2026
- DfE *'Mental health and behaviour in schools'* (2018)
- DfE *'Equality Act 2010: advice for schools'* (May 2014)