

## Relationships and Sex Education (RSE) Policy

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**Date:** August 2025

**Review date:** August 2026

## Policy Aims and School Vision

### The Inspired Philosophy

As part of the Inspired Group, we are also guided by the philosophy of the Inspired group:

- *A child's education is the single most important consideration for any parent, carer or carer.*
- *At Inspired, we believe that it is an individual's total educational experience that instils the knowledge, attitudes, beliefs, and values that they will carry with them for life.*
- *We believe that this set of knowledge, attitudes, beliefs, and values, instilled by education, will form the basis of how we approach the future.*

Inspired schools believe that these are the foundations on which we build and plan our lives. At King's InterHigh and Academy21, we welcome students with varied plans, including attending university, college, obtaining an apprenticeship, or going into the workplace. Being part of Inspired allows us to cater for our rich and varied student community through an inclusive and positive approach that maintains high expectations of all our students with their own aspirations.

### Our vision and aims

Both King's InterHigh welcome students with a variety of prior education experiences and with varied aims. This is fundamental to what we do - our vision is to be a flexible home for all students and so we seek to offer a curriculum and experience that allows students to pursue learning interests, fits around other priorities and gives them the structure needed to work towards their goals. We seek to create the conditions for this – a purposeful learning environment, the ability to focus and challenge oneself and a sense of safety and value for every child.

We have core aims that underpin this vision. They are to:

1. provide a **high quality, positive and inclusive learning experience and environment** that inspires all students to discover, develop and fulfil their potential and make outstanding progress in their learning whatever their starting point.
2. promote **desirable behaviour and a culture of mutual respect and maximum engagement** in learning through our actions and wider culture.
3. **recognise the successes and development of each student**, be it social, emotional, academic, or otherwise, that develops self-esteem, and respect for self and others.

There are some broader themes to our vision that are worth detailing:

**Participation:** We believe educational success comes from students actively participating in learning through attending live classes or using lessons recordings and resources actively; submitting set work; engaging with their peers or just following feedback to improve. As a school we set conditions for our staff and students to be reflective on their efforts and act with integrity, building a culture of improvement and contribution to community that ultimately makes everyone's impact on the world a positive one.

**Holistic development:** In a rapidly evolving digital world, we take seriously the holistic development of our students and aim to equip students with the tools and attitudes to navigate technology and global relationships positively. We have robust actions in place to keep school free from more negative instances that might occur in other settings such as bullying or disruption.

**Inclusivity and flexibility:** We are inclusive, and we want every child, regardless of additional needs, to be the best version of themselves through the support of our flexible schooling and adaptive teaching.

## Introduction

This policy covers King's InterHigh's whole school approach to Relationships and Sex Education (RSE). We believe that RSE is vital for the personal, social and emotional development of our students. It equips children and young people with the information, skills and values they need to have safe, respectful and enjoyable relationships and empowers them to take responsibility for their sexual health and well-being. King's InterHigh believes that all children and young people have a right to holistic, inclusive, and needs-led RSE. We believe that through providing high quality RSE, we are upholding the ethos and values of our school and its commitment to equality and individuality. This policy was produced in consultation with staff, leadership teams, students, and parents. We will ensure the policy is effectively communicated to staff and parents, including through publishing the policy on our school website.

King's InterHigh provides a high-quality online British education from anywhere in the world and our curriculum follows the British Government's statutory requirement to teach the subject. The information below complies with our obligations to deliver RSE under sections 34 & 35 of the Children and Social Work Act 2017. It is written with regard for the DfE's statutory Relationships Education, Relationships and Sex Education and Health Education Guidance and other relevant guidance.

Relationship and sex education (RSE) and the delivery for Personal, Social, Health and Economic (PSHE) education are a sequenced, spiral programme which build on prior learning as students' progress through our school. Our delivery integrates and sequences RSHE content effectively, by key stage, into a coherent PSHE programme tailored to our international online community.

Learning opportunities for each key stage are spread across three core themes: Health and Wellbeing, Relationships and Living in the Wider World.

PSHE is taught as part of the pastoral curriculum delivered through Reflect group activities and dedicated PSHE lessons in the Middle School, and develops essential skills and attributes such as self-esteem, managing risk and resisting peer pressure which students can apply to a range of ideas; and which addresses related factors such as alcohol and drugs, media literacy, and equality and prejudice. The school is aware of the types of pressures that may affect children at all stages in their lives and is committed to providing a round education about keeping safe and maintaining healthy relationships and attitudes. The schools Child Protection/Safeguarding Policy sets the scene regarding types of harm, thereby establishing a curriculum pertinent to the needs of children at different ages within the school.

To be effective RSE is taught within a broader PSHE education programme. RSE enhances and is enhanced by learning around topics such as mental health and the development of skills and attributes such as risk management, resilience and decision making.

This policy should be read in conjunction with other relevant policies: Anti Bullying Policy, Behaviour Policy, Child protection and Safeguarding Policy, PSHE Policy, KS3 Science Curriculum overviews, and the E-Safety Policy.

## Definitions

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.

## Aims of Relationships and Sex Education at King's InterHigh

Our Values: Individuality, Respect, Kindness, Curiosity

To cover the curriculum content outlined in the RSE Guidance, we will equip our pupils to build positive and respectful relationships online and offline. We seek to ensure that it gives pupils the knowledge, skills, attitudes and values that will help them to:

- Realise their health (including sexual health), wellbeing and dignity
- Build self-esteem and self-worth
- Explore and value their personal and sexual identity and the personal/sexual identities of others
- Understand family structures, committed relationships and the legal status of different types of long-term relationships
- Understand and make sense of the real-life issues they are experiencing in the world around them
- Manage and explore difficult feelings and emotions
- Consider how their choices affect their own wellbeing and that of others
- Develop as informed and responsible citizens
- Understand and ensure the protection of their rights throughout their lives.

A high quality, comprehensive RSE does not encourage early sexual experimentation but in fact builds young people's confidence and self-esteem and helps them understand the reasons for delaying sexual activity. Evidence shows that effective RSE plays a role in behaviour change, including reducing unprotected or unwanted sex and reducing harmful behaviour, including sexual harassment and sexual violence.

RSE is learning about emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

All these subjects should be set in the context of a wider whole-school approach to supporting students to be safe, happy and prepared for life beyond school. For example, the curriculum on relationships and sex are complemented, and supported by, the school's wider policies on behaviour, inclusion, respect for equality and diversity, bullying and safeguarding.

The aim of the programme is to;

- instil respect for human life and the dignity of the human person giving them clear, accurate, appropriate, and up-to-date information on sexual issues
- help students to acquire skills which will enable them to make informed choices and decisions in their lives, looking clearly at their responsibilities, first to themselves and then towards others
- provide a climate that allows individuals to feel valued and affirmed, and therefore, safe, and unthreatened, enabling them to put forward and explore their ideas, feelings, and emotions
- provide the opportunity for students to explore and clarify attitudes and values in their developing experience of relationships and sexuality
- raise awareness of all that undermines the dignity of self and others
- guide students towards spiritual, mental, emotional, and physical well-being
- encourage a respect for those who represent the diversity of human experience, culture, and sexuality
- equip students to know how, and when to ask for help, to have the confidence to speak up and access the necessary support.

The programme will ensure that we comply with legal requirements such as the vital part RSE plays in meeting best practice for Safeguarding.

The school follows national guidelines which expect that all students will receive sex education which is part of the science curriculum and examination specifications, but that parents may withdraw students from relationship and sex education delivered as part of the PSHE and pastoral curriculum. For parents who wish to withdraw their child from RSE lessons, a letter should be sent to the relevant Head of School who will acknowledge this and explain what alternative arrangements will be put in place.

From 2020, Relationships Education has been compulsory in all primary schools in England and Relationships and Sex Education (RSE) has been compulsory in all secondary schools. This accords with statutory guidance issued by the Secretary of State – *Keeping Children Safe in Education September 2024*.

Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools. This is in response to the identified risks children and young people may face through their increased online activities, and the need to support them to be safe and healthy, so they are able to manage their academic, personal and social lives in a positive way.

Following consultation with parents, young people and professionals the DfE has published statutory guidance for Relationships Education, Relationships and Sex Education, and Health Education in England (DfE, 2020).

King's InterHigh will integrate elements from the DfE guidance, Sexual violence, and sexual harassment between children in schools and colleges.

## **Safeguarding**

A key function of Relationships and Sex Education is keeping children safe, and our school can play a significant role through preventative education.

Heads of Year and Heads of School are aware of the risks in teaching about sensitive subjects and carefully consider planning around these issues and ensuring material is appropriate and inclusive. Any issues identified will be reported to the DSL in line with the school's child protection/safeguarding policy. On a wider level, these issues are also covered through the implementation of the school's PSHE policy.

Good practice allows children an open forum to discuss potentially sensitive issues. This in turn can lead to an increase in children disclosing abuse, or of teachers becoming aware of concerns about a child's wellbeing.

Teachers should all understand how to respond to disclosures of abuse and report any concerns they may have, following the school's safeguarding procedures. The school will also pay close attention to the mental and emotional health needs of all children in the school and to consider these issues as part of the PSHE curriculum.

## **Rationale**

Beliefs, attitudes, and values

Our Relationships and Sex Education programme will be developmental, giving accurate and appropriate information which is inclusive and accessible to all our young people. RSE is taught within the framework of our school values.

To carry out these principles in practice it is important that every child is helped to realise the importance of respecting themselves and others in their relationships both at school and outside, and the responsibility that they have both to themselves and to others in the choices and decisions that they make.

Students will be given the opportunity to discuss values and morality. This will encourage the growth of self-awareness and will enable them to develop morally and establish their own values framework. Teachers should be aware that some students are more vulnerable to exploitation, bullying, and other issues due to the nature of their SEND. Teachers should ensure that their teaching is sensitive, age appropriate, developmentally appropriate and delivered with reference to the law. As British school with an international community it is important to state that all references to the law relate to British law.

Discussion of moral values will not take place in the abstract but will relate to young people's experience and expectations of relationships, sexuality, and wider moral issues which will affect their lives. Students will be encouraged to consider values which demonstrate compassion and care when interacting with people whose ideas do not conform with their own.

It is important that they realise that strong emotions are experienced in sexual intimacy, and that they are aware of their responsibility in showing respect and care for their own and the other person's feelings, decisions, rights, and bodies.

*"Students should be able to understand the world in which they are growing up, which means understanding that some people are LGBT, that this should be respected in British society, and that the law affords them and their relationships recognition and protections"* (DfE, 2021).

## Knowledge and Information

Research has shown that effective sex education, both in school and at home, can lead to more responsible behaviour and a reduced likelihood of early sexual activity and risk of psychological and physical harm.

At the start of any topic or session it is important that teachers sensitively examine the knowledge that the students already have, which will give them a realistic starting point. This will be done using an online form which assesses all students' level of prior knowledge and confidence in relation to relationships and sex education.

Liaison with parents and other parts of the school is particularly important in helping establish a programme that meets real needs.

The information and knowledge content of the programme will include the following:

- Full, accurate and up-to-date information about growth and development on topics including puberty, sexual relationships, consent, conception, fertility control, childcare and responsible parenthood, including the legal aspects of sexuality; exploring gender identity to include transgender and transitioning, positive and negative consequences of sexual practice; HIV/AIDS; unplanned pregnancy; STIs and cervical cancer.
- Information about the essential elements involved in establishing and maintaining close relationships which are central to personal happiness.
- Looking at what friendship and love involve in real terms will be an important part of sex education.
- Information which aims to educate against prejudice.

## Skills

Social skills in learning about relationships cannot just be taught, they evolve based on individual and shared experiences. Success in acquiring these skills depends on young people feeling valued themselves. Our first task is to try to increase their self-esteem, confidence, and integrity.

In sex education, opportunities will be provided for students to assess evidence, make individual and group decisions, learn to listen and negotiate, and to look at ways of dealing with conflict and solving problems.

Independent and group activities will enable students to explore other people's points of view, considering diversity, fairness, justice, prejudice, and discrimination.

Developing their questioning skills and critical ability will help them to make informed and balanced choices and become more self-aware.

## Organisation and Delivery of the Programme

The overall planning and preparation of materials for the programme is carried out by the Heads of School and the Heads of Year.

Regular opportunities for input are also afforded to the wider academic staff during Year group meetings. The NSPCC Talk Relationships modules are used to facilitate discussion.

Wider aspects regarding sexuality and relationships are integrated into all pastoral and curricular areas embracing a whole school approach.

## **Use of Resources**

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

## **Involvement of parents**

This policy is published on the school's website and available on request the school teams.

## **Parental Requests for Children to be Excused from Sex Education**

As outlined within guidance from the DfE, parents/carers have the right to request their child be withdrawn from all or part of sex education lessons that are delivered as part of RSE.

- Parents/carers do not have a right to withdraw their child from Relationships Education.
- Parents/carers do not have the right to withdraw their child from any sex education delivered as part of the Science curriculum.
- Parents do not have the right to withdraw their child from Health Education.

Although parents/carers have the right to request to withdraw their child from any or all of sex education as part of Relationships Education, it is our aim to encourage parents to see the value of RSE learning and its contribution to keeping children safe, developing their emotional, social and physical wellbeing and for promoting equality and social justice.

Should a parent decide that they do not wish their child to take part in any of these lessons, we would ask that they first contact the Head of Key Stage to share their concerns. The Head of Key Stage will discuss the request with the parent/carer to fully understand and address any concerns or objections to the content of the curriculum.

If parents/carers do decide to withdraw their child, from all or part of sex education lessons, they should inform the Head of Key Stage in writing and the school will keep a record of this.

## **Sensitive Issues**

### *The Legal Position*

A teacher's pastoral concerns should never trespass on parental rights and responsibilities. Generally, according to circular 5/94, teachers should not give contraceptive advice to an individual student under the age of 16. A student requesting advice on any aspect of sexual behaviour should be encouraged to discuss the matter with his or her parents and (if appropriate) a relevant health profession.

## *School Practice*

Teachers should not give students advice on contraception pertaining to their individual personal situation but should encourage them to speak to their parents. If students say they are unable to seek help from their parents, the member of staff concerned should, after a careful discussion with the student, on the moral, physical and legal implications, inform the child about how to seek help from appropriate health professionals. Students should have the right to information about who these professional people are and where they can be found in their local areas.

Teachers can discuss with individual students the issues that surround the use of contraception. If the teacher is uncertain about any of the issues involved, they can seek advice or support from their Head of Year and Head of Key Stage

It is important to respect the student's confidentiality by presenting a hypothetical situation which will exclude their identity. If the teacher feels that in talking to an individual around matters of contraception there is a risk that they might be put in a position which could be compromising, it is advisable for them to be accompanied by another member of staff, having agreed with the student who this should be.

## *Answering students' questions*

In an online environment, students' questions can be gathered in anonymous polls, reviewed by the pastoral team and addressed in future sessions. If teachers do not feel comfortable with questions that arise out of issues pertaining to relationships and sex education, then they should seek advice from either their Head of Year or from the Head of School as they see appropriate.

They should not feel obliged to answer difficult questions immediately, and to do so could be inappropriate in a class forum.

## *Procedures Concerning Confidentiality and Disclosure*

It is important that students understand the position regarding confidentiality between themselves and staff before speaking to them in confidence.

Teachers must not make promises of confidentiality to a student that cannot be kept. Any concerns for a student's health, safety and welfare will be passed onto the Designated Safeguarding Lead.

However, it is important that young people feel confident that they can approach teachers for information and support on issues that may relate to their sexual behaviour. It is vital that teachers can respond to young people's requests for help and do not turn them away.

It is unlikely that young people will trust teachers if they feel that this information will be passed on to their parents. Legal opinion suggests that teachers should only inform parents of the sexual activity of students, if, in their professional opinion, it is in the best interest of the child to do so. (Sex Education Forum: response to DFE guidelines).

Where the circumstances are such as to lead a teacher to believe that a student has embarked upon, or is contemplating, a course of conduct which is likely to place him or her at physical risk or in breach of the law, the teacher has a general responsibility to ensure that the student is aware of the implications and is urged to seek advice. In such circumstances, the teacher should inform the Head of School.

The Head of School should arrange for the student to be counselled if appropriate. Where the student is underage, the parents need to be made aware, preferably by the student him/herself (and in that case checking that it has been done).

If there is any disclosure which indicates that a student is at risk of or has experienced abuse it is essential that the Designated Safeguarding Lead is informed immediately. Please refer to the school's Child Protection and Safeguarding Policy.

It is important that outside speakers are aware of these procedures. Heads of Key Stage work directly to ensure the content of any external visitors' presentations.

## **Relationships and Sex Education in School**

The aim of RSE is to give young people the information needed to develop healthy, nurturing relationships of all kinds, not just intimate relationships. Effective RSE does not encourage early sexual experimentation but teaches young people to understand human sexuality and respect themselves and others.

Knowledge about safer sex and sexual health remains important to ensure young people can make safe, informed, and healthy choices as they progress to adult life. This will always be delivered at an age-appropriate level or time.

Students should also be given opportunities to understand how healthy relationships can benefit their own mental wellbeing and self-respect.

There are opportunities for students to learn about the laws surrounding sex, sexuality, sexual health, and gender identity which should be delivered in an age appropriate and inclusive way.

The laws around a variety of other issues should be considered which include marriage, consent, pornography, abortion, radicalisation, and gangs.

There should also be opportunities to learn about grooming, sexual exploitation and domestic abuse which should include addressing coercive and controlling behaviour.

### **Subject content**

The curriculum programme is developed by Heads of Year and Heads of Key Stage in conjunction with pupils and parents. We will meet the learning objectives and content outlined in the Relationships Education, Relationships & Sex Education and Health Education Guidance. All content is delivered in a timely way and will be age and developmentally appropriate to meet the needs of our pupils, including those pupils with SEND.

## **Relationships and Sex Education in the Senior School**

### *Sixth Form*

In the Sixth Form we adopt a flexible approach to Relationships and Sex Education, providing students with up-to-date information about issues which are relevant to them as young adults. Sessions are conducted either in individual form groups or with the entire Sixth Form when speakers are invited. Topics such as physical health, social and communication skills, online safety, emotional awareness and relationships

### **Senior School**

#### *Aims of the RSE programme in Senior school*

Students in Years 10-11 follow the PSHE Association Programme of Study which is closely aligned to the statutory DfE guidance (2021).

In Key Stage 4, students who study IGCSE Biology as part of the separate science or combined science programme will cover biological aspects of RSE.

At Key Stage 4, students deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during key stage 3. PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

All the statutory requirements for RSHE are met across the ages 11-16 programme.

- Self-concept
- Health-related decisions
- Drugs, alcohol and tobacco
- Managing risk and personal safety
- Sexual health and fertility
- Positive relationships
- Relationship values
- Forming and maintaining respectful relationships
- Consent
- Contraception and parenthood
- Bullying, abuse and discrimination
- Social influences
- Media literacy and digital resilience

In addition, our students receive relevant and meaningful information and learning experiences:

- To ensure that students understand what consent is, the legal and ethical details, the meaning of choice, freedom and capacity to consent and strategies to manage giving and withdrawing consent.
- To ensure students are given clear and accurate information to enable them to take responsibility for their own sexual behaviour and health, including information about HIV/AIDS and other STIs, and abortion.
- To explore the powerful feelings connected with sexuality and sexual behaviour.
- To encourage students to value themselves and their sexuality. To develop a deeper understanding of the importance of close and loving relationships, now and in their future lives beyond school. To be aware of the dignity of all people and their responsibility to themselves and others.
- To encourage responsibility in relationships, reflecting upon the effect that their behaviour has on other people, and to clarify their own sexual values.
- To encourage debate and discussion on social and moral issues concerning sexuality in order to develop students' critical awareness, and their ability to make reasoned judgements establishing their own values.
- To encourage students to see the importance of basing the expression of their sexuality on essential human values rather than stereotypes which promote their sexuality at the expense of other people's.
- To consider what loving means to them in the light of their own needs and experience.
- To give students the opportunity to practise assertiveness, to equip them for difficult situations in their future lives.

## **Relationships and Sex Education in the Middle School**

Aims:

- To enable students to understand what consent means, why it is important, and strategies to manage persuasion and pressure on consent.
- To encourage students to understand and value their sexuality.
- To prepare students for and to clarify pubertal changes: physical, practical, emotional and social.
- To help students to celebrate the growth and development of their bodies and emotions and encourage a positive self-image.
- To study the process of human reproduction, conception, and contraception.
- To ensure they are given clear, accurate information to enable them to take responsibility for their own sexual behaviour and health (including in Year 9, information about HIV/AIDS and other STIs).
- To enable students to communicate about sexual matters in a clear and unembarrassed way, using appropriate language.

- To help students to understand their responsibility for themselves and towards others as they grow up, and to make clear the importance of developing their own values and their ability to make moral choices, including the importance of valuing and protecting themselves.
- To raise students' awareness and understanding of themselves, their sexuality and that of others.
- To help children see beyond the immediate situation, to the consequences that result from their behaviour, practising coping and decision-making skills in role-play.
- To allow students to make good choices online and to understand the legalities around youth produced sexual imagery, including distribution and coercion.

In Year 7 Science, students are taught about reproduction in animals in the context of human reproduction. The structure of human reproductive systems, fertilisation and pregnancy are also covered.

We use the PSHE Association Programme of Study, which is closely aligned to the statutory DfE guidance (2021) to structure our delivery into three core themes.

The 'Relationship and Sex Education' components are taught in the context of relationships, communication, social skills and values, always relative to the age and maturity of students. A mapping document which details the areas of the RSE curriculum covered in each term can be found by teachers, staff and parents on their relevant portal and hubs.

- Self-concept
- Mental health and emotional wellbeing
- Healthy lifestyles
- Drugs, alcohol and tobacco
- Managing risk and personal safety
- Puberty and sexual health
- Positive relationships
- Relationship values
- Consent
- Contraception and parenthood
- Bullying, abuse and discrimination
- Social influences
- Media literacy and digital resilience

The curriculum aims to provide students with their entitlement to information as appropriate to their age and stage of development.

## Relationships Education in the Primary School

The focus in primary school is on teaching the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships, and relationships with other children and adults.

This will create opportunities to ensure children are taught about positive emotional and mental wellbeing and how friendships can impact on this.

Children will also be taught to recognise and report different types of abuse, including emotional, physical and sexual. This will include focusing on boundaries and privacy so that children understand that they have rights over their own bodies and know how to seek advice when they suspect or know something is wrong.

There will also be opportunities to teach children about boundaries with their peers, including when they are online, and ensuring they learn that where abuse takes place it is never the fault of the child who is abused.

Students in the Primary School follow the PSHE Association Programme of Study which is closely aligned to the statutory DfE guidance (2021).

There are three areas that are designed to progress in sequence from September to July:

- 1. Autumn: Health and Well Being**
  - Families and friendships
  - Safe relationships
  - Respecting ourselves and others
  
- 2. Spring: Relationships**
  - Belonging to a community
  - Media literacy and digital resilience
  - Money and work
  
- 3. Summer: Living in the Wide World**
  - Physical health and Mental wellbeing
  - Growing and changing
  - Keeping safe

The 'relationship and sex education' components are taught in the context of relationships, communication, social skills, and values, always relative to the age and maturity of students.

In Year 6 Science, students are taught about reproduction in animals in the context of human reproduction. It is treated in a matter-of-fact manner to allay embarrassment.

Prior to this taking place, the Head of Key Stage will liaise with all staff teaching the unit to reiterate key points and ensure all teachers understand the unit and their role.

Parents will be contacted and consulted with, ahead of these lessons taking place.

## Relationships Education in the Primary School

Our aim with our youngest children is to develop children's sense of themselves and the changes they have experienced since birth. Through our core philosophy we begin to build an understanding of the importance of friendships, how to behave with one another and the importance of family relationships.

We demonstrate:

- Gentle hands
- Kind hearts
- Walking feet
- Listening Ears
- Respect
- Inside voices
- Good manners

## Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- It is sensitive to all pupils' experiences
- During lessons, it makes pupils feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole class setting
  - Small groups or targeted sessions
  - Digital formats
- Consider the level of differentiation needed

## Complaints

We hope that you will not feel the need to complain about the operation of our relationships and Sex Education Policy and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the school's Compliments, Concern and Complaints Policy (current policies) is on our website, and we will send you copies on request.

## Staff support and Training

The planning and delivery of the PHSE and RSHE content is the responsibility of the Heads of Year and Heads of KeyStage. Materials and training for these teams include NSPCC *Talk Relationships* - a service to ensure secondary school-aged young people can learn about sex and relationships in a safe education environment that recognises, responds to, and prevents abuse and NSPCC courses.

The DFE has useful support and training materials for teachers on relationships, sex and health education <https://www.gov.uk/guidance/teaching-about-relationships-sex-and-health> which is shared with all teachers of RSE. We also arrange bi-annual RSE teacher training with an external provider.

Support is also provided to staff through the resourcing of the RSE programme.