Kings' School

RSE Policy 2026-2027

Policy name	RSE Policy	Owner / RTR
Hampshire model policy	Yes	June 2026
Approved by Headteacher/SLT:	ADS	June 2026
Approved by Committee	FGB	October 2026
To be reviewed / Next review date	Annually	October 2027

1. Aims

1.1 The aim of this policy is to communicate to staff, governors, parents/carers, visitors and pupils the manner in which Relationships and Sex Education (RSE) will be delivered and supported at the School. This supports the wider work of the school in helping to foster pupil wellbeing and develop resilience and character that are fundamental to pupils being happy, successful and productive members of society.

Central to this is pupils' ability to believe they can achieve goals, both academic and personal; to stick to tasks that will help them achieve these goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives. The subjects in this policy represent an opportunity to help young people develop. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help our pupils to become successful and happy adults who make a meaningful contribution to society.

1.2 The aims of RSE at Kings' School are:

- To enable our pupils to better understand the nature of relationships and what is acceptable and unacceptable behaviour in relationships
- To help them develop healthy, nurturing relationships of all kinds, not just intimate relationships
- To help pupils understand the positive effects a good relationship has on their mental wellbeing and the negative effects of an unhealthy relationship
- To help pupils develop feelings of self-respect, confidence and empathy
- To create a positive culture around issues of sexuality and relationships
- To enable pupils to understand the importance of stable loving relationships, including marriage, for the bringing up of children
- To prepare pupils for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood
- To teach pupils about contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure)

- To know about the risks of being online and how to stay safe from exploitation
- To teach pupils the facts and the law about sex, sexual health and gender identity in an age appropriate and inclusive way
- To equip pupils to make decisions for themselves, within the law, about how to live their own lives, whilst respecting the rights of others to make their own decisions and hold their own beliefs

1.3 At Kings' School we value mutual respect and tolerance. This is demonstrated through pupils' good behaviour and a fair and objective attitude to those of all faiths and beliefs; through relationships based on kindness and courtesy; through support of those with different needs and abilities; through an inclusive attitude to one and all, irrespective of age, race, disability, creed, sexuality or gender. The school nurtures a culture of friendship, honesty and generosity. This policy supports these values.

2. Statutory requirements

2.1 As a maintained secondary school we must provide RSE to all pupils as per the Children and Social work act 2017. In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. Relationships and sex education (RSE) and health education - GOV.UK

This policy reflects current statutory requirements. New DfE statutory guidance (published 2025) will apply from 1 September 2026, and the school has reviewed and updated its RSE provision to ensure compliance.

3. Policy development

3.1 This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps (and will continue to be followed for notable changes to the policy):

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance

2. Staff consultation – school staff were given the opportunity to review the policy and make recommendations

3. Parent/stakeholder consultation – parents/carers were given the opportunity to review the policy and make recommendations

4. Pupil consultation via the school council– consideration given to what pupils want from RSE

5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

Relationships and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip

children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and wellbeing.

5. Curriculum

5.1 The Kings' School curriculum is set out as per Appendix 1, but we may need to adapt it as and when is necessary.

5.2 The School has developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and do not seek answers online.

6. Delivery of RSE

6.1 RSE is mainly taught through the Personal, Social, Health, Relationships and Economic Education (PSHRE) and the Pastoral Curriculum, however RSE is also delivered through a range of other curriculum areas. For example, the Science curriculum delivers aspects that relate to biological and anatomical factors and Religious Studies for the coverage of moral issues. Business and Enterprise education deliver much of the Online and Media requirements. Some of the themes are covered through assemblies, presentations and productions to larger groups, such as year groups, by external facilitators as well as Heads of Year, other teaching staff and the School Leadership Team (SLT).

6.2 Kings' School recognises the need to create a supportive and secure atmosphere where pupils can develop the confidence needed to talk, listen and think about relationships and sex education. In order to do this, teachers will:

- Establish ground rules with pupils
- Emphasise the importance of mutual respect
- Encourage reflection
- Make pupils aware of the relevant persons to approach in the school.

6.3 RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful and healthy relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

6.4 For more information about our RSE curriculum, see Appendix 1.

These areas of learning are taught (both within RSE lessons and when RSE is taught in other curriculum areas) 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, LGBTQ+ parents, families headed by grandparents, adoptive parents, 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). Classroom teachers will take into account individual children's needs

including SEND, see our SEND policy SEND-Policy-2025.docx. If external providers are used in lesson delivery, the Visitors Working with Pupils Policy is adhered to; Visitors Working with Pupils Policy

7. Roles and responsibilities

7.1 The governing body:

The governing body will approve the RSE policy and hold the head teacher to account for its implementation. The governing body will appoint a Link Governor with responsibility for Relationships and Sex Education. The Link Governor will work closely with the school to monitor the effective delivery of this policy, including reviewing curriculum plans, considering feedback from staff and pupils, and reporting key findings to the governing body.

7.2 The head teacher:

The head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from some or all of the sex education components of RSE (see section 8).

7.3 Staff

The Head of PSHRE oversees the coordination of RSE and supplies the schemes of work, lesson plans, and resources for PSHRE teachers. In KS3, this is delivered one assembly and two tutor time sessions per week. In KS4, it is provided during tutor time in 15-minute sessions, three times a week. Resources for teaching sensitive topics will be sourced from suitable bodies and organisations. Teaching staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from some or all of the sex education components of RSE

7.4 Dealing with sensitive issues:

Teachers are given training on handling controversial topics, are made clear about confidentiality boundaries and know where/who to refer students to for confidential advice and support.

7.5 The following are protocols for discussion-based lessons with students:

- No one (teacher or pupil) will have to answer a personal question
- No one will be forced to take part in a discussion
- Meanings of words will be explained in a sensible and factual way
- Teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent/carer
- It is expected that teachers' personal beliefs and attitudes will not influence their teaching of RSE

- If at any point, a disclosure is made by a pupil, it is the responsibility of the member of staff to follow the schools' safeguarding policy and notify the School's Designated Safeguarding Lead or Deputy DSL.

7.6 Pupils

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

8. Parents' right to withdraw

8.1 Parents have the right to withdraw their children from the some or all components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education the school will arrange this.

8.2 Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the head teacher.

8.3 A copy of withdrawal requests will be placed in the pupil's educational record. The head teacher will discuss the request with parents and take appropriate action.

9. Training

9.1 Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

9.2 The head teacher (via the Head of PSHRE) will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE. When doing so, the Visitors Working with Pupils Policy will be followed.

10. Monitoring arrangements

10.1 The delivery of RSE is monitored by the Line Manager of PSHRE, this includes:

- Regular line management meetings with the Head of PSHRE
- Reviewing and monitoring the Schemes of Work
- Approving (with the SLT) the use of external providers
- Regular learning walks

10.2 Pupils' development in RSE is monitored by class teachers as part of internal assessment systems. This policy will be reviewed by the school's senior team link every year. At every review, the policy will be approved by the governing body.

Relationships Education, Relationships and Sex Education (RSE) and Health Education curriculum map

YEAR GROUP/SUBJECTS	TERM	TOPIC/THEME DETAILS
Year 7 PSHRE Respectful relationships including friendships. Intimate and sexual relationships including sexual health Internet safety and harm	Autumn	Respectful Relationships: • What do positive friendships/relationships look like, recognising negative relationships • Positive family relationships • Recognise what being a good friend is and how to develop friendships, how to make up when things go wrong • How to resist peer pressure from friendship groups • Understanding what bullying is, bullying behaviours and who to turn to for help • Recognising the harm cyberbullying causes and how to protect yourself • Understanding the role of the bystander and the importance of reporting behaviour that is wrong
Year 7 PE Changing adolescent body	Summer	Period Talks for Girls • Changing adolescent body and menstrual well-being • Implications for emotional and physical health
Year 7 PSHRE Respectful relationships including friendships, Families, The Law	Summer	Being Safe • Giving permission (consent) • Personal boundaries, privacy and inappropriate touch • Exploitation, abuse, grooming, coercion, harassment • How to seek help or advice, including reporting concerns about others

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Year 7 Computing Online and media Internet safety and harm	Autumn	Social networking • Self-generated intimate images and videos. • AI-generated intimate images and videos. • Online profile – chat rooms, regulations • Online safety - Digital Footprint, keeping data safe • Cyberbullying • CEOP • Fake news – accuracy/reliability of online information – safe searching online • Online misinformation and conspiracy theories
Year 7 Science Intimate and sexual relationships including sexual health Physical health and fitness Changing adolescent body	Summer	Human reproduction • The facts about pregnancy • Key facts about puberty, changing adolescent body and menstrual cycle • Main changes which take place in males and females • Implications for emotional and physical health • Science relating to blood, organ and stem cell donation
Year 7 Food Technology Mental well-being Healthy eating	Autumn Spring Summer	Nutrition and healthy eating • Healthy eating – links between poor diet and health risks • Diet – making choices - what constitutes a healthy diet ‘Eatwell’.

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Year 8 PSHRE Respectful relationships including friendships The Law	Autumn	Identity and diversity • Stereotypes and the damage this can cause, including sex (the facts and laws concerning biological sex and gender reassignment), gender, race, religion, sexual orientation and disability • Discrimination and the law, for example, gender discrimination and knowledge of the Equality Act 2010 • Understanding protected characteristics and hate crime • Understanding employment law and discrimination • LGBTQ, gender identity and the discrimination faced by the community • Rights, equality and the importance of respecting difference within school and the wider community • Extremism and radicalisation, including how to identify harmful behaviours online and how to report it, or find support if they have been affected by those behaviours
Year 8 Computing Online and media	Autumn / Spring	Cyber-crime and cyber security • Rights and responsibilities, online behaviour expectations (protecting data), copyright, health and safety • Online risks (hacking, scams, text message scams) and the difficulties of removing material placed online • Getting support to report and manage issues – CEOP • Information and data online • Artificial Intelligence (AI) – chatbots, images and deep fakes • Ethics and AI

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Year 8 Food Technology Healthy eating	Autumn Spring Summer	Food life skills • Healthy eating and the impacts of poor diet, including issues around health, in particular cancer • The principles of planning and preparing healthy meals • Budgeting • Food assurance
Year 8 PSHRE Drugs, alcohol and tobacco The Law	Spring	Drugs and Young People • Facts about legal and illegal drugs and the risks, including the link to mental health conditions • Understanding the law relating to use, supply and possession of illegal drugs and the consequences for the future • Awareness of the potential harm of legal, over the counter and prescribed drugs. • Risk posed from County Lines – criminal exploitation
Year 8 PSHRE Basic first aid	Summer	First Aid and risk taking • Understanding the purpose of First Aid, DRAB • Knowledge of the most common and life-threatening injuries such as choking, unconsciousness, shock, burns and heavy bleeding. Basic treatments needed until help arrives • Practical experience of using life-saving skills, including the recovery position and CPR

YEAR GROUP/SUBJECTS	TERM	TOPIC/THEME DETAILS
Year 8 Science Drugs, alcohol and tobacco	Autumn	Breathing – effects on lifestyle • Harms of smoking tobacco, in particular, the link to lung cancer • Understanding the health benefits of quitting
Year 9 PSHRE Respectful relationships including friendships. Intimate and sexual relationships including sexual health Internet safety and harm Being Safe The Law	Spring	Personal Relationships • Recognising the characteristics of positive and healthy relationships ≠ Considering the impacts of choices on all aspects of health, emotional, mental and physical well-being ≠ Awareness of the most common sexually transmitted infections – including HIV and HIV prevention drugs, how they are transmitted and understanding the impact on sexual and reproductive health ≠ Knowledge of the full range of choices and efficacy of contraceptive methods available to offer protection from STI's and pregnancy ≠ How to access help and advice about contraception and relationships, the importance of testing and where to access this ≠ Knowledge of the laws regarding age of consent, consent, managing sexual pressure, peer pressure and your rights and responsibilities regarding sex and sexual activity ≠ How the use of alcohol and drugs can lead to risky sexual behaviours ≠ Knowing the law relating to sexting, taking and/or sharing indecent images of children and the criminal consequences of doing so

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Year 9 PSHRE Mental well-being	Spring	Health and well-being • Benefits of exercise on mental health and well-being • Understanding the importance of connections to other people, including family and the link to happiness and wellbeing • Understanding emotional health does vary over time, recognising the early signs of mental well-being concerns • Strategies that can be used to manage emotional health issues, such as mindfulness and toolkits such as the mental health first aid box • Understanding the impact choices have on mental health and know where to go for help and advice, for yourself and friends/families
Year 9 PSHRE Families Respectful relationships	Summer	Family life ∉ Recognising legal rights, responsibilities and protections that different long-term commitments have and understanding that forced marriage is illegal ∉ Opportunity to reflect on the reasons people may want to marry or become civil partners ∉ Explore parental responsibilities and different types of families ∉ Judging when a relationship is unsafe and how to seek help and advice, including reporting concerns ∉ Recognise that some types of behaviour within relationships are criminal, including violent behaviour and coercive control ∉ Know the law regarding FGM and issues around virginity testing and hymenoplasty

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Year 9 Computing Online and media Internet safety and harms	Spring	Digital resilience • Self-image and identity - unhealthy comparisons, unrealistic body image • Online relationships – images, selfies, blackmail • Self-generated intimate images and videos. • AI-generated intimate images and videos. laws • Online financial harms including scams and sextortion • Online reputation – difficulty of removing anything from the internet • Online bullying - Trolling • Managing online information • Health, well-being and lifestyle – gaming, sleep, limiting the impact of IT use • Privacy and security • Online Gambling • AI chatbots, images and deep fakes

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Year 10 PSHRE Drugs, alcohol and tobacco	Autumn	Lifestyle choices – drugs and alcohol • Physical and psychological risks of alcohol consumption, units, ABV and what is the recommended low risk unit consumption for adults • Reflecting on choices regarding alcohol consumption, the impact of peer pressure and responsibilities for behaviour whilst under the influence of alcohol • Recognising the consequences of bingeing as well as long term heavy consumption on physical and mental health • Physical and mental consequences of cannabis use, including the link to depression, psychosis, anxiety etc. Legal consequences of possession, use and supply • Knowledge of illegal drugs, the associated risks including short-term and long-term risks to health and future, including the consequences of a criminal conviction relating to jobs and travel • Knowledge of the harms of ketamine • Understand the link between drug/alcohol use and risky behaviours • Risks of vaping including illicit/illegal vapes (often contain undisclosed nicotine/substances)

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Year 10 PSHRE Intimate and sexual relationships including sexual health Internet safety and harm Being Safe The Law	Spring	Lifestyle choices – sexual health • Characteristics of healthy and unhealthy relationships and the positive aspects of one-to-one intimate relationships • Understand the impact of body image and self-esteem on relationships and risky behaviour • Understand issues relating to sexuality and gender identity • Discuss how sub-cultures might influence of sexual ethics, including the sexual norms endorsed by so-called 'involuntary celibates' (incels) or online influencers • Consequences of sexually transmitted infections on long-term physical, mental and emotional well-being, and where to go for help and advice • Review knowledge of contraceptive methods, difference between barrier methods and hormonal options in relation to sexual health and pregnancy • Considering what a healthy relationship looks like and choices surrounding sexual activity, including the decision to delay sexual activity • Understand the importance of communication within a relationship, the responsibility not to pressure anyone into sexual activity and how to resist pressure • Knowledge of the law around sexual consent and the serious criminal consequences of unlawful sex (where consent is not given, cannot be given, or consent is withdrawn), including sexual ethics regarding consent linked to power dynamics. • Understand the impact of viewing harmful content online, including sexually explicit material and how distorted pictures of sexual behaviour can impact relationships in a harmful way, including long term consequences for future relationships and health, with particular focus on depictions of strangulation and the law regarding this.
Year 10 RS Intimate and sexual relationships, including sexual health	Spring	Statutory RE abortion • Understanding choices relating to pregnancy, including keeping the baby, abortion, adoption

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Year 10 Personal safety	Summer	Being safe • Understand how to identify risk and manage personal safety in increasingly independent situations including road, railway and water safety. • Identify risks of travelling or holidaying without supervision and how to manage personal safety • Recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and social media • How to develop key social and emotional skills to increase pupils' safety from involvement in conflict and violence • Understand how to decrease the risk of having a drink spiked including methanol poisoning
Year 11 PSHRE Health and Prevention	Spring	Healthy Lifestyles • Knowledge of the facts and science relating to immunisation and vaccination • Understand the benefits of regular self-examination and screening • Revisit the facts about harms from smoking tobacco, the potential harms from vaping, the benefits of quitting and how to access support to do so • Knowledge and understanding of Gillick competence and medical consent
Year 11 PSHRE Intimate and sexual relationships, including sexual health	Spring	Respectful Relationships • 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 • Understand that all aspects of health can be affected by choices they make in sex and relationships • Knowledge of a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others • Understand the importance of gynaecological health and impacts on future health and fertility

YEAR GROUP/SUBJECTS	TERM	TOPIC/THEME DETAILS
Year 11 PSHRE Mental well-being	Spring	Health and well-being • Learn how to recognise the early signs of mental well-being concerns • Understand how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health • Know the benefits and importance of physical exercise, time outdoors, on mental wellbeing and happiness

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	