

Relationships and Sex Education Policy

Reviewed: June 2025

Adopted by Governors: Full Governing Body
15th June 2023

Next review: Summer term 2027

Kings Mill School & Residence



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Statement of intent

At Kings Mill School, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships education, which must be delivered to every pupil.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age and developmentally-appropriate and evidence-based relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered.

1. Aims of relationship and sex education

The aims of this policy and guidance are:

- To comply with the current legal position on sex and relationship education.
- To safeguard the rights and promote the welfare of children and young people.
- To remove barriers to learning and participation, protect from discrimination and ensure inclusion for all pupils/students in activities.
- To develop relationships that are purposeful in that adults respond to pupil's communication and likes/dislikes as they develop. Playing together, sharing items, waiting and working in small to large groups
- Relationships should not be of an aggressive nature. They should not be an imposing of a pupil's will over others. They should be considerate of others; they should be supportive and always trying to maintain non harmful ways of communicating.
- That developing relationships change as pupils grow. That they reflect changes in how society communicates including modern IT systems.
- That pupils develop additional skills to live as independently as possible and with as full a life as possible.

2. Basic principles

Staff should bear in mind the following principles:

- Children/young people have a right to feel, and be, safe and secure. We will need to teach some of this as skills, understanding or experiences.
- Children/young people have a right to an education and schools have a duty to identify and remove barriers to learning and participation for pupils of all abilities and needs. This does mean we repeat lots of relevant activities and tasks until they indicate some improved understanding.
- Children and young people should be respected and valued as individuals
- Children/young people have the right to be accepted for who they are without regard to age. Gender, ability, race, culture or beliefs. *See our LGBT policy.*

- Children/young people should have access to a good relationships and sex education programme.
- The area should be implicit within all the work pupils do. There are times however, when discreet and specific lessons are delivered at a level appropriate for that child. Where it is appropriate to consult and use support from other agencies, children and parents will also be signposted to these.
- We DO need to provide pupils with an understanding as much as possible of the changes to their bodies and the how this may feel.

3. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- DfE (2025) 'Keeping children safe in education'
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2021) 'Teaching about relationships, sex and health'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Equal Opportunities and Diversity Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Intimate Care Policy and Procedure
- LGBT Policy
- Use of Internet Policy and Guidelines
- Countering Bullying Policy
- Bedroom monitoring Policy

4. Roles and responsibilities

The governing board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

The Senior Leadership team are responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy every three years.

The Personal and Social Education subject leader is responsible for:

- Overseeing the delivery of Relationships, Sex and Health Education.
- Ensuring the subjects are age-appropriate, developmentally appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in other parts of the curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to SLT.

Teachers are responsible for:

- Delivering a high-quality and age and developmentally-appropriate relationships, sex and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Working with the relationships, sex and health education subject leader to evaluate the quality of provision.

5. Public masturbation and masturbation at school

The clear view of the teaching staff is that public masturbation or using toilet facilities within school to masturbate is NOT acceptable. Pupils should be told in a way they understand that masturbation is for private places. They should not be made to feel that it is wrong to masturbate, but the message should be reinforced that school is not an appropriate place. In residence a pupil may be sent to their bedroom which is private and discreet; reinforcing what parents would also be expected to do. Incidents of this type would be reported to the family and a meeting convened to discuss a way forward. It is logged as sexualised behaviour on CPOMS. It is the staff's expectation we teach skills, understanding and personal safety with this decision.

6. Organisation of the curriculum

The delivery of the relationships education and of health education coincide with one another and will be delivered as part of the school's PSHE curriculum.

For the purpose of this policy:

- **"Relationships education"** is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online.
- **"Health education"** is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.
- **"Sex education"** is defined as teaching pupils about developing healthy sexuality, and will cover issues, beyond those covered in the science and health curricula, that will be determined in response to the needs of the relevant cohort.
- The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' guidance.

The relationships, health and sex education curriculum takes into account the views of teachers, pupils and parents. The school has organised a curriculum that is appropriate for the age and developmental stages of pupils within each year group. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

We are dedicated to ensuring our curriculum meets the needs of the whole-school community; We use the schemes of work from the PSHE association which together with some SEND resources on our shared area provide the necessary resources for our teachers to differentiate materials linked to this curriculum as appropriate for their pupils.

Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:

- Organising a meeting with a member of SLT.
- Phoning the school office or a member of SLT.
- Emailing kingsmill.specialschool@eastriding.gov.uk.
- Submitting written feedback to the school office.

7. Consultation with parents

The school understands the important role parents play in enhancing their children's understanding of relationships, sex and health. Similarly, we also understand how important parents' views are in shaping the curriculum. The school works closely with parents by establishing open communication – all parents are consulted about the skills they feel it is important for their child to learn as part of the EHCP annual review process.

Parents are provided with the following information:

- The content of the relationships, sex and health curriculum
- The delivery of the relationships, sex and health curriculum, including what is taught in each class group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum. Parents are consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time. However, parents will not be granted a 'veto' on curriculum content, and all final decisions will be the school's to make.

8. Relationships education overview

We aim to equip our pupils with the knowledge and skills to build healthy relationships. Topics covered will include:

- Family relationships
- Caring Friendships
- Respectful relationships
- Intimate and sexual relationships
- Online relationships
- Being safe

9. Health and Sex education overview

We aim to equip our pupils with the knowledge and skills to stay healthy throughout life. Topics covered will include:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body
- Sexual health
- Legal considerations

10. Delivery of the curriculum

The relationships, sex and health curriculum will be delivered as part of our PSHE curriculum.

Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work, which considers the pupil's level of understanding.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

The curriculum will build upon knowledge and skills each year and good transition between classes will allow teachers to select appropriate learning outcomes for the year.

Parents will be consulted, especially in senior classes before sex education topics are covered.

Any resources or materials used to support learning will be formally assessed by the relationships, sex and health education subject leader before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's Online Safety Policy.

We will ensure that LGBTQ+ content is fully integrated into the relationships and health curriculum, rather than delivered as a standalone unit or lesson. The school will ensure it is communicated to parents and stakeholders that LGBTQ+ relationships and content are not inherently sexual in nature, and parents do not have the right to withdraw their children specifically from lessons regarding LGBTQ+ issues.

Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly. Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and in a manner appropriate to the pupil's age.

In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

Teachers will ensure pupils are aware of the expectation of them to participate sensitively and respectfully in class discussions of sensitive issues.

Teachers will stop full class discussions where pupils begin to reveal personal, private information related to sensitive issues. If teachers feel concerned about anything shared by a pupil, they will follow the appropriate response as laid out in the Child Protection and Safeguarding Policy.

The programme will be designed to incorporate all pupils, and activities will be planned to ensure all are actively involved.

Teachers will focus heavily on the importance of healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.

11. Working with external experts

External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy. The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

Before delivering the session, the school will:

- Ensure the lesson the external expert has planned fits with the school's planned curriculum and this policy.
- Ensure the expert's credentials are checked before they are able to participate in delivery of the curriculum.
- Discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- Ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.
- Agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.

12. Withdrawing from the subjects

Relationships and health education are statutory and parents do not have the right to withdraw their child from the subjects.

Parents have the right to request to withdraw their child from all or part of the sex education curriculum. Three terms before their 16th birthday the child has the right to decide if they should be withdrawn from sex education lessons if they have mental capacity.

The school will remain aware that the teaching of some aspects of the curriculum may be of concern to parents. If parents have concerns regarding RSE and health education, they will in the first instance contact their child's class teacher to discuss their concerns. If they continue to have reservations Parents should contact a member of SLT for further discussion. Agreement about appropriate content should be reached taking into account the age and development of the pupil and their level of understanding.

13. Staff training

All teachers in senior classes at the school will undergo training on an annual or as required basis to ensure they are up-to-date with the relationship, sex and health education programme and associated issues.

One teacher's meeting a year will be dedicated to discussion of the PSHE and RSE curriculum which may be led by the PSHE co-ordinator or SLT.

Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

14. Confidentiality

Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible. Teachers will, however, alert the headteacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.

Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure. Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Child Protection and Safeguarding Policy.

15. Monitoring quality

Teachers are responsible for evaluating the progress of pupils in all areas of personal development. Progress and identifying areas for further development should be part of the EHCP annual review.

Following completion of sex education topics in senior classes, Teachers should assess the level of understanding of each pupil and assess their risk in the following areas:

Understanding private parts of the body

Understanding the difference between public and private places both at home and in the community.

Understanding the need to speak out if a situation is inappropriate/wrong or concerns them.

Understanding consent.

Pupil's understanding and vulnerability is also assessed annually in their personal risk assessment and if required their personal behaviour plan.

16. Monitoring and review

The governing board is responsible for approving this policy.

This policy will be reviewed every two years by the relationships, sex and health education subject leader and a member of the Senior Leadership Team. The next scheduled review date for this policy is Summer 2027. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

Record of review/amendment

Review Date:	11 th October 2023	Page No (Other info):	3 Legal Framework
Original:	DfE (2022) 'Keeping children safe in education'		
Amendment:	DfE (2023) 'Keeping children safe in education' Reviewed alongside updated KCSiE guidance – DSL		

Review Date:	10 th June 2025	Page No (Other info):	3 – Basic principles addition and Legal Framework – date changed
Original:	Basic principles – see addition below DfE (2023) 'Keeping children safe in education'		
Amendment:	Basic principles (addition): Where it is appropriate to consult and use support from other agencies, children and parents will also be signposted to these. DfE (2024) 'Keeping children safe in education'		

Review Date:	1 st September 2025	Page No (Other info):	3
Original:	DfE (2024) 'Keeping Children Safe in Education'		
Amendment:	DfE (2025) 'Keeping Children Safe in Education'		