Policy Name	Relationships and Sex Education				
Effective Date	January 2022	**Date of last revision**	September 2025	**Version No.**	2
Author	Whole School Designated Safeguarding Lead				

Version History				
Version	**Approved by**	**Revision Date**	**Details of Changes**	**Author**
1		**11.09.2024**	**Introduction - changes to wording and reference to KCSIE 2024**	**Head**
			Wording related to the IB Learner profile	
			Confidentiality reinforced within the wording for KCSIE	
			Differentiation is explicit as a method to assist students	
			Updated 4 strands in KCSIE 2024	
2		**13.09.2025**	**Updates in line with KCSIE 2025 and Relationships Education, Relationships and Sex Education (RSE) and Health Education 2025.**	**Head**

Introduction

This policy outlines ICS's approach to Relationships and Sex Education (RSE), equipping students with the information and critical thinking skills to make informed decisions that support their physical, emotional, and mental safety and well-being in relationships. The policy has been updated to reflect the *Keeping Children Safe in Education* (KCSIE) guidance (2025) and statutory guidelines on RSE and Health Education (2025), ensuring all education is up to date with legal and safeguarding requirements.

It sets out the rationale for teaching this part of the curriculum, explains what will be taught and how, and highlights how learning will be assessed. It also ensures that students, parents, and carers are involved in shaping the program and that the needs of all students are met, regardless of background or ability.

Scope

Definitions of Key Terms

- **RSE** – Relationships and Sex Education
- **PSHE** – Personal, Social, Health & Economic Education
- **PSPE** - Personal, Social and Physical Education
- **Jigsaw** – A Personal Social Health Education programme used with primary and secondary students

The following policies should be read in conjunction with this:

- Safeguarding Policy
- Behaviour Policy
- Online Safety Policy
- Anti-Bullying Policy

This policy applies to staff, students and parents at ICS London.

It is published on the school website and provided to all teaching staff during induction alongside our ICS Professional Code of Conduct.

Failure to comply with this policy will result in an intervention from the Senior Leadership Team.

Aims and Objectives

In relation to Relationships and Sex Education the learning outcomes will be that students will learn how to make informed, considered choices with regard to:

- Their physical, mental and emotional wellbeing including sexual health.

- Developing and maintaining a variety of healthy relationships.
- Identifying and accessing appropriate advice and support.
- Their educational, economic and employment future.
- Their rights and responsibilities as active citizens.

We believe that it is important to address this area of the curriculum because without accurate information from school and home, individuals are placed at greater risk of making ill informed choices about relationships and sex and are more vulnerable to exploitation by others.

As the accessibility of a wide variety of online material grows, we believe it is important for the school and home to offer a counterbalance of clear, impartial scientific information whilst allowing students to explore differing viewpoints on the choices people make with regard to relationships and sex. A wider understanding of these differing perspectives and choices will aid young people in understanding others, as well as making sound choices for themselves.

The following guidance comes from the Department of Education Relationships Education, Relationships and Sex Education (RSE and Health Education) Statutory Guidance, July 2025.

> The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.
>
> Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity.
>
> Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time. (DofE25)

Values

Aligned with the *IB Learner Profile*, this program fosters students' personal qualities, equipping them with the ability to form positive, safe, and healthy relationships.

The ten characteristics that comprise the IB Learner Profile are all relevant to the RSE programme and as such will be reinforced during lessons. By seeking to

develop these personal qualities our students are in a good position to develop positive relationships now and in the future.

Open-Minded, Balanced, Principled, Caring, Thinkers, Knowledgeable, Inquirers, Risk-takers, Reflective, Communicators.

Confidentiality

ICS remains committed to the safety of all students. The policy reiterates that confidentiality cannot be guaranteed if a student is deemed to be at risk of harm. All concerns will be escalated in line with the Safeguarding Policy, ensuring alignment with KCSIE 2025.

If as a result of the material covered in RSE sessions staff become concerned that a student is 'at risk' they must follow guidance set out in the ICS Safeguarding Policy.

Student Involvement

Student engagement remains a priority, with reflective journals used as a method of assessment. Students are encouraged to provide feedback anonymously if preferred, ensuring that their questions and concerns are addressed promptly.

Updates to assessment methods now include more consistent evaluation of students' understanding of online safety, in line with KCSIE's focus on mitigating risks related to online grooming and exploitation.

In Primary, they also have the opportunity to submit anonymous questions via the 'Post Box' in each class which the teachers address during subsequent lessons. In Secondary, prior to RSE lessons, students are given the opportunity to ask questions (verbally or anonymously via written notes) in lessons or privately with teaching staff. These questions are then addressed with the class or individually as appropriate.

Assessment of Learning

RSE sits predominantly within the PSHE Curriculum. Within Secondary PSHE our assessment focus is on evidence of learning and reflection. We will assess our students' learning through reflective journals which will be completed throughout units.

In the PYP students complete a range of activities and engagements that allow for teachers to assess their understanding, supported by the Jigsaw programme.

Inclusion and Differentiation

The PSHE Association notes that effective PSHE lessons, 'Start where children and young people are: find out what they already know, understand, are able to do and are able to say.' (see Appendix 1). To this end we will respect the unique starting points of students by providing learning that is differentiated and tailored to the individual student's prior learning and readiness. In order to ensure that all

students feel included by these lessons, a range of viewpoints will be presented and discussed whenever appropriate.

Differentiation is a key principle, and lessons are adapted to meet the individual needs of students, particularly those on the SEN register or due to their English language level. Specific learning strategies include pre-teaching, additional classroom support, and inclusive resources to ensure accessibility for all students.

We are committed to ensuring that our RSE curriculum is inclusive, reflecting the protected characteristics under the Equality Act 2010. Lessons will address sensitive topics such as sexual orientation, gender identity, and consent, ensuring they are taught in a way that is respectful of diverse views and backgrounds.

In keeping with our Mission and Vision commitments to inclusion, along with our responsibilities under the Equalities Act 2010, our RSE lessons will respect the potential diversity and emerging nature of our student's sexual orientation and gender identity. We will also strive to make the lesson content accessible to all students, irrespective of their language level, disabilities, educational needs, race, nationality, religion, pregnancy, maternity.

We will assess student needs in discussion between Form Tutors, Class Teachers, Key Teachers, Student Support, SLT and, if deemed necessary, Parents/Carers. Where appropriate individual students may be consulted about how they wish to be included.

PSHE lessons will address issues of discrimination, teasing and bullying (including cyber-bullying) and the use of prejudice-based language. Our goal will be to equip students to find constructive ways to communicate with others, thereby avoiding the above behaviours, ways to respond to such behaviour and how to ask for help.

Programme Content

Primary Programme

Relationships and Sex Education is tailored to the age and physical and emotional maturity of the children and is sequenced by the PSHE programme Jigsaw. We endeavour to teach about puberty before students experience it.

In the Primary Years Programme Year 5 and Year 6 students learn about

- Self- and body image
- Influence of online and media on body image
- Puberty for girls
- Puberty for boys
- Conception (including IVF)
- Growing responsibility
- Coping with change
- Preparing for transition
- Reflections about change
- Physical attraction

- Respect and consent
- Boyfriends/girlfriends
- Sexting
- A critical understanding of online media

RSE is linked to units of inquiry across the Primary classes wherever possible and relevant, incorporating content in Science and Personal, Social and Physical Education.

Key areas of focus are :

- Families and the people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Secondary Programme

For secondary students, the RSE curriculum is delivered through a bespoke programme and includes updates reflecting the latest guidance from KCSIE. Key areas of focus include:

- Understanding healthy relationships, both offline and online
- Managing online safety risks such as grooming, sexting, and exploitation
- Consent in sexual and non-sexual contexts
- Addressing sexual harassment, peer-on-peer abuse, and coercive behaviors

Our PSHE Programme for Diploma students has a separate curriculum which has been compiled and aligned with the Jigsaw programme.

Flexibility in Content Delivery

In response to student needs, the RSE programme can be adjusted to address any emergent issues, ensuring that it remains relevant and responsive to students' experiences both in and out of school.

We do reserve the right to address a topic with a group of students (including a whole year group) in response to an incident that occurs or issue that arises, thus allowing us to respond flexibly to the needs of our students.

Content will be adapted to suit the maturity, prior learning and readiness of students (please refer to Appendix 2 for further detail on topics). Some Science and Physical and Health Education lessons may contribute to aspects of RSE, as well as tutorial sessions, assemblies and visitor talks.

Parent / Carer Involvement & The Right of Withdrawal

We are committed to working with Parents and Carers. We will provide support by sharing appropriate resources with parents throughout the year and by offering parent workshops on specific topics such as RSE and Online Safety.
Parents are informed in advance about the detailed content of the lessons for Year 5 and Year 6 and an opportunity is provided for parents to speak with their children before the lessons begin.

Right to Withdraw

Parents remain partners in the delivery of RSE at ICS. We will continue to provide resources, workshops, and guidance to help parents support their children's education. Parents retain the right to withdraw their child from sex education components after discussions with the Headteacher, although they cannot withdraw from relationships or health education. If a parent wishes to withdraw their child, we will provide them with relevant material that helps them discuss the topics at home, should they wish.

The student will be given other meaningful work for completion during the missed lessons. Three terms before turning 16 a student may opt back into the full programme without parental consent.

Balance

Enabling students to explore differing viewpoints does not mean that the School supports a particular position, rather it encourages critical thinking.

The aim is to offer clear, impartial information while fostering critical thinking. The school ensures students understand their legal rights and the laws surrounding sexual consent, marriage, forced marriage, FGM, and domestic abuse, in line with the latest statutory guidance.

Parents and students will understand that the personal beliefs of teachers will not influence their teaching in this area.

References

Keeping Children Safe in Education September 2025

Brook: Sexual Health and Well-being for the Under 25s

Relationships Education, Relationships and Sex Education (RSE and Health Education) Statutory Guidance 2019 Department for Education 2019 (Updated July 2025)

The Family Planning Association (FPA)

The NHS

Personal, Social, Health and Economic Education, DfE, September 2013 (updated Sept 2021)

The Equality Act 2010

Prevent Duty Guidance 2023

Appendix 1: Ten Principles of PSHE Education

Ten Principles of PSHE Education

The PSHE Association has developed the following evidence-based principles of good practice in PSHE education that apply across Key Stages 1 to 4:

1. Start where children and young people are: find out what they already know, understand, are able to do and are able to say. For maximum impact involve them in the planning of your PSHE education programme.

2. Plan a 'spiral programme' which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children and young people.

3. Take a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives.

4. Offer a wide variety of teaching and learning styles within PSHE education, with an emphasis on interactive learning and the teacher as facilitator.

5. Provide information which is realistic and relevant and which reinforces positive social norms.

6. Encourage young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.

7. Recognise that the PSHE education programme is just one part of what a school can do to help a child to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. Link the PSHE education programme to other whole school approaches, to pastoral support, and provide a setting where the responsible choice becomes the easy choice. Encourage staff, families and the wider community to get involved.

8. Embed PSHE education within other efforts to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.

9. Provide opportunities for children and young people to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.

10. Provide a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.

The ten principles underpin all of our work including our training, resources, Quality Assurance processes and Professional Development programme for PSHE teachers and practitioners. To find out more visit http://www.pshe-association.org.uk/

Appendix 2: Secondary Curriculum Topics

The statutory content will be covered to ensure that by the end of secondary school, students know the following:

Families:

- That there are different types of committed, stable relationships.
- How these relationships might contribute to human happiness and their importance for bringing up children.
- What marriage is, including their legal status – for example, that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- Why marriage is an important relationship choice for many couples and why it must be freely entered into.
- The characteristics and legal status of other types of long-term relationships.
- The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
- How to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships), how to seek help or advice, including reporting concerns about others, if needed

Respectful relationships:

- The characteristics of positive and healthy friendships (in all contexts, including online) include: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships
- How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice)

- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control
- What constitutes sexual harassment and sexual violence and why these are always unacceptable
- The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

Online and Media:

- Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
- About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online
- Not to provide material to others that they would not want shared further and not to share personal material which is sent to them
- What to do and where to get support to report material or manage issues online
- The impact of viewing harmful content
- That specifically sexually explicit material, for example pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
- How information and data is generated, collected, shared and used online

Being Safe:

- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn, in all contexts, including online

Intimate and Sexual Relationships, including sexual health:

- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship
- That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing

- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause
- That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure,resisting pressure and not pressurising others
- That they have a choice to delay sex or to enjoy intimacy without sex
- The facts about the full range of contraceptive choices, efficacy and options available
- The facts around pregnancy including miscarriage
- That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)
- How the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing
- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
- How the use of alcohol and drugs can lead to risky sexualbehaviour
- How and where to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment