DEAN CLOSE
KINGHAM HILL SCHOOL
OXFORDSHIRE

POLICY DOCUMENTS

Citation	This document shall be cited as: **Relationships and Sex Education (RSE) Policy**
Person responsible	Headmaster
Comments to	Headmaster
Last reviewed/updated	September 2025
To be reviewed/updated	September 2026
Reason for review/update	Annual Review
Person reviewing/updating document	Headmaster
Source/Author of document	Headmaster
Implementation of the policy	On-going

Relationships and Sex Education Policy

1. Introduction

- **Scope.** This policy outlines the provision for relationships and sex education at Kingham Hill School (KHS), and the procedure for parent/s to withdraw their child/ren if they wish to exercise their statutory right to do so. The policy applies to all staff (including employees, fixed term, part-time, temporary and voluntary staff and helpers) and pupils of the School.

- **Interpretation.** The "Head" includes deputies. "Parent/s" includes one or both of the parents, legal guardians or education guardians. "Child/ren" includes one or more pupils enrolled at the School by parent/s. References to the Proprietor are references to the Board of Governors.

2. Rationale

- The provision of relationships and sex education at KHS is informed by a Christian understanding of human beings and conducted in an environment characterised by grace, kindness and love. The School also actively promotes British Values, including respect and tolerance for those of differing lifestyles, paying particular regard to those with Protected Characteristics under the 2010 Equality Act.
- The School believes that effective relationships and sex education is essential for young people to make responsible and well-informed decisions throughout their lives. The aim of relationships and sex education is to help prepare pupils for the opportunities, responsibilities and experiences of adult life as well as to support and navigate relationships developed throughout the childhood and adolescence. The School recognises that to embrace the challenges of creating a happy and successful life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build self-efficacy. These subjects should support children and young people to develop resilience, to know how and when to ask for help, and to know where to access support.
- The School recognises that the role of parents in the development of their children's understanding about relationships is vital. Parents are first teachers of their children. They have the most influence in enabling their children to grow to maturity and to form healthy relationships. The School's relationships and sex education programme is intended to complement and support the role of parents and carers in educating their children about sexuality and relationships.
- The School recognises an aim of this policy is to help to create, model, maintain, review and embed a culture of respect, safety, equality and protection.
- The School recognises that schools and colleges can play an important role in preventative education in respect of safeguarding and sexual violence and sexual harassment. The most effective preventative education programme will be through a whole school approach that prepares pupils for life in the modern world, including through the planned programme and delivery of evidence-based content of the relationships and sex education programme.

- The School recognises the central role that the relationships and sex education programme plays in key regulatory standards; for example, through the School's accountability to its inspectors' consideration of pupils' personal development, behaviour and welfare; pupils' spiritual, moral, social and cultural development and leadership and management.
- The School recognises the role of the pupil voice in creating, developing and reviewing the relationships and sex education programme and school culture.
- The School relationships and sex education programme reflects and supports the School's Christian ethos, within the charitable objects of the Kingham Hill Trust.

3. Regulatory framework

- This policy has been prepared to meet the School's responsibilities under:
    - Education (Independent School Standards) Regulations 2014
    - Boarding schools: national minimum standards (Department for Education (DfE) September 2022
    - Education and Skills Act 2008
    - Education Act 2002
    - Children Act 1989
    - Equality Act 2010
    - Children and Families Act 2014
    - Children and Social Work Act 2017
    - Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019

- This policy has regard to the following guidance and advice:
    - It is based on statutory guidance from the DfE Relationships education, relationships and sex education and health education (DfE June 2019)
    - Independent Schools Regulations
    - Keeping children safe in education (DfE September 2025) (KCSIE)
    - Working together to safeguard children: statutory guidance on inter-agency working to safeguard and promote the welfare of children (DfE July 2018)
    - Sharing nudes and semi-nudes: advice for education settings working with children and young people (DfE December 2020)
    - Sexual violence and sexual harassment between children in schools and colleges (DfE September 2021
    - Relationships education, relationships and sex education and health education statutory guidance (DfE July 2025)
    - Relationships, sex and health education: guide for schools (DfE June 2019), DfE guide for parents that schools can use to communicate about teaching relationships and health education
    - Teaching about relationships, sex and health (DfE September 2020)
    - Review of sexual abuse in schools and colleges (Ofsted June 2021)

- The following School policies, procedures, documents and resources material are relevant to this policy:
    - Safeguarding and Child Protections Policy and Procedures
    - Behaviour Policy

- Risk Assessment Policy and Guidance
- Anti-bullying Policy
- Special education needs and disability (SEND) Policy
- Equal Opportunities Policy
- PSHE Policy
- Acceptable Use Policy
- Curriculum Policy
- Relationships and Conduct Policy

4. Publication and availability

- This policy is published on the School's website.
- This policy is available free of charge in hard copy on request from the School Administrator.
- A copy of this policy is available for inspection from Reception on request during the School day.
- This policy can be made available in large print or other accessible format if required.

5. Responsibility statement and allocation of tasks

- The Proprietor has overall responsibility for all matters which are the subject of this policy including the approval of this policy.
- The Proprietor is required to ensure that all those with leadership and management responsibilities at the School actively promote the well-being of pupils. The adoption of this policy is part of the Proprietor's response to this duty.
- The School will take a whole school approach to relationships and sex education. The School has appointed a Personal, Social, Health and Economic (PSHE) education co-ordinator, with responsibility for the curriculum area. The subject leader will hold regular meetings with the pupil body; the Senior Leadership Team and other members of staff with pastoral responsibilities to ensure the subjects will sit within the context of the school's broader Christian ethos and approach to developing pupils socially, morally, spiritually and culturally; and its pastoral care system.
- To ensure the efficient discharge of its responsibilities under this policy, the Proprietor has allocated the following tasks:

Task	Allocated to	When/frequency of review
Keeping the policy up to date and compliant with the law and best practice	Headmaster	As required, and at least annually
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	Head of PSHE	As required, and at least termly
Seeking input from interested groups (such as pupils, staff, Parents) to consider improvements to the School's processes under the policy	Headmaster	As required, and at least annually
Formal annual review	Proprietor	Annually

6. Curriculum content

- By the end of secondary education, relationships and sex education will include teaching to develop knowledge on the topics specified for primary education, as per the next two points.
- Relationships: teaching about families and people who care; caring friendships; respectful relationships; online relationships and being safe.
- Sex: the main external body parts, the human body as it grows from birth to old age (including puberty) and the reproduction in some plants and animals.
- In addition, the curriculum provision will include teaching about families; respectful relationships, including friendships, intimate and sexual relationships, including sexual health, healthy sexual relationships and mutual respect, personal privacy and gender stereotypes. It also includes what the law says about sex, relationships, consent and young people, as well as pornography, broader safeguarding issues and using technology.
- By the end of secondary education, pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including (but not necessarily limited to): marriage; consent, including the age of consent; violence against women and girls; online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes etc); pornography; abortion; sexuality; gender identity; substance misuse; violence and exploitation by gangs; extremism/radicalisation' criminal exploitation (for example, through gang involvement or 'county lines' drugs operations); hate crime and female genital mutilation (FGM).

7. Equality

- The School will ensure that it considers the makeup of the pupil body, including the gender and the age range of the pupils and take this into account in the design and teaching of sex and relationships education. The School will consider whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics. This may include positive action to support girls, as although anyone can experience sexual harassment and violence, research indicates that girls are disproportionately affected.
- The School will be alive to and address issues such as sexual violence and sexual harassment, sexism, homophobia and stereotypes and will take positive action to build a culture of respect where such issues will not be tolerated and any incidences are identified and tackled. The School is committed to the approach that the starting point should always be that there is a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated. Sexual violence or sexual harassment will not be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys" as the School recognises that this can lead to a culture of unacceptable behaviours and an unsafe environment for children. The School will act as though sexual harassment and online sexual abuse are happening, even when there are no specific complaints or reports about it.
- The School will consider to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on pupils based on their gender or any other characteristic, including through these subjects and as part of a whole-school approach.

- As part of this whole school approach, the School (including through the Head of PSHE and Senior Leadership Team) will meet with representatives of the pupil body in order to seek pupil views on addressing these issues through the relationships and sex education programme and/or School culture.
- Pupils with special educational needs and disabilities (SEND): relationships and sex education will be accessible for all pupils and to ensure teaching will be differentiated and personalised. The School is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of the SEND and will take this into consideration when designing and teaching these subjects.
- Lesbian, Gay, Bisexual and Transgender (LGBT): The School will ensure that the teaching of relationships and sex education is sensitive and age appropriate in content and will consider when it is appropriate to teach pupils about LGBT. The School teaches respect for all pupils and encourages a balanced debate about issues that are seen as contentious. Pupils are taught the importance of the law as it pertains to protected characteristics, and the importance of tolerance as a fundamental British value of differing beliefs and lifestyles. The content is not a standalone unit or lesson, and all pupils are taught the content as part of the curriculum.
- The School is aware of its legal duties, including those pursuant to the Equality Act 2010, which makes it unlawful for the proprietor of the school to discriminate against, harass or victimise a pupil or potential pupil in prescribed circumstances, including:
    - In the way it provides education for pupils
    - In the way it provides pupils access to any benefit, facility or service, or
    - Subjecting them to any other detriment.

- The School is also aware of its duties to teach about equality issues and to ensure teaching at the School does not discriminate against pupils.

8. Curriculum delivery

- The School often invites visiting speakers to the School to help enhance and enrich our curriculum, our pupils' experiences and broaden their horizons and this is actively encouraged. The School will ensure that the arrangements for visiting speakers, whether invited by staff, pupils or parents, are suitably assessed before the visit takes place and that clear protocols, are followed to ensure that those visiting speakers and any resources used are suitable, age-appropriate and aligned to the developmental stage of the pupils being taught. The School will ensure any visiting speaker is appropriately supervised when on School premises. In the unlikely event that the content, resources or delivery falls outside the School's expectations, or is deemed appropriate, the School will take appropriate action, which could include stopping the presentation altogether.
- The content of the relationships and sex education curriculum is delivered through the main curriculum areas of science, and PSHE. It is carefully sequenced with sufficient time allocated for topics that pupils find difficult, e.g. consent and sharing explicit images.
- It is delivered in a number of ways, including, (but not limited to):
    - Timetabled PSHE and Science lessons
    - Tutor time delivered by form tutors
    - Chapel and assemblies/delivered by members of staff and/or external agencies
    - Collapsed timetable sessions delivered by members of staff and/or external agencies

9. Pupil questions

- The School appreciates that pupils may ask their teachers or other adults questions pertaining to sex or sexuality which go beyond the School's curriculum. The School's approach is to ensure that teachers are confident to deal with such questions in an age-appropriate manner, recognising that children whose questions go unanswered may turn to inappropriate sources of information and that such questions may indicate a safeguarding response may be appropriate. INSET and other training will seek to include information on how teachers can respond.

10. Safeguarding, reports of abuse and confidentiality

- The School will follow Keeping children safe in education (KCSIE) and will ensure children are taught about safeguarding, including about how to stay safe online and respectful relationships. Open forums to discuss potentially sensitive issues will be made available to children. Children will also be made aware of how to raise concerns or make a report and how any report will be handled. The School recognises that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed.
- Teachers will follow the School's policy on confidentiality between themselves and pupils and manage an appropriate level of confidentiality. Pupils should be reassured that their best interests will be maintained, but teachers cannot offer or promise absolute confidentiality. Teachers will follow the School's safeguarding policy if a child protection issue is raised.
- In addition, but not alternatively to following the School's safeguarding policy, teachers will also consider whether any anti-bullying and/or disciplinary issues arise following any pupil concerns and will follow the School's behaviour and discipline policy and/or the School's anti-bullying policy as appropriate.
- The School will encourage pupils to talk to their parents or carers and support them to do so. The School will also inform pupils of sources of confidential help, for example, the School nurse, counsellor, GP or local young person's advice service.
- Where the School invites external agencies to support the delivery of these subjects, the School will agree in advance of the session how a safeguarding report will be dealt with by the external visitor.

11. Parents' and carers' participation

- The School recognises that parents and carers are the first teachers of their children and that they play a vital role in:
  - Teaching their children about relationships and sex
  - Maintaining the culture and ethos of the family
  - Helping their children cope with the emotional and physical aspects of growing up
  - Preparing them for the challenges and responsibilities that sexual maturity brings.

- The School has and will continue to consult with parents and carers in the development and review of this policy and on the content of the relationship and sex education programmes.
- The School will communicate to parents what will be taught and when in delivering relationships and sex education.
- Parents and carers of secondary age children have the right to request that their child be withdrawn from some or all of sex education delivered as part of relationships and sex education at secondary age except for those parts included in the science curriculum, which cover the biological aspects of human growth and reproduction. The School will make alternative arrangements for pupils in each case so that they receive appropriate, purposeful education during the period of withdrawal.
- Following a request to withdraw in relation to a secondary age child, the Head or appropriate senior member of staff as determined by the Head, will request a discussion with the child's parents or carers, and where appropriate, with the child. Following that discussion, except in exceptional circumstances, the School should respect the parents' or carers' request to withdraw the child, up to three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the School should make arrangements to provide the child with sex education during one of those terms. There may be exceptional circumstances where the Head may want to take into account a pupil's specific needs arising from their special education needs or disability into account when making this decision. Any discussions and decisions will be documented by the School.
- The parents' and carers' right to request that their child be withdrawn from some or all of sex education will be communicated to them by the School. There is no right to withdraw from relationships education.

12. Consultation

- This policy will continue to be reviewed in consultation with parents, teachers and pupils and seeks to take into account the views of the School community.

13. Training

- The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.
- The level and frequency of training depends on the role of the individual member of staff and the need for them to complete risk assessments as part of their role. High quality, specific training will be provided for teachers delivering RSE and the School will review the adequacy of that training at all levels, to ensure that it is fit for purpose.
- The School maintains written records of all staff training.

14. Record keeping

- All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.
- All matters arising from this policy involving a child protection issue will be recorded and dealt with under the school child protection and safeguarding policy.

- The information created in connection with this policy may contain personal data. The School's use of this personal data will be in accordance with data protection law. The School has published privacy notices on its website which explain how the School will use personal data.

15. Monitoring, evaluation and review

- The Head of PSHE, Head of Science, and other relevant staff will ensure that:
    - All schemes of work are reviewed on a regular basis to assess the content and that the content as defined within the policy is accurate and conforms to current guidance
    - Colleagues within their department or staff delivering this curriculum are familiar with this policy and ensure that delivery conforms to the guidelines set down in the policy.
    - Staff teaching any part of this programme are asked to review content and delivery. The outcomes of this evaluation are used to inform future amendments to the teaching programme, consultation with parents and any training and development needs
    - Any review of the programme includes an opportunity for the views of parents to be considered
    - Any review of the programme includes an opportunity for the views of teachers and pupils to be considered
    - The content of all outside agencies' presentations is evaluated to ensure that it is in line with this policy.

Last reviewed September 2025
Date of next review: September 2026