



Kimbolton School  
Cambridgeshire

# RELATIONSHIP & SEX EDUCATION POLICY

<b>Policy owner:</b> Head of PSHE and DSL
<b>Governor Committee:</b> Education
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## Relationship and Sex Education Policy

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## Relationship and Sex Education Policy

### INTRODUCTION

#### **Definitions, Rationale & Ethos**

At Kimbolton School the objective of Relationship and Sex Education (RSE) is to help and support young people through their physical, emotional, moral and cultural development. The aim being to give them the help they need to develop healthy, nurturing relationships of all kinds, not just intimate relationships. We follow the most recent guidance from the Department of Education regarding RSE and Health Education Statutory Guidance published July 2025. Our programme is firmly embedded in the Personal, Social and Health Education (PSHE), Sixth Form Citizenship and Academic curriculum and will help young people learn to respect themselves and others and move with confidence through adolescence into adulthood.

We define sex education as reproduction in human, structure and function of male and female reproductive systems, puberty, menstrual cycle, gametes, fertilisation, gestation, birth and STIs. All of which are covered in the Biology KS3 curriculum and GCSE.

We define relationships education as everything specified by the RSE Statutory Guidance. This policy is available on the school website and should be read in conjunction with:

Anti-Bullying Policy

Anti-Cyber Bullying Policy

Child Protection Policy

Curriculum Policy

Drugs and Substance Abuse Policy

Equal Opportunities for Pupils Policy

Good Mental Health Policy

Online Safety Policy

Safeguarding Policy

PSHE Policy

### ROLES AND RESPONSIBILITY

The RSE programme is led by the Head of PSHE and is taught by teaching staff as part of a fortnightly timetabled PSHE lesson for all students in the 1<sup>st</sup> to 5<sup>th</sup> forms. Occasionally, the school nurses may support the teachers in the classroom.

Teaching staff receive RSE training yearly and have CPD (Continuous Professional Development) opportunities as required individually. There are resources available for staff to support safe and effective RSE delivery and all staff are enrolled as members of the PHSE Association.

#### **The School Nurses**

The School Nurses have a very important supporting role in our school. School Nurses are bound by their professional codes of conduct as health professionals in a one to one situation with individual pupils when providing advice and guidance on health matters, including sexual health and behaviour. This will take place in the Health Centre, where pupils are encouraged to come in at break, lunchtime and before or after school. In these situations, health professionals will operate within their code of practice as a health professional which includes the option of offering fully confidential advice and



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guidance to young people. The School Counsellors are bound by their professional code of conduct as laid down by BACAP in a one-to-one situation with individual pupils. Information noticeboards are also set up occasionally involving various PSHE topics, including Sex Education.

### CURRICULUM DESIGN

We follow the PSHE Association Programme of Study and the RSE content is part of our whole school PSHE education provision. The RSE programme is planned with discussion between Head of PSHE and DSL and Pastoral leaders in school to ensure it matches the needs of our pupils, is inclusive and age appropriate. It is monitored and evaluated regularly involving pupil voice yearly and shared with parents as important stakeholders.

Here is an overview of RSE, Physical Health and Mental Wellbeing learning within the Secondary PSHE curriculum in each year group using the subheadings outlined in the Statutory Guidance 2025.

<p><b>1<sup>st</sup> form</b></p> <p><b>Changing Adolescent Body</b> - Puberty and menstruation  <b>Online and Media</b> – rights and responsibilities online and introduction to AI platforms.  <b>Families</b> – judging when a relationship is unsafe, how to seek help and report concerns  <b>Respectful Relationships, including friendships</b> – characteristics of positive and healthy friendships, different types of bullying</p> <p>LAWS - consent</p>
<p><b>2<sup>nd</sup> form</b></p> <p><b>Basic First Aid</b> – Life saving skills, including CPR, defibrillators  <b>Drugs Alcohol and Tobacco</b> – awareness of dangers of drugs, peer pressure  <b>Mental Wellbeing</b> – emotions, activities to enhance happiness and mental wellbeing  <b>Online and media</b> – online risks, impact of viewing harmful content, where to get support to manage issues online, AI safe use of data, cyberbullying.  <b>Internet Safety and harms</b> – body image and mental wellbeing concerns  <b>Respectful Relationships including friendships</b>- stereotypes, prejudices, equality,  LAWS – substance misuse, online behaviours including image and information sharing, protected characteristics.</p>
<p><b>3<sup>rd</sup> form</b></p> <p><b>Health and Prevention</b> – Dental Health and self-screening  <b>Internet Safety and Harms</b> – identifying harmful behaviours online, Dangers of AI, Phishing.  <b>Families</b> – Marriage, committed and stable relationships, changes, roles of parents  <b>Being safe</b> – communicating consent, laws about forced marriage, FGM.  <b>Intimate and sexual relationships, including sexual health</b> – contraceptive choices, risks of unprotected sex,  LAWS – marriage, including forced marriage, consent including age of consent, online behaviours, violence and exploitation by gangs, carrying knives, extremism &amp; radicalisation, criminal exploitation, hate crime, FGM, protected characteristics.</p>
<p><b>4<sup>th</sup> form</b></p> <p><b>Drugs alcohol and Tobacco</b> – laws, consequences, dangers of legal and illegal drugs, peer pressure</p>



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**Mental Wellbeing – Mental health demystified:** teaching pupils that feeling low or anxious can be normal, distinguishing routine emotions from clinical conditions, and age appropriate suicide prevention with professional guidance

**Internet Safety and Harms –** Online gambling, deep-fakes

Drop Down Finance Day with experts, careers, speakers

**Online and Media** - Impact of sexually explicit material

**Being Safe –** laws relating to sexual consent, coercion and sexual harassment

**Intimate and sexual relationships, including sexual health –** contraception, fertility, STIs, alcohol & drugs link to risky sexual behaviour,

**Menstrual & gynecological health,** including endometriosis and menopause, and navigating healthcare services.

**LAWS –** Online behaviours - pornography, consent, criminal exploitation – county lines, substance misuse, gambling.

### 5<sup>th</sup> form

**Internet Safety and Harms –** online blackmail, internet citizens,

Tackling misogyny, “incel” culture, pornography, deepfake and AI influence;

**Respectful Relationships including Friendships –** violent behaviour and coercive control, sexual harassment and violence, legal rights and responsibilities regarding equality, promoting positive male role models

**Intimate and sexual relationships, including sexual health –** pregnancy choices, miscarriage, safety content on **strangulation**, legal consequences even without visible injury.

**LAWS –** Violence against women and girls, sexual abuse, protected characteristics, abortion.

Content in the Healthy Eating, Physical Health and Fitness, Drugs, Alcohol and tobacco and Health Prevention sections are also covered in the Biology KS3 and GCSE curriculum.

## SAFE AND EFFECTIVE PRACTICE

At Kimbolton School we believe that the best possible form of education is delivered by the teachers who know our young people well and are aware of their needs. However, we do use outside visitors to support class teaching. There will be close liaison between any visitors and the teacher in charge, and no visitors will be left alone to run a lesson without a teacher being present.

Teaching methods take account of the developmental differences of young people, and we recognise that at times it will be appropriate for discussion to take place on a one-to-one basis or in small groups.

Pupils with Special Educational Needs (SEN) will be given any support required to access and learn about sex and relationship lessons. Teachers are offered support and training in answering questions that are not best dealt with in front of the whole class and pupils can be directed to other adults in school as well as other sources of information when necessary.

Through our Relationship and Sex Education teaching programme we will help young people to respect themselves and others and understand difference. Within the context of talking about relationships, our young people will be taught about the nature of marriage and its relevance for family life and the bringing up of children. The school recognises that there are strong, mutually supportive relationships outside marriage which will be the norm for some of our pupils. Therefore, our young people will learn the significance of marriage and stable relationships as key building blocks of community and society while learning to respect and understand difference and diversity.



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Teaching in this area will be sensitive so as not to stigmatise young people on the basis of their home circumstances.

### **Answering difficult questions**

Individual teachers will use their skill and discretion in these situations. On some occasions, our teachers are authorised to say to pupils that a question would be best answered by a parent or carer. In situations in which the nature of the question would suggest any Safeguarding issues, teachers are required to pass on this information to the Designated Safeguarding Lead in accordance with the School's Safeguarding Policy.

### **Engaging Parents**

The School aims to work in partnership with parents and carers. Parents are informed what the School's PSHE programme includes and hope this complements and supports their role as parents. This process will include offering some support to parents in talking to their children about sex and relationships.

All resources used in lessons are uploaded to Teams and parents can see on their own child's device. A school webpage is under development to aid transparency and to share all resources and schemes of work with parental voice opportunities. This will also run alongside regular information evenings and Webinars with opportunities to engage with some key areas of the curriculum led by experts from the PSHE Association and Pastoral staff with expertise in areas such as Finance, Health and Wellbeing.

### **Right to Withdraw from Sex Education**

For some young people it is not culturally appropriate to address certain issues in mixed sex groups. Parents have the right to withdraw their children from all or part of sex education (but not the relationships education, which is compulsory for all children in all schools) within the PSHE programme. Any parent who wishes to exercise this right should in the first instance contact the Headmaster to discuss the matter. This will then be considered in line with the RSE and Health Education Statutory Guidance 2025. A child has the right to opt into sex education three academic terms before they turn 16.

### **Safeguarding**

Teachers are aware that effective RSE can at times lead to a disclosure of a child protection issue and are reminded to consult with the Designated Safeguarding Lead if this occurs. In line with the Keeping Children Safe in Education (KCSIE), all staff are aware of what to do if a child tells them they are being abused or neglected. Care is taken to reassure vulnerable pupils when RSE content is being covered.

### **Confidentiality**

The School has a clear and explicit confidentiality policy, which staff, pupils and parents understand. In the classroom this takes the form of ground rule setting as a first step.

We follow these principles with respect to confidentiality particularly with regard to underage pupil disclosure of actual or intended sexual behaviour:

- No teacher or other adult or member of staff operating within the school classroom setting will offer pupils unconditional confidentiality in the event of personal disclosure by the pupil in relation to his or her own current or intended behaviour or the behaviour of others including family members.
- In the event of a disclosure, the adult should follow the Safeguarding Policy.
- All pupils will be urged in the first instance to talk to parents/carers, or in some cases, other trusted adults, and they will be offered guidance and support in doing this.

It is important to state that teachers cannot guarantee absolute confidentiality and that it would only be in exceptional circumstances that parents/carers were not informed. We reassure pupils that if



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confidentiality has to be broken, they will be informed first, their best interests will be maintained and then they will be supported appropriately. If there is any possibility of abuse, we will follow the school's Safeguarding Policy.

## MONITORING, REPORTING AND EVALUATION

### **Review and Evaluation**

Our teaching programme will be reviewed regularly in consultation with teachers and our young people.

We will also encourage pupil feedback through questionnaires and in pupil forum discussions and actively seek this with a view to identifying where young people have misunderstandings, uncertainties or unanswered questions. Opportunities will be offered to pupils to ensure that they clarify such issues.

There is no formal assessment of RSE, however staff monitor the pupil's understanding through observation of their contributions in class and uploaded work that is stored in teams.

The contribution of visitors and external agencies is monitored and evaluated by questionnaire feedback.

### **Policy Review**

The draft version of any new policy is shared with parents, together with an invitation to comment and depending on the results of the consultation, amendments may be made to the policy. The policy is submitted to governors for final approval.



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