



PSHE and RSE (Relationship and Sex Education) Policy

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Contents

1. Aims
 2. Policy development
 3. Definition
 4. Statutory requirements
 5. Definition
 6. Delivery of RSE
 7. Roles and responsibilities
 8. Parents' right to withdraw
 9. Training
 10. Monitoring arrangements
- Appendix 1: Curriculum map**
- Appendix 2: National Curriculum Aims**
- Appendix 3: Parent form: withdrawal from sex education within RSE**

Aims

The three key aims of Personal, Social, Health and Economic education (PSHE) are:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World: economic wellbeing and being a responsible citizen.

Core Theme: Health and Wellbeing

- What is meant by a healthy lifestyle
- How to maintain physical, mental and emotional health and wellbeing
- How to manage risks to physical and emotional health and wellbeing
- Ways of keeping physically and emotionally safe
- How to manage change, including puberty, transition and loss
- How to make informed choices about health and wellbeing, and where to get help with this
- How to respond in an emergency
- To identify different influences on health and wellbeing

Core Theme: Relationships

- How to develop and maintain a variety of relationships, within a range of social and cultural contexts
- How to recognise and manage emotions within relationships
- How to respond to risky or negative relationships, including bullying and abuse
- How to respond to risky or negative relationships and ask for help
- How to respect equality and diversity in relationships

Core Theme: Living in the Wider World

- About respect for themselves and others, and the importance of responsible actions and behaviour
- About rights and responsibilities as members of families, other groups and citizens
- About different groups and communities
- To respect equality and diversity, and how to be a productive member of a diverse community
- About the importance of respecting and protecting the environment
- About where money comes from, keeping it safe, and the importance of managing it effectively
- The part that money plays in people's lives
- A basic understanding of enterprise

The aims of relationships and sex education (RSE) are:

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies

1. Policy development

This policy has been developed in consultation with organisational staff, students and parents. The consultation and policy development process involved the following steps:

- Review: Staff consolidated relevant information including relevant national and local guidance.
- Staff Consultation: Staff have reviewed the policy and made relevant recommendations.
- Parent/Stakeholder Consultation: Parents from within the group and any interested parties were invited to give feedback on the proposed curriculum and policy.
- Student Consultation: We have investigated exactly what students want from RSE.
- Ratification: Once amendments were made, the policy was shared with the School Board of Governors and ratified.

This Policy is written in accordance with Part 1 – paragraphs 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii) and Part 2, of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations (2015).

This policy will be shared with all parents/carers on admission.

2. Statutory Requirements

Personal, social, health and economic (PSHE) education is an important and necessary part of all students' education and all schools should teach PSHE, drawing on good practice to develop the wider curriculum. It is an expectation that schools use their PSHE education programme to equip students with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. It is our aim to use PSHE education to build, where appropriate, on the statutory content outlined in the national curriculum, the school curriculum and in statutory guidance on drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

All of the compulsory subject content will be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of students and parents while always with the aim of providing students with the knowledge they need of the law.

Relationships (RSE) is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

As an independent school we must provide relationships education to all students as per section 34 of the Children and Social Work Act 2017. We are not required to provide sex education however, we do need to teach the elements of sex education contained in the science curriculum. 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.

At Red Kite School we will deliver PSHE and RSE as set out in this policy.

In Key Stage 3, 4 and 5, we teach Relationships and Sex education, with both Key Stages being taught Health Education, thus following the statutory guidance as set out by the Department of Education and the Independent School Standards.

In addition, at Red Kite School:

- Teaching reflects the law and teaches about applicable laws so that students are clear on rights and responsibilities.
- Teaching is sensitive, inclusive, and age-appropriate teaching.
- Teaching is inclusive to meet the needs of all students so that they are able to understand the importance of quality and respect.
- Work closely with parents and are respectful of students' and parents' backgrounds and beliefs.
- Communicate the right to request withdrawal from some or all of the sex education.
- Will take into account the age and religious background of all students.
- Make sure that RSHE is accessible to all students, including those with SEND.
- Teach about LGBT+ content at integrated and timely point.
- Staff team and wider community model positive relationships.

Red Kite School complies with the Equality Act 2010:

- We will not treat students with protected characteristics (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation less favorably.
- We will make reasonable adjustments and take positive action to alleviate disadvantage, being mindful of the SEND Code of Practice.
- We will regularly review our Accessibility Plan to ensure we are taking positive action towards inclusivity.

To ensure our curriculum remains responsive to the needs of students and contextual information, amendments may be made as part of a curriculum review.

We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students 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. Staff will receive regular training on the PSHE and RSE curriculum and support strategies for the effective and sensitive delivery of the content.

3. Definition

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

4. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Students also receive stand-alone sex education sessions delivered by experienced staff members and a trained health professional.

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

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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatization of children based on their home circumstances (families can include single parent families, LGBT 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).

Special Educational Needs and/or disabilities

All students at Red Kite School have special educational needs and all have an Education Health Care (EHC) Plan. In order to make sure students are able to access the learning in the classroom, resources will be differentiated as appropriate to address the learning needs of children in order for them to have full access to the contents of the PSHE and RSE curriculum. In most cases, class teachers will be able to determine if any additional support is required for an individual child to access the curriculum. In some cases, the SENCo and parents/carers may wish to work in partnership with the class teacher to tailor the curriculum for individual students.

Equality

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all students are appropriately met, and that all students understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics..."

LGBT content is integrated fully into our curriculum. It is not specifically taught as stand-alone lessons within units. All students will be taught LGBT+ content in an age-appropriate manner at a timely point in the curriculum.

At Red Kite School we promote respect for all and value every individual child. However, we also respect the rights of our children, families and our staff to hold beliefs, religious or otherwise.

Should any content within our curriculum cause parents or carers any concern then we would invite them in to discuss these concerns with the school.

5. Roles and responsibilities

The School Governing board

The School Governing board will approve the PSHE/RSE policy and hold the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for ensuring that PSHE including RSE is taught consistently across the school, and for managing requests to withdraw students from [non-statutory/non-science] components of RSE.

Staff

Staff are responsible for the following:

- ☐ Delivering PSHE including RSE in a sensitive way
- ☐ Modelling positive attitudes to PSHE including RSE
- ☐ Monitoring progress
- ☐ Responding to the needs of individual students

- Responding appropriately to students whose parents wish them to be withdrawn from the [non-statutory/nonscience] components of RSE
- Staff do not have the right to opt out of teaching PSHE including RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

All Form tutors are responsible for the delivery of PSHE including RSE alongside our PSHE Teacher. Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

Students

Students are expected to engage fully in the PSHE/RSE Curriculum and, when discussing issues related to RSE, treat others with respect and sensitivity.

6. Parents' right to withdraw

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17

All staff at Red Kite School strongly believe that all children should have access to our sex education programme as outlined above. If a parent/carer wishes to withdraw their child from Sex Education lessons, then they must inform the school in writing a week prior to the lesson taking place in order that alternative arrangements can be made for the child's education.

Parents have the right to withdraw their children from the [non-statutory/non-science] 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 rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

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

Alternative learning will be offered to students who are withdrawn from sex education during their allocated teaching time.

7. Training

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

8. Monitoring arrangements

The delivery of PSHE Including RSE is monitored by the senior leadership team through, comprehensive curriculum planning and quality of education quality assurance processes. Students'

progress in PSHE including RSE is monitored by class teachers as part of our internal assessment system Evidence for Learning and is regularly moderated.

The senior leadership team monitor his policy on an annual basis.

Appendix 1: RSE Withdraw Request

Name of child:

Form Group:

Name of Parent/Carer:

Date:

Reason for withdrawing from sex education within relationships and sex education

Any other information you would like the school to consider

Parent/Carer Signature: _____

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents/carers:

Include notes from discussions with parents and agreed actions taken:

Headteacher Signature: _____