



St Andrew's School, Turi

**Relationships and Sex Education (RSE) Policy
(Senior School)**

Compiled by:	Head of PSHE & Deputy Head Pastoral
Approved by:	Head [SS]
Date of review:	December 2024
Date of next review:	December 2026

1. Policy

Policy statement

St Andrew's School takes its responsibility to provide relevant, effective and responsible *relationships and sex education (RSE)* and Health education to all its students as part of the school's personal, social, health and economic education (PSHE) curriculum very seriously. The School wants parents and students to feel assured that sex education will be delivered at a level appropriate to both the age and development of students, and that it is safe to voice opinions and concerns relating to the sex education provision.

Scope

This policy applies to all staff and students involved in the PSHE programme at St Andrew's School.

Definition

RSE is part of the PSHE curriculum and is compulsory for students from age 11 onwards. We believe it is essential to teach non-compulsory RSE throughout Key Stages 3 to 5 as part of a broader PSHE curriculum. Most of PSHE education becomes statutory for all schools from September 2020 under the Children and Social Work Act 2017. This includes Relationships and Sex Education (RSE) at key stages 3 and 4, and Health Education in both primary and secondary phases.

Terminology

In this policy, '**Board**' refers to the Board of Governors; '**Director**' refers to the School's Executive Director; '**School**' refers to both the Senior and Preparatory Schools either separately or jointly depending on the context; '**Head**' refers to the Head of the Senior School '**F & S Director**' refers to the Finance and Strategy Director; '**Staff**' refers to all those working for or on behalf of the School (including staff working on behalf of third party contractors), full or part-time, permanent or temporary, in either paid or voluntary capacities; '**Parents**' includes one or both parents, and legal or education guardians

Regulatory framework

This policy takes account of all relevant legislation. In particular, it is based on the following British legislation: *Education Act (1996)*, *Learning and Skills Act (2000)*, *Education and Inspections Act (2006)* *Equality Act (2010)*, *Supplementary Guidance SRE for the 21st century (2014)* *Keeping children safe in education (2024)*, *Children and Social Work Act (2017)*, *DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education (September 2021)*

This policy meets the Independent School Inspectorate (ISI) standards in the ISI Handbook for the Inspection of Schools, The Regulatory Requirements. However, this does take into account precluded status due to the fact that Kenyan law forbids same-sex relationships. However, it can be discussed in PHSE curriculum of the school, on the basis that this is against the law in Kenya, but that many countries think differently.

Review

This policy will be subject to biennial review by Head of PSHE and the Deputy Head Pastoral.

2. Roles and responsibilities

Head

The Head:

- has overall responsibility for ensuring the education of Relationships and Sex is in line with the School's ethos and the Independent Schools Inspectorate (ISI)
- will ensure that staff are supported and up to date with policy changes
- will ensure that RSE and Health Education is well led, effectively managed and well planned across the PSHE programme and that the quality of provision is subject to regular and effective self-evaluation
- will ensure that teaching is age-appropriate, delivered in ways that are accessible to all students with SEND and that the subjects are resourced, staffed and timetabled appropriately
- will ensure that teaching delivered by any external organisation is age-appropriate and accessible for students

Staff

Staff will:

- encourage students to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously
- If a student comes to a member of staff with an issue that the member of staff feels they are not able to deal with alone, the concern will be taken to the Deputy Head (Pastoral) or Head of PSHE

Students

- Students are expected to attend sex education classes that are in their school timetable and take them seriously. Although they are not assessed through examination, these classes are still a very important part of the curriculum and a tool to aid personal development and the school expects students to recognise this
- Students should support one another with issues that arise through RSE. Listening in class, being considerate of other people's feelings and beliefs. Complying with confidentiality rules that are set in class are key to effective provision.

3. Implementation and curriculum

It is important that the School implement the Relationships Sex and Health policy consistently throughout the School and provide effective provision throughout classrooms. We encourage teachers to provide classes that are specific to the needs of the students in that class, and responsive to their behaviour and development.

Through this aspect of our curriculum we aim to explore different attitudes, values and social labels, and develop skills that will enable our students to make informed decisions regarding RSE and Health Education. It is important that students know the difference between fact, opinion and belief.

Aims and Objectives

The Aims and objectives of the RSE programme are as follows:

- To provide the knowledge and information to which all students are entitled
- To clarify/reinforce existing knowledge
- To raise students' self-esteem and confidence, especially in their relationships with others
- To help students understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives
- To help students develop relevant skills (in language, decision making, assertiveness) and make the most of their abilities
- To provide the confidence to be participating members of society and to value themselves and others
- To help gain access to information and support
- To develop skills for a healthier, safer lifestyle
- To develop and use communication and assertiveness skills to cope with the influences of peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood

The teaching programme for relationships and sex education

Relationships & Sex Education is compulsory from age 11 onwards. We believe it is essential to teach non-compulsory RSE throughout Key Stages 3 to 5 as part of a broader PSHE curriculum. Most of PSHE education becomes statutory for all schools from September 2020 under the Children and Social Work Act 2017. This includes Relationships and Sex Education (RSE) at Key stages 3 and 4, and Health Education in both preparatory and secondary phases.

The Department for Education published Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education in June 2019. This sets out what schools must cover from September 2020.

This Programme of Study sets out learning opportunities for key stages 1 to 5, based on three core themes:

- Core theme 1: Health and Wellbeing
- Core Theme 2: Relationships
- Core Theme 3 Living in the wider world

Within the program above, the inclusion of the following is part of the curriculum and recognises the new subjects that are now expected as part of the new curriculum:

- Suicide prevention
- Sexual harassment and sexual violence
- Loneliness
- The prevalence of 'deepfakes'
- Healthy behaviours during pregnancy, as well as miscarriage
- Illegal online behaviours including drug and knife supply
- The dangers of vaping
- Menstrual and gynaecological health including endometriosis, polycystic ovary syndrome (PCOS) and heavy menstrual bleeding

Inclusion

Every child is entitled to receive these aspects of RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, special needs and home background.

It is our intention all children have the opportunity to experience a programme of RSE at a level appropriate to their age and physical development, with differentiated provision if required.

Details of the curriculum

At **key stage 3**, students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. Our PSHE education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills, which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.

At **key stage 4**, students deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during key stage 3. PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

RSE promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society, and prepares students at the school for the opportunities, responsibilities and experiences of later life

Sex education in its wider sense of human life, care, love, responsibility, feelings, relationships, growth and change will be built into the whole curriculum at St Andrew's Turi. Such education is delivered through Science, RE and PSHE, Relationships & Sex education is taught by a Core Team of 5 teachers. Baraza Tutors, off timetable days, and, when appropriate, outside visitors.

A range of teaching methods which involve children's full participation are used to teach sex and relationship education. These include use of video, discussion, looking at case studies, drama and role-play.

Relationships & Sex education is usually delivered in single gender groups, however, in College it often taught in mixed gender groups.

Child protection/confidentiality

Teachers are aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the Designated Safeguarding Lead.

All members of staff have up-to-date child protection training and cannot promise confidentiality if concerns about a child exist.

Dealing with Difficult Questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing

technique. Teachers will endeavour to answer questions as honestly as possible but, if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

Use of Visitors

Where appropriate, visitors such as the school nurse may be involved in the delivery of relationship and sex education, outside speakers are expected to use the visiting speakers form and are subject to an online search.

Diversity and Inclusion

This RSE policy is sensitive to the range of religious and cultural views about sexual behaviour whilst still ensuring that students have access to the learning they need to stay safe, healthy and understand their rights as individuals. This should include clear, impartial scientific information on matters such as the changes of puberty, abortion and assisted conception, as well as covering the law in relation to, for example, forced-marriage and female genital mutilation (FGM).

It covers the concept of equality and legislation relating to it. Schools, like all public institutions, have specific responsibilities in relation to equality and protected characteristics. It is important that RSE fosters gender equality and understanding of issues around sexuality but with sensitivity to the Kenyan law. We challenge all forms of discrimination and bullying.

The policy should also set out how the school's RSE meets the needs of all students, with their diverse experiences, including those with special educational needs and disabilities (SEND).

Children with Special Needs

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of relationship and sex education.

4. Monitoring and Evaluation

Relationships and sex education is monitored and evaluated by the Deputy Head Pastoral.

- The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback. Teachers will critically reflect on their work in delivering RSE through marking and feedback
- Students will have opportunities to review and reflect on their learning during lessons through reflection allocated times
- Pupil voice will be influential in adapting and amending planned learning activities
- Lessons will be differentiated by giving students challenge questions to select from in all lessons
- High quality resources will support our RSE provision and will be regularly reviewed
- Selected resources, such as books and film clips, will be used which support and promote understanding within a moral/values context and underpin the school values and RSE
- Learning about relationships and sex education in PSHE education lessons will link to/complement learning in all aspects of the school
- Students will be encouraged to reflect on their own learning and progress through healthy

discussions in a safe environment

- Assessment in RSE will take the approach of teacher feedback/peer evaluations and student self evaluations
- An overview of the learning in each year group can be found on the T Drive

5. Further Documentation

Safeguarding and Child Protection Policy

Code of conduct (Student)

Anti-Bullying Policy

E Safety Policy
