



MOUNT
KELLY

Boarding and Day School
Boys and Girls, Aged 4-18

Relationships, Health, and Sex Education Policy (RHSE)

Pending Approval

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1. Aims

The aims of Relationships, Health and Sex Education (RHSE) at our school are to:

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

2. Statutory requirements and a parent's right to withdraw

- In teaching RHSE, we have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.
- We believe that children should not be withdrawn from sex education as our high-quality and age-appropriate provision helps children and young people learn about choice, control, consent, and sexual health. This will help them form strong and stable couple, family, social and professional relationships throughout their lives and enable them to take better care of themselves and future partners.

Prep

- Parents cannot withdraw their child from relationships education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.
- There are no sex education lessons taught at KS1 or 2.
- The science curriculum at KS3 includes content on human development, including reproduction, which there is no right to withdraw from.
- At KS3 sex education is introduced. If you do not want your child to take part in some or all of the lessons on sex education, you can ask that they are withdrawn.

College

- Parents cannot withdraw their child from health education or the relationships education element of Relationships, Health and Sex Education, because it is important that all children receive this content, covering topics such as friendships and how to stay safe.
- Following discussion with the school, parents can withdraw their child from the 'sex education' elements of RHSE.
- There is no right of withdrawal from National Curriculum science which includes elements of sex education such as puberty and reproduction.
- Three terms before they turn 16, a student can opt back into sex education lessons against their parents' wishes. The school has a duty to provide sex education during one of the remaining three terms.

Withdrawal Process

- If you do not want your child to take part in some or all of the sex education lessons delivered, you can ask that they are withdrawn. You must put this request in writing to either the Head Master or the Head of Prep.
- The Head Master / Head of Prep will consider this request and discuss it with you, and will grant this in all but exceptional circumstances.
- Alternative work will be given to pupils who are withdrawn from sex education

3. Definition

- RHSE is about the emotional, social, and cultural development of pupils, and involves learning about healthy relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- RHSE involves a combination of sharing information and exploring issues and values.
- RHSE will be set within this wider school context and supports family commitment and love, respect and affection, knowledge, and openness.
- Family is defined as a broad concept; not just one model, e.g. the nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- RHSE is not about the promotion of sexual activity.

4. Curriculum

- Our curriculum content is set out as per Appendix 1 and will be adapted as and when deemed necessary.
- Organisation and content of RHSE is predominantly through the PSHEE Programme and Science lessons at KS2, KS3, and KS4, with support from professionals where appropriate.
- RHSE within the PSHEE curriculum is focused more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included.
- Our curriculum aims to proactively address issues in a timely way in line with current evidence on children's physical, emotional and sexual development. We believe that this should be in line with pupil need, informed by pupil voice and adapted in response to issues as they arise in the school and wider community.
- The School uses RHSE resources to deliver the curriculum that have been awarded the PSHE Association Quality Mark and therefore meet best practice principles for safe and effective PSHE education.

5. Inclusion & Equality

Ethnic and Cultural Groups

- We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it may not be culturally appropriate for them to be taught particular topics in mixed groups. We will respond to parental requests and concerns.

Students with Special Needs

- We will ensure that all young people receive RHSE, and we will offer provision appropriate to the needs of all our students, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

- We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality, need to feel that relationships and sex education is relevant to them.

The Equality Act 2010

- We will ensure that we comply with relevant requirements of the Equality Act 2010. This includes delivering a curriculum that fosters healthy and respectful peer-to-peer communication and behaviour between boys and girls, and which challenges perceived limits on pupils based on their gender or any other characteristic. We recognise the importance of being alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and that our RHSE curriculum plays an important part in our whole-school approach towards this.

6. Staff

- In the Pre-Prep, class teachers deliver relationships and health education
- In the Middle Prep, PSHE teachers deliver relationships and health education
- In the Upper Prep, PSHE teachers deliver relationships, health and sex education
- In the College, PSHE teachers deliver relationships, health and sex education

Staff are responsible for:

- Delivering RHSE in a sensitive way
- Modelling positive attitudes to RHSE
- Monitoring progress and attitudes
- Responding to the needs of individual pupils

The school will also invite visitors from outside the school, such as sexual health professionals, to supply support and training to staff teaching RHSE. As with any visitor, we will ensure that any teaching offered by the visitor fits with our planned programme and this policy, and that the content is age-appropriate and accessible for the pupils. We will ask to see materials visitors will use as well as a lesson plan in advance, so that we can ensure it meets the full range of pupils' needs. We will

also ensure that we agree how confidentiality will work in any session, and that the visitor understands how safeguarding reports should be dealt with in line with school policy.

7. Monitoring and Evaluation

- The PSHEE subject lead will organise pupil feedback to the delivery of the PSHEE element of the curriculum and make changes accordingly.
- The School will provide updates and engage with the parental body accordingly.
- It is the responsibility of the policy owners to check and evaluate RHSE provision annually as part of the review of teaching and learning of this aspect of the curriculum.
- It is the responsibility of the policy owners to lead the review of the RHSE policy with governors via the Education and Safeguarding Committees.
- The Independent School's Inspectorate is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's Relationships, Health and Sex Education policy and its delivery.

8. Best practice in teaching RHSE

The School follows PSHE Association best practice principles in teaching PSHE. This includes creating a safe classroom by:

- Agreeing ground rules
- Using distancing strategies
- Handling questions safely
- Considering vulnerabilities
- Ensuring inclusivity
- Signposting support

Best practice also includes:

- Taking a positive approach rather than setting out to shock, shame or scare
- Balancing knowledge, skills and attributes
- Providing accurate, unbiased information
- Not 'inspiring', glamourising or instructing in harmful behaviours
- Starting from where the pupils are
- Making learning accessible to all

We recognise that teaching should help support the development of important attributes in pupils, such as honesty, kindness, tolerance, courtesy, resilience and self-efficacy.

Appendix 1

KS 1 & 2 RSE - Pupils will be taught:

<p>Families and people who care for me</p>	<ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security, and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection, and care. for children and other family members, the importance of spending time together and sharing each other’s lives. • that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that each other’s families are also characterised by care and love. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
<p>Caring friendships</p>	<ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
<p>Respectful relationships</p>	<ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • 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 those in positions of authority.

	<ul style="list-style-type: none"> • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative, or destructive. • the importance of permission-seeking and giving in relationships with friends, peers, and adults.
Online relationships	<ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
Being safe	<ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

KS1 & 2 Physical and Mental Wellbeing – Pupils will be taught:

Mental wellbeing	<ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
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	<ul style="list-style-type: none"> • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
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<p>Internet safety and harms</p>	<ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
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	<ul style="list-style-type: none"> • where and how to report concerns and get support with issues online.
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Physical health and fitness	<ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

	<ul style="list-style-type: none"> • about menstrual wellbeing including the key facts about the menstrual cycle.
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KS3 & KS4 Relationships and Sex Education – Pupils will be taught:

Families	<ul style="list-style-type: none"> • 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 e.g. 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 the raising of children, including 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 relationships is unsafe (and to recognise this in others’ relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
Respectful relationships including friendships	<ul style="list-style-type: none"> • the characteristics of positive and healthy friendships (both on and offline) including: 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 (e.g. 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 tolerance and respect to others and others' beliefs, including people in positions of authority and due tolerance of other peoples’ 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.

<p>Online and media</p>	<ul style="list-style-type: none"> • 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 e.g. pornography often 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.
<p>Being safe</p>	<ul style="list-style-type: none"> • 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).
<p>Intimate and sexual relationships including sexual health</p>	<ul style="list-style-type: none"> • 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, e.g. 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).

	<ul style="list-style-type: none"> • how the different sexually transmitted infections (STIs), including HIV/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 sexual behaviour. • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
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KS3 & KS4 Physical and Mental Wellbeing – Pupils will be taught:

Mental wellbeing	<ul style="list-style-type: none"> • how to talk about their emotions accurately and sensitively, using appropriate vocabulary. • that happiness is linked to being connected to others. • how to recognise the early signs of mental wellbeing concerns. • common types of mental ill health (e.g. anxiety and depression). • how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others’ mental health. • the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
Internet safety and harms	<ul style="list-style-type: none"> • the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. • how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.

Physical health and fitness	<ul style="list-style-type: none"> • the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health. • about the science relating to blood, organ and stem cell donation.
Healthy eating	<ul style="list-style-type: none"> • how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.

	<ul style="list-style-type: none"> • the law relating to the supply and possession of illegal substances. • the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. • the physical and psychological consequences of addiction, including alcohol dependency. • awareness of the dangers of drugs which are prescribed but still present serious health risks. • the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
Health and prevention	<ul style="list-style-type: none"> • about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. • about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. • (late secondary) the benefits of regular self-examination and screening. • the facts and science relating to immunisation and vaccination. • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
Basic first aid	<ul style="list-style-type: none"> • basic treatment for common injuries. • life-saving skills, including how to administer CPR.15 • the purpose of defibrillators and when one might be needed.
Changing adolescent body	<ul style="list-style-type: none"> • key facts about puberty, the changing adolescent body and menstrual wellbeing. • the main changes which take place in males and females, and the implications for emotional and physical health.

RSE National Curriculum Science

Key Stage 2	<p>Pupils will be taught:</p> <ul style="list-style-type: none">• about the physical and emotional changes which take place during adolescence.
Key Stage 3	<p>Pupils will be taught:</p> <ul style="list-style-type: none">• that fertilisation in humans is the fusion of a male and a female cell.• about the physical and emotional changes that take place during adolescence.• about the human reproductive system, including the menstrual cycle and fertilisation.• how the foetus develops in the uterus <p>how the growth and reproduction of bacteria and the replication of viruses can affect health.</p>
Key Stage 4	<p>Pupils will be taught:</p> <ul style="list-style-type: none">• the way in which hormonal control occurs, including the effects of sex hormones.• some medical uses of hormones, including the control and promotion of fertility.• the defence mechanisms of the body.• how sex is determined in humans.