



## RSHE Policy

This policy covers Knightsbridge School's approach to Relationship Sex and Health Education (RSHE). It was produced with guidance from the PSHE Association, in line with the Relationships Education, Relationships and Sex Education (RSE) 2019 (updated September 2021) and Health Education government guidelines.

### 1. Ethos

Knightsbridge School defines 'Relationships, Health and Sex Education' as learning about the physical, emotional and social aspects of growing up, relationships, sex, human sexuality and sexual health. We believe relationship and sex education is important for our pupils as it both educates and empowers them with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and well-being, as well as keeping them safe and empowering them to set appropriate boundaries. We view the partnership of home and school as vital in providing the context of the learning that takes place as part of our RSE curriculum. Our school's overarching aims for our pupils, and the KS code, provide a clear framework to guide teaching and learning in RSHE. We ensure RSHE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by establishing prior learning and assessing maturity in order to differentiate and scaffold the teaching and learning accordingly. We ensure RSHE fosters gender and LGBTQ+ equality by ensuring that the content is fully integrated into the programmes of study for RSHE, rather than delivering them as a standalone unit or lesson.

**The intended outcomes of our RSHE programme are as follows.**

**That pupils will:**

- know and understand about the physical development of their bodies as they grow and feel reassured that these changes are normal.
- understand the ways in which human beings reproduce (at an age appropriate level).
- have the opportunity to discuss relationships and sex education issues without embarrassment or fear of judgement in a safe environment.
- understand they have the right to counteract misleading or false information through exploring stereotypes.
- feel encouraged to challenge sexism and prejudices, in line with the protected characteristic outlined by the Equality Act 2010.



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- understand that they have a responsibility to themselves to respect their own bodies and to look after their own mental and physical well-being as part of being in a mutually respectful relationship.
- understand how to engage in sexual activity safely (when age appropriate) whilst understanding the law on sexual activity (taught when age appropriate level).
- understand the role of the family in caring for children within society.
- develop skills to support them in exploring a broad range of human attributes and emotions, as well as developing a respect for the views of others and the roles of different faiths and attitudes to relationships within modern society.
- have the opportunity to discuss relationships issues amongst their peers, including issues of self-esteem, assertiveness and equality.
- understand child-on-child abuse and the different forms of sexual abuse (at an age appropriate level).
- know what to do if they are worried about any of these issues.
- feel confident in knowing how to keep themselves safe, both physically and emotionally, online and offline.
- Understand how to set emotional and physical boundaries, as well as understanding 'consent' (at an age appropriate level).

### **2. Legislation (statutory regulations and guidance)**

Revised Department for Education statutory guidance states that from September 2020, all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools including independent schools).

Documents that inform the school's RSHE policy include:

Education Act (1996)

Learning and Skills Act (2000)

Education and Inspections Act (2006)

Equality Act (2010)

Relationships Education, Relationships and Sex Education and Health Education 2019 (updated September 2021)

Keeping children safe in education – Statutory safeguarding guidance (2015, updated June 2023)

This RSE policy supports/complements the following Knightsbridge School policies:

Curriculum Policy Appendix A

Life Skills and PSHE Policy

Safeguarding: Child Protection Policy

### **3. Roles and responsibilities**



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The RSHE programme will be taught by Class Teachers in the Junior School and by Form Tutors in the Senior School as part of the Life Skills Curriculum. The provision will be supported by the Well-being Lead, as well as Heads of Section and the Director of Learning.

### **4. Curriculum design**

Our RSHE curriculum is taught as part of the whole school PSHE & RSE education provision. For Years 1 to 6, it is addressed as 'Relationships and Identity' within the Life Skills lessons and is delivered in the Summer Term as part of the RSE programme. This is referred to as 'The Big Talk' and for Years 5 & 6, it covers puberty and period health and supports the transition to RSHE in Year 7. For Years 7 to 11, RSE is delivered within Life Skills lessons. These sessions are supported by guest speaker visits and RSHE workshops, where appropriate. Although elements of RSHE are interwoven throughout the PSHE curriculum, the main focus on RSHE will be in the Summer Term. We feel this allows pupils to be at their most mature when tackling these topics. In the Senior School, we take a cross curricular approach to RSHE and it is also taught through some of our other subject areas (such as Science, Sport, Perspectives, Religious Education and ICT) where we feel that they contribute significantly to a pupil's knowledge and understanding of their own body, how to keep safe, or the social and emotional aspects of relationships. Our RSHE curriculum is taught through a range of interactive activities including teacher-led lessons and discussion, carefully managed peer-to-peer discussion, age appropriate and high quality videos and other digital resources. Planning for RSHE lessons within the PSHE curriculum is produced at the start of each term and is built on evidence based research using trusted sources and includes information on the UK Law, to produce high quality resources that underpin the school values, as outlined in the KS Code. The RSHE Curriculum was produced with supporting evidence from the following sources:

<https://riseabove.org.uk/>

<https://www.bigtalkeducation.co.uk/>

<https://www.pshe-association.org.uk/>

<https://www.sexeducationforum.org.uk/>

### **5. Safe and Effective practice**

Knightsbridge School ensures a safe learning environment for RSHE by following the guidance and procedures outlined in our Safeguarding: Child Protection Policy. It is recognised by Knightsbridge School that when tackling sensitive issues within RSHE that it is good practice for teachers to:

- provide opportunities for pupils to discuss issues in small groups as well as sharing views with the whole class.



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- provide access to balanced information and differing views to help pupils clarify their own opinions whilst making clear that behaviours such as racism, homophobia, bi-phobia, transphobia, discrimination and bullying are never acceptable in any form.
- be cautious about expressing their own views, bearing in mind that they are in an influential position and must work within the school's values, policies and the law.
- be sensitive to the needs and experiences of individuals, as some pupils may have direct experience of some of the issues.
- always work within the school's policies on safeguarding and confidentiality (and ensure that pupils understand school policies on disclosure of confidential information and following up concerns in a more appropriate setting outside lessons)
- Link RSHE education into the whole-school approach to support pupil well-being, making pupils aware of reliable sources of support both inside and outside the school such as Place2Be.

Knightsbridge School also acknowledges that it is best practice when teaching RSHE that teachers and pupils will agree ground rules (lead by pupils where possible) following the appropriate guidelines as suggested by the PSHE Association as follow:

- Keeping the conversation in the room where possible (Teachers must stipulate that they cannot keep conversations in the room where there may be the possibility of a safeguarding concern)
- Openness
- Non-judgmental approach
- Right to pass
- Make no assumptions
- Using appropriate language
- Asking questions
- Seeking help and advice

### **6. Safeguarding**

Teachers are aware that effective RSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Where this occurs teachers will consult with the Designated Safeguarding Lead or one of the deputies. Any visitors or external agencies which support the delivery of RSHE will be required to have a risk assessment produced prior to their visit by a member of KS staff and will be subject to appropriate checks as part of our Safeguarding Child Protection Policy.

### **7. Working in partnership with parents and pupils**



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The policy will be available to parents through the school website. We work closely with parents to ensure that they are fully aware of what is being taught through the publishing of our full RSHE curriculum at the start of the Summer Term, from Nursery to Year 11, and provide additional resources where requested. As part of our whole school approach to RSHE, parent information sessions and opportunities for parents to discuss materials and resources used will be held as in the Spring Term. Parents/carers have the right to withdraw their children from RSHE content that is not part of the statutory science curriculum, however we encourage open, non-judgemental conversation on this matter with the Well-being Lead and/or The Head of Section/Head before such measures are taken to gain a better understanding of the concerns of the family. If a parent/carer requests that their child be removed from RSHE, we will open up a dialogue on this matter and provide support through one to one consultation with our Well-being Lead and The Head of Section/Head. Governors will be informed of the RSHE policy and curriculum through regular meetings. Pupil voice will be used to review and tailor our RSHE programme to match the different needs of pupils through regular evaluations and pupil feedback with support of our Senior Well-being Ambassadors.

### **8. Monitoring, reporting and evaluation**

The Well-being Lead will meet termly with Class Teachers and Form Tutors to ensure that staff are clear about their roles and responsibilities, teaching reflects national guidance and pupils' needs, and to share examples of high quality practice. Teachers will critically reflect on their work in delivering RSHE through regular evaluations and planning sessions. Pupils will have opportunities to review and reflect on their learning during lessons through learning plenaries. In the Junior School, learning will be recorded in a collaborative class journal and in the Senior School, pupils will evidence their weekly learning using their Chromebooks. Pupil voice will be influential in adapting and amending planned learning activities and parent suggestions will be considered to ensure a whole school and pupil centred approach.

### **9. Review**

As part of effective RSHE provision, this RSHE policy will be reviewed annually to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance. This policy will be reviewed annually or in the event of updated legislation/guidance.



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Reviewed by:	Katie-Clare O'Connor-Marsh, Head of Well-being and PSHE July 2023
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