



THE KING'S SCHOOL

GRANTHAM

Relationships and Sex Education Policy

Contents

1	Aims	2
2	Scope and application	3
3	Regulatory framework	3
4	Publication and availability	4
5	Definitions	4
6	Responsibility statement and allocation of tasks	4
7	Definition of relationships and sex education	5
8	Curriculum content	6
9	Equality	6
10	Curriculum delivery	7
11	Assessment and pupil progress	8
12	Resources	8
13	Pupil questions	8
14	Safeguarding, reports of abuse and confidentiality	8
15	Parents' participation	9
16	Consultation	9
17	Training	10
18	Record keeping	10
19	Monitoring, evaluation and review	10
20	Version control	11

1 Aims

- 1.1 This is the relationships and sex education policy of The King's School.
- 1.2 The Academy believes that effective relationships and sex education is essential for young people to make responsible and well-informed decisions throughout their lives. The aim of relationships and sex education is:
 - 1.2.1 to help prepare pupils for the opportunities, responsibilities and experiences of adult life as well as to support and navigate relationships developed throughout childhood and adolescence. The Academy recognises that to embrace the challenges of creating a happy and successful life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build self-efficacy. These subjects should support children and young people to develop resilience, to know how and when to ask for help, and to know where to access support.
 - 1.2.2 The Academy recognises that the role of Parents in the development of their children's understanding about relationships is vital. Parents are first teachers of their children. They have the most significant influence in enabling their children to grow to maturity and to form healthy relationships. The Academy's relationships and sex education programme is intended to complement and support the role of Parents in educating their children about sexuality and relationships.
 - 1.2.3 The Academy recognises an aim of this policy is to help to create, model, maintain, review and embed a culture of respect, safety, equality and protection.
 - 1.2.4 The Academy recognises that it has a crucial role in preventative education in respect of safeguarding and sexual violence and sexual harassment. The most effective preventative education programme will be through a whole school approach that prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny / misandry, homophobia, biphobic and sexual violence / harassment.
 - 1.2.5 The Academy has a clear set of values and standards upheld and demonstrated throughout all aspects of school life. These are underpinned by the Academy's behaviour policy and pastoral and support system as well as by a planned programme of evidence-based relationships and sex education programme delivered in regularly timetabled lessons twice a week in registration and reinforced throughout the whole curriculum.
 - 1.2.6 The Academy recognises the central role that the relationships and sex education programme plays in key regulatory standards; for example, through the Academy's accountability to its inspectors' consideration of pupils' personal development, behaviour and welfare; pupils' spiritual, moral, social and cultural development and leadership and management.
 - 1.2.7 The Academy recognises the role of the pupil voice and the benefit of hearing the lived experience of pupils, in creating, developing and reviewing the relationships and sex education programme and academy culture.
 - 1.2.8 The Academy recognises that academies, schools and colleges can play a crucial role in preventative education in respect of safeguarding and sexual violence and sexual harassment, including online. The most effective preventative education programme will be through a whole academy approach that prepares pupils for life in modern Britain, including through the planned programme and delivery of evidence-based content of the relationships and sex education programme.
 - 1.2.9 The Academy relationships and sex education programme reflects and supports the Academy vision.

2 Scope and application

- 2.1 This relationships and sex education policy applies to all pupils of the Academy.
- 2.2 The policy applies to all staff who work for or on behalf of the Proprietor, regardless of their employment status (including employees, contractors, fixed term, part-time, temporary and voluntary staff and helpers, supply staff, Trustees and Governors) and pupils of the Academy.

3 Regulatory framework

- 3.1 This policy has been prepared to meet the Academy's responsibilities under:
 - 3.1.1 Education (Independent School Standards) Regulations 2014;
 - 3.1.2 Education and Skills Act 2008;
 - 3.1.3 Education Act 2002;
 - 3.1.4 Children Act 1989;
 - 3.1.5 Equality Act 2010;
 - 3.1.6 Children and Families Act 2014;
 - 3.1.7 Children and Social Work Act 2017;
 - 3.1.8 Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- 3.2 This policy has regard to the following guidance and advice:
 - 3.2.1 it is based on statutory guidance from the DfE [Relationships education, relationships and sex education and health education](#) (DfE, July 2025, in force from 1 September 2026; the September 2021 guidance remains in force until 31 August 2026);
 - 3.2.2 [Keeping children safe in education](#) (DfE, September 2025) (**KCSIE**);
 - 3.2.3 [Working together to safeguard children](#) (DfE, December 2023, updated February 2024);
 - 3.2.4 [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) (UKCIS, March 2024);
 - 3.2.5 [Searching, screening and confiscation: advice for schools](#) (DfE, July 2023);
 - 3.2.6 [Behaviour in schools: advice for headteachers and school staff](#) (DfE, February 2024);
 - 3.2.7 [Respectful School Communities: self-review and signposting tool](#) (DfE);
 - 3.2.8 [Tom Bennett independent review of behaviour in schools](#) (March 2017);
 - 3.2.9 [Relationships education, relationships and sex education and health education FAQs](#) (DfE, April 2019, updated July 2020);
 - 3.2.10 [DfE guide for parents that schools can use to communicate about teaching relationships and health education](#); (DfE, June 2019);
 - 3.2.11 [Plan your relationships sex and health curriculum](#) (DfE, February 2022);
 - 3.2.12 [Teaching about relationships, sex and health](#) (DfE, March 2021);
 - 3.2.13 [Review of sexual abuse in schools and colleges](#) (Ofsted, June 2021);
 - 3.2.14 [Political impartiality in schools](#) (DfE, February 2022); and
 - 3.2.15 [Teaching online safety in schools](#) (DfE, January 2023).

3.3 The following Academy policies, procedures, documents and resources material are relevant to this policy:

- 3.3.1 Safeguarding and child protection policy and procedures;
- 3.3.2 Behaviour policy;
- 3.3.3 Risk assessment policy for pupil welfare;
- 3.3.4 Anti-bullying policy;
- 3.3.5 Special education needs and disability (SEND) policy;
- 3.3.6 Online safety policy;
- 3.3.7 Acceptable use policy;
- 3.3.8 Curriculum policy; and
- 3.3.9 Equality Policy

4 **Publication and availability**

- 4.1 This policy is published on the Academy's website.
- 4.2 This policy is available in hard copy on request from the school.
- 4.3 A copy of this policy is available for inspection from the school website during the school day.
- 4.4 This policy can be made available in large print or other accessible format if required.

5 **Definitions**

- 5.1 Where the following words or phrases are used in this policy:
 - 5.1.1 references to the **Proprietor** are references to The King's School.
 - 5.1.2 references to **Parent** or **Parents** means the natural or adoptive Parents of the pupil (irrespective of whether they are or have ever been married, with whom the pupil lives, or whether they have contact with the pupil) as well as any person who is not the natural or adoptive Parent of the pupil, but who has care of, or parental responsibility for, the pupil (e.g. legal guardian);
 - 5.1.3 references to **school days** mean Monday to Friday when the Academy is open to pupils during term time. The dates of terms are published on the Academy's website.

6 **Responsibility statement and allocation of tasks**

- 6.1 The Proprietor has overall responsibility for all matters which are the subject of this policy including the approval of this policy.
- 6.2 The Proprietor is aware of its duties under the Equality Act 2010 and the requirement under S.149 of the Equality Act 2010 to meet the Public Sector Equality Duty. This means in carrying out its functions, the Proprietor is required to have due regard to the need to:
 - 6.2.1 eliminate discrimination and other conduct that is prohibited by the Act;
 - 6.2.2 advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
 - 6.2.3 foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

- 6.3 The Proprietor is required to ensure that all those with leadership and management responsibilities at the Academy actively promote the well-being of pupils. The adoption of this policy is part of the Proprietor's response to this duty.
- 6.4 The Academy will take a whole school approach to relationships and sex education. The Academy will appoint a Personal, Social, Health and Economic (PSHE) education co-ordinator, with responsibility for the curriculum area. The subject leader will hold at least termly meetings with the pupil body; the Senior Leadership Team and other members of staff with pastoral responsibilities to ensure the subjects will sit within the context of the Academy's broader culture, ethos and approach to developing pupils socially, morally, spiritually and culturally; and its pastoral care system.
- 6.5 To ensure the efficient discharge of its responsibilities under this policy, the Proprietor has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	Tom Deller (i/c PSHE and SRE)	As required, and at least termly
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	Tom Deller (i/c PSHE and SRE)	As required, and at least termly
Maintaining up to date records of all information created in relation to the policy and its implementation as required by the UK GDPR	Tom Deller (i/c PSHE and SRE)	As required, and at least termly
Seeking input from interested groups (such as pupils, staff, Parents) to consider improvements to the Academy's processes under the policy	Tom Deller (i/c PSHE and SRE)	As required, and at least annually
Formal annual review	Proprietor	Annually
Overall responsibility for content and implementation	Proprietor	As a minimum annually.

7 Definition of relationships and sex education

- 7.1 Relationships and sex education for secondary education is part of the PSHE curriculum in the context of a broad and balanced curriculum, intended to provide what children and young people need to know about how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. It comprises learning about the nature of marriage and civil partnership and their importance for family life and the bringing up of children; safety in forming and maintaining relationships; the characteristics of healthy relationships and how relationships may affect physical and mental health and wellbeing as well as signposting sources of support for those pupils who have any concerns about relationships. The education provided is fully inclusive and developed to be age and stage of development appropriate and is taught sensitively and inclusively, with respect to the backgrounds and beliefs, needs and vulnerabilities with the aim of providing pupils with the knowledge they need.
- 7.2 Sex education, as part of relationships and sex education in secondary schools, also includes the teaching about intimate and sexual relationships, including sexual health, healthy sexual

relationships and mutual respect, personal privacy and gender stereotypes. It also includes what the law says about sex, relationships, consent and young people, as well as pornography, broader safeguarding issues and using technology.

8 Curriculum content

- 8.1 In addition to relationships education, the Academy will teach sex education including teaching contained in the science curriculum policy about the main external body parts, the human body as it grows from birth to old age (including puberty) and the reproduction in some plants and animals.
- 8.2 By the end of secondary education, relationships and sex education include teaching about families; respectful relationships, including friendships; issues around being online and the media; being safe and intimate and sexual relationships, including sexual health.
- 8.3 By the end of secondary education, pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including (but not necessarily limited to): marriage; consent, including the age of consent; violence against women and girls; online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, and semi-nudes etc.); pornography; abortion; sexuality; gender identity; substance misuse; violence and exploitation by gangs; extremism / radicalisation; criminal exploitation (for example, through gang involvement or 'county lines' drugs operations); hate crime and female genital mutilation (FGM).

9 Equality

- 9.1 The Academy will ensure that it considers the makeup of the student body, including the gender and the age range of the pupils and take this into account in the design and teaching of sex and relationships education. The Academy will consider whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics. This may include positive action to support groups that are disproportionately subjected to sexual violence and sexual harassment.
- 9.2 The Academy will be alive to and address issues such as sexual violence and sexual harassment, sexism, homophobia and stereotypes and will take positive action to build a culture of respect where such issues will not be tolerated and any incidences are identified and tackled. The Academy is committed to the approach that the starting point should always be that there is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated. Sexual violence or sexual harassment will not be passed off as "banter", "just having a laugh", part of "growing up" or "boys being boys" as the Academy recognises that this can lead to a culture of unacceptable behaviours and an unsafe environment for children. The Academy will act as though sexual harassment and online sexual abuse are happening, even when there are no specific complaints or reports about it.
- 9.3 The Academy will consider ways to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on pupils based on their gender or any other characteristic, including through these subjects and as part of a whole-school approach.
- 9.4 As part of this whole-school approach, the Academy (including through the PSHE co-ordinator and Senior Leadership Team) will meet with representatives of the pupil body in order to seek pupil views on addressing these issues through the relationships and sex education programme.
- 9.5 **Students with special educational needs and disabilities (SEND):** relationships and sex education will be accessible for all pupils including those with SEND and other vulnerabilities and to ensure teaching will be differentiated and personalised. The Academy is aware that

some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and will take this into consideration when designing and teaching these subjects.

- 9.6 **Lesbian, Gay, Bisexual and Transgender (LGBT):** The Academy encourages pupils to respect other people, paying particular regard to the protected characteristic set out in the Equality Act 2010. The Academy is aware that children who are or perceived to be LGBT can be targeted by other children and is committed to countering homophobic, biphobic and transphobic abuse. LGBT inclusion is part of the statutory teaching of relationships and sex education curriculum and the Academy will ensure that its teaching is sensitive and age appropriate in content and will consider when it is appropriate to teach pupils about LGBT. This content will be fully integrated into the programmes of study rather than delivered as a stand-alone unit or lesson. Academy staff will also endeavour to provide a safe space for LGBT children to speak out or share their concerns.
- 9.7 The Academy is aware of its legal duties, including those pursuant to the Equality Act 2010, which makes it unlawful for the proprietor of the Academy to discriminate against, harass or victimise a pupil or potential pupil in prescribed circumstances, including:
- 9.7.1 in the way it provides education for pupils;
 - 9.7.2 in the way it provides pupils access to any benefit, facility or service; or
 - 9.7.3 subjecting them to any other detriment.
- 9.8 The Academy is also aware of its duties to teach about equality issues and to ensure teaching at the Academy does not discriminate against pupils.

10 Curriculum delivery

- 10.1 The Academy will ensure sufficient and regular time is allocated within the curriculum to deliver the relationships and sex education curriculum effectively, and in a manner designed to facilitate meaningful discussion.
- 10.2 Curriculum content and curriculum delivery will be underpinned by the Academy's behaviour policy and pastoral support system, as well as by a planned programme of evidence-based relationships and sex education, delivered in regularly timetabled lessons and reinforced throughout the whole curriculum.
- 10.3 The content of the relationships and sex education curriculum is delivered through the curriculum areas of science and PSHE. It is carefully sequenced with sufficient time allocated for topics that pupils find difficult, e.g. consent and sharing explicit images.
- 10.4 The Academy often invites visiting speakers to the Academy to help enhance and enrich our curriculum, our pupils' experiences and broaden their horizons and this is actively encouraged. The Academy will ensure that the arrangements for visiting speakers, whether invited by staff, pupils or parents, are suitably assessed before the visit takes place and that clear protocols, are followed to ensure that those visiting speakers and any resources used are suitable, compatible with the Academy's duties, age-appropriate and aligned to the developmental stage of the pupils being taught. This includes following the Academy's Visitors and security policy. The Academy will ensure any visiting speaker is appropriately supervised when on school premises. In the unlikely event that the content, resources or delivery falls outside the Academy's expectations, or is deemed inappropriate, the Academy will take appropriate action, which could include stopping the presentation altogether.

11 Assessment and pupil progress

- 11.1 Teachers are expected to plan, teach and assess the subject and measure pupil progress in accordance with the high expectations across the Academy in other subject areas. This will be regularly monitored and reviewed by the PSHE co-ordinator and regularly reported to SLT and Trustees.

12 Resources

- 12.1 All resources will be assessed to ensure they are suitable, compatible with the Academy's duties, age-appropriate and aligned to the developmental stage of the pupils being taught.
- 12.2 The Academy will regularly assess the resources it will use prior to delivery of the programme and keep the resources under review.
- 12.3 The Academy will share example resources to Parents when requested.
- 12.4 The PSHE co-ordinator will lead the collation, assessment, review and use of these resources.

13 Pupil questions

- 13.1 The Academy appreciates that pupils may ask their teachers or other adults questions pertaining to sex or sexuality which go beyond the Academy's curriculum. The Academy's approach is to ensure that teachers are confident to deal with such questions in an age-appropriate manner, recognising that children whose questions go unanswered may turn to inappropriate sources of information and that such questions may indicate a safeguarding response may be appropriate. INSET and other training will seek to include information on how teachers can respond.

14 Safeguarding, reports of abuse and confidentiality

- 14.1 The Academy will follow Keeping children safe in education (**KCSIE**) and will ensure children are taught about safeguarding, including about how to stay safe online and respectful relationships. Appropriate open forums to discuss potentially sensitive issues will be made available to children. Children will also be made aware of how to raise concerns or make a report and how any report will be handled. The Academy recognises that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed or to respond to the incidents or any patterns identified by the Academy, for example in particular cohorts.
- 14.2 Teachers will follow the Academy's policy on confidentiality between themselves and students and manage an appropriate level of confidentiality. Students should be reassured that their best interests will be maintained, but teachers cannot offer or promise absolute confidentiality. Teachers will follow the Academy's Safeguarding and child protection policy and procedures if a child protection issue is raised.
- 14.3 In addition, but not alternatively to following the Academy's Safeguarding and child protection policy and procedures, teachers will also consider whether any anti-bullying and / or disciplinary issues arise following any pupil concerns and will follow the Academy's Behaviour policy and / or the Academy's Anti-bullying policy as appropriate.
- 14.4 The Academy will encourage students to talk to their Parents and support them to do so. The Academy will also inform students of sources of confidential help, for example, their General Practitioner (GP), counsellor, or local young person's advice service.

- 14.5 Where the Academy invites external agencies to support the delivery of these subjects, the Academy will agree in advance of the session how a safeguarding report will be dealt with by the external visitor.

15 **Parents' participation**

- 15.1 The Academy recognises that Parents are the first teachers of their children and that they play a vital role in:
- 15.1.1 teaching their children about relationships and sex;
 - 15.1.2 maintaining the culture and ethos of the family;
 - 15.1.3 helping their children cope with the emotional and physical aspects of growing up;
 - 15.1.4 preparing them for the challenges and responsibilities that sexual maturity brings.
- 15.2 The Academy will consult with Parents in the development and review of this policy and on the content of the relationship and sex education programmes, including a sample of resources to be used.
- 15.3 The Academy will communicate to Parents what will be taught and when in delivering relationships and sex education. See Appendix 1.
- 15.4 The Academy will regularly engage with Parents to seek their views on the quality of relationships education and relationships and sex education and on school culture.
- 15.5 It will also keep in regular contact with Parents reinforcing the importance of children being safe online as technology is a significant component in many safeguarding and wellbeing issues, particularly those related to child-on-child abuse.
- 15.6 Parents of secondary age children have the right to request that their child be withdrawn from some or all of sex education delivered as part of relationships and sex education at secondary school age, except for those parts included in the science curriculum, which cover the biological aspects of human growth and reproduction. The Academy will make alternative arrangements for students in each case so that they receive appropriate, purposeful education during the period of withdrawal.
- 15.7 Following a request to withdraw in relation to a secondary age child, the PSHE lead will request a discussion with the child's Parents, and where appropriate, with the child. Following that discussion, except in exceptional circumstances, the Academy should respect the Parents request to withdraw the child, up to three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the Academy should make arrangements to provide the child with sex education during one of those terms. There may be exceptional circumstances where the Head may want to take into account a pupil's specific needs arising from their special education needs or disability into account when making this decision. Any discussions and decisions will be documented by the Academy.
- 15.8 The Parents' right to request that their child be withdrawn from some or all of sex education will be communicated to them by the Academy. There is no right to withdraw from relationships education.

16 **Consultation**

- 16.1 This policy has been produced and will be reviewed in consultation with Parents, teachers and pupils and seeks to take into account the views of the Academy's community.

17 Training

- 17.1 The Academy will carefully consider the suitability of staff teaching relationships and sex education and will ensure they are committed to the priority the Academy affords to the subject and to professional development in the subject. The Academy will provide additional resources to staff who are not specialists in the subject in order that they can successfully implement the curriculum.
- 17.2 The Academy will ensure appropriate training for staff on expressing personal opinions and the use of external resources and visiting speakers.
- 17.3 The Academy ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.
- 17.4 The level and frequency of training depends on role of the individual member of staff and the need for them to complete risk assessments as part of their role. This will include training of all teaching and pastoral staff in accordance with the Department for Education teacher training materials in respect of relationships and sex education. High-quality, specific training will be provided for teachers delivering RSE and the School will review the adequacy of that training at all levels, to ensure that it is fit for purpose.
- 17.5 The Academy maintains written records of all staff training.

18 Record keeping

- 18.1 All records created in accordance with this policy are managed in accordance with the Academy's policies that apply to the retention and destruction of records.
- 18.2 All matters arising from this policy involving a child protection issue will be recorded and dealt with under the Academy's Safeguarding and child protection policy and procedures including incidents involving sexual harassment and sexual violence.
- 18.3 The records created in accordance with this policy may contain personal data. The Academy has a number of privacy notices which explain how the Academy will use personal data. The Academy's approach to data protection compliance is set out in the Overarching Data Protection Policy. In addition, staff must ensure that they follow the Academy's data protection policies and procedures when handling personal data created in connection with this policy; this includes the Academy's Data protection policy.

19 Monitoring, evaluation and review

- 19.1 The teacher with responsibility for PSHE will ensure that:
 - 19.1.1 all schemes of work are reviewed on a regular basis to assess the content and that the content as defined within the policy is accurate and conforms to current guidance;
 - 19.1.2 colleagues within their department or staff delivering this curriculum are familiar with this policy and ensure that delivery, assessment and pupil progress conform to the guidelines set down in the policy and its appendices;
 - 19.1.3 staff teaching any part of this programme are asked to review content and delivery. The outcomes of this evaluation are used to inform future amendments to the teaching programme, consultation with Parents and any training and development needs;
 - 19.1.4 any review of the programme includes an opportunity for the views of Parents to be considered;
 - 19.1.5 any review of the programme includes an opportunity for the views of teachers and pupils to be considered;

19.1.6 the content of all outside agencies' presentations is evaluated to ensure that it is in line with this policy and the current statutory guidance on Relationships education, relationships and sex education and health education.

20 **Version control**

Date of adoption of this policy	September 2012
Date of last review of this policy	December 2025
Date for next review of this policy	December 2026



THE KING'S SCHOOL

GRANTHAM

Appendix 1 Relationships and Sex Education curriculum map

This can be found on the school website: [The King's School Grantham - PSHE Curriculum](#)

Appendix 2 Parents' consultation and review process

General principles

We will consult with Parents when developing and reviewing our policies for relationships education and relationships and sex education, which help inform our decisions on when and how certain curriculum content is covered and how it is delivered. Our consultation will include giving the space and time for Parents to input, ask questions, share concerns and for the Academy to decide the way forward.

We will listen to Parents' views, and then make a reasonable decision as to how to proceed. What is taught, and how, is ultimately a decision for the Academy and consultation does not provide a Parental veto on curriculum content or delivery.

As part of our consultation with Parents we will provide examples of the resources we plan to use, for example the books we will use in lessons. We may adapt our timescales, process and content to respond to the needs of the Academy and pupils.