

RELATIONSHIPS AND SEX EDUCATION POLICY

SENIOR SCHOOL

1. At Kent College, we aim to equip our students to live responsible and fulfilling lives both at school and in the future. We believe that people of all ages need to be able to make informed choices about their behaviour and relationships.
2. The Department for Education guidance on [Relationships and Sex Education](#), published in June 2020 (updated in July 2025) outlines the following overarching principles:

To embrace the challenges of creating a happy and successful adult life, students need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Students can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

3. Through a structured programme of relationships and sex education, students will acquire knowledge and understanding of health and sexual matters. PSHE lessons are safe fora for the students to develop emotional literacy, feel able to discuss their feelings and raise questions without embarrassment. The programme aims to provide reassurance that change is part of the life cycle and to give help to girls adjusting to these changes. Character, resilience and high self-esteem are integral parts of valuing oneself and are reflected in our behaviour in relationships with others. Students will be encouraged to understand the value of family life, the implications of parenthood and the importance of responsibility in all relationships. Students are encouraged to make their own informed choices and not be unduly swayed by external pressures. Through a growing understanding of risk, students will develop the motivation and skills to keep themselves healthy and safe. Topics may be covered several times during the Senior School, as different detail and approach varies according to age.
4. We recognise the individuality of each person and this includes his or her sexuality. We recognise that people express their sexuality in different ways; our students need to learn to treat with understanding those whose behaviour they may find unacceptable in their own lives. This approach is in line with the principles of the Equality Act 2010.
5. Care will be taken to ensure that students learn at appropriate times in their school life, about their own sexuality in the context of loving and lasting commitment. While emphasis is placed on the emotional and spiritual aspects of sexuality, the programme will include the teaching of factual knowledge. The students will learn about human reproduction, contraception and sexually transmitted diseases, including AIDS. In the more senior years, types of contraception will be discussed and shown to students, as will ways to prevent catching an STI. The matter of unexpected or unwanted pregnancy will also be discussed,

and again students will be given details of where to go for more help. The school would expect to give support to any girl who finds herself with an STI or unexpected pregnancy. This support would usually be given in conjunction with the parents, but there may be situations where this is not possible. In these circumstances the medical team on site will operate within the Fraser guidelines (attached) to decide whether a pupil is competent to understand the consequences of choices and actions. The Designated Safeguarding Lead will be kept informed where appropriate.

6. Human sexuality should not be isolated from other aspects of life. Topics such as homosexuality, homophobia, gender, consent and criminal sexual exploitation may also be discussed in sensitive and inclusive ways where appropriate. The issue of rape (and date rape) will also be covered, including ways to keep safe, the role of the police and likely support needed and available. The sex education programme therefore will be integrated with other aspects of the curriculum. It will be devised and led by the PSHCE Co-ordinator in the Senior School. The Science and Religious Studies staff, the School Sister, the Chaplain and other visiting professionals may contribute. Discussions in the senior years will aim to help the students determine their own attitudes. Parents may be invited to attend some talks by outside speakers and will also be advised of the contents of each year's programme. A detailed programme of Sex Education is part of the Personal, Social and Health Education Programme developed by the PSHCE Co-ordinator.
7. The PSHE curriculum will also teach students recognise misogyny and its links to Violence Against Women and Girls, including how online influencers and sub-cultures can normalise harmful attitudes towards women.
8. The PSHE curriculum makes clear links between the importance of physical and emotional wellbeing and healthy relationships, including sexual relationships. Emphasis throughout will be placed on developing good inter-personal skills and the self-confidence to take informed and responsible decisions.
9. The lessons are designed to be accessible for students with SEND and those with EAL. For example, glossaries are added to resources and there are clear visual cues when teaching. Staff also follow the recommendations and strategies provided by the SENCO and EAL co-ordinator. The School is aware that some students 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.
10. RSE is taught as part of the PSHE curriculum by a variety of teaching staff, including the Head and Deputy Head Pastoral. Staff meet and discuss the topics ahead of delivering the sessions. Staff are clear that they must provide a safe and inclusive environment in which to teach RSE. Ground rules are established to that effect.
11. Lesbian, Gay, Bisexual and Transgender (LGBT): The School will ensure that the teaching of relationships and sex education is sensitive and age appropriate in content and will consider when it is appropriate to teach students about LGBT. This content will be fully integrated into the programmes of study rather than delivered as a stand-alone unit or lesson
12. Teaching Online safety and how to access new digital technologies safely is essential as part of tackling the topics of healthy relationships and consent. Students will be taught regarding the law on indecent images applies equally to images that are digitally altered or AI-generated.
13. The RSE curriculum is regularly reviewed to evaluate its effectiveness and we will inform parents of any revisions to the school policy or curriculum as required. Teachers will reflect

on the effectiveness of the RSE provision and the PSHE co-ordinator will gather staff views through regular staff meetings. The Education Committee of the governing body monitors and reviews our RSE policy on a regular basis and agrees any modifications to the policy as necessary. Parents have been consulted and informed about the content of the RSE curriculum and the school's approach when delivering it.

The School recognises that the role of parents in the development of their children's understanding about relationships is vital. Parents are the 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 School's relationships and sex education programme is intended to complement and support the role of parents and carers in educating their children about sexuality and relationships.

14. According to the Department for Education guidance, parents/ guardians may withdraw their children from PSHE lessons specifically dedicated to Sex Education. Should a parent/guardian make this request, the School will follow the procedure outlined on page 6 of the guidance. At Kent College we will ensure that the head discusses the request with the parents, and the child if appropriate. In the senior school the head can refuse a request in exceptional circumstances, for example because of safeguarding concerns or a pupil's specific vulnerability. From three terms before the pupil turns 16, Kent College understands that a pupil can choose to opt back into sex education even if their parent has requested withdrawal. Kent College understands that parents do not have the right to withdraw their students from relationships and health education, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction. The School will make alternative arrangements for students in each case so that they receive appropriate, purposeful education during the period of withdrawal.
15. This policy has been developed in conjunction with the general principles of the Methodist Board and with reference to their policy for use in Methodist schools.

AEU/PSHCE Co-ordinator: January 2004

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Agreed by Governors: June 2005

Reviewed by SLT: June 2009

Reviewed by Head of PSHCE: September 2012

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Reviewed by SLT: September 2015

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Reviewed by Deputy Head Pastoral February 2025

Approved by Education Committee: March 2025

Reviewed by Deputy Head Pastoral September 2026

Approved by Exec: September 2026

Annex A: What students will have covered by the end of Senior School

The Life Skills Handbook 2026-2027 provides a detailed curriculum overview of what students will have covered by the end of Senior School under the following topics:

Families

Respectful Relationships including friendships

Online and Media

Being Safe

Intimate and Sexual relationships including sexual health

A link to this document is [here](#)

Annex B: Sex & the Law: The Fraser Guidelines

The Fraser guidelines apply specifically to advice and treatment about contraception and sexual health. They may be used by a range of healthcare professionals working with under 16-year-olds, including doctors and nurse practitioners.

Following a legal ruling in 2006, Fraser guidelines can also be applied to advice and treatment for sexually transmitted infections and the termination of pregnancy (Axton v The Secretary of State for Health, 2006).

Using the Fraser guidelines

Practitioners using the Fraser guidelines should be satisfied of the following:

- the young person cannot be persuaded to inform their parents or carers that they are seeking this advice or treatment (or to allow the practitioner to inform their parents or carers).
- the young person understands the advice being given.
- the young person's physical or mental health or both are likely to suffer unless they receive the advice or treatment.
- it is in the young person's best interests to receive the advice, treatment or both without their parents' or carers' consent.
- the young person is very likely to continue having sex with or without contraceptive treatment.

(Gillick v West Norfolk, 1985)

Child protection concerns

When using Fraser guidelines for issues relating to sexual health, you should always consider any potential child protection concerns:

- Underage sexual activity is a possible indicator of child sexual exploitation and children who have been groomed may not realise they are being abused.
- Sexual activity with a child under 13 should always result in a child protection referral.
- If a young person presents repeatedly about sexually transmitted infections or the termination of pregnancy this may be an indicator of child sexual abuse or exploitation.

You should always consider any previous concerns that may have been raised about the young person and explore whether there are any factors that may present a risk to their safety and wellbeing.

You must always share child protection concerns with the relevant agencies, even if a child or young person asks you not to.

NSCPCC, June 2020