



ST EDMUND'S SCHOOL CANTERBURY

Relationships Education, Relationships and Sex Education (RSE) and Health Education

1. Members of staff responsible:

Deputy Head Junior School and Deputy Head (Pastoral) Senior School.

2. Legal Context

This policy has been prepared to meet the School's responsibilities under:
Education (Independent School Standards) Regulations 2014;

- Statutory framework for the Early Years Foundation Stage (DfE, September 2021);
- Education and Skills Act 2008;
- Education Act 2002;
- Children Act 1989;
- Equality Act 2010;
- Children and Families Act 2014;
- Children and Social Work Act 2017;
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.

The *Relationships and Sex Education and Health Education (England) Regulations 2019*, (updated in September 2021) make relationships and sex education compulsory as follows:

Relationships education – for pupils receiving primary education (essentially age 5 to the end of Year 6). There is no parental right to withdraw pupils.

Relationships and sex education – for pupils receiving secondary education (essentially Year 7 and above), subject to a limited parental right to withdraw pupils (see below for more).

Therefore this policy should be read in conjunction with:

Keeping Children Safe in Education (2024)

https://assets.publishing.service.gov.uk/media/6650a1967b792fff71a83e8/Keeping_children_safe_in_education_2024.pdf

Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019)

https://assets.publishing.service.gov.uk/media/62cea352e90e071e789ea9bf/Relationships_Education_RSE_and_Health_Education.pdf

<https://www.gov.uk/guidance/plan-your-relationships-sex-and-health-curriculum>

3. Description of the Setting

St Edmund's is an independent, co-educational, day and boarding school for pupils aged between 2 and 18 years, comprising the Pre-Prep, Junior and Senior Schools. Our aim is to provide varied opportunities for academic, sporting, artistic, musical and dramatic achievement, so the children can explore and realise their individual potential, leaving school as well-rounded young men and women. Our schools have excellent teaching facilities, well-resourced libraries, access to information technology and numerous options for extracurricular activities.

Numerically we may be viewed as follows (as at 31/8/24):

	Pre-Prep School	Junior School	Senior School
Age range	2-7 year old	7-13 years old	13-18 years old
Numbers of boys and girls	Boys 16 Girls 13 Total 29 +27 in Nursery (18 boys and 9 girls)	Boys 107 Girls 104 Total 211	Boys 189 Girls 182 Total 371
Religious affiliation*	Majority are Anglian. Others include Muslim and Catholic.	Majority are Anglican. Others include Buddhist, Catholic, Hindu, Lutheran and Muslim.	Majority are Anglican. Others include Buddhism, Greek Orthodox, Hindu, Muslim and Catholic.
Ethnic Groups*	Majority is British. Others are White and Black African, Indian, Asian and White Other	Majority is British. Others are White and Black African, Other Asian and Other mixed	Majority is British. Others are Other White, Chinese, Indian, White and Black African, White and Black Caribbean.

The school's database contains all the relevant information.

St Edmund's was first established in 1749 as the Clergy Orphan School in Yorkshire. The School later moved to London and settled in our present location in 1855. The School's commitment to its origins endures, as does its Christian ethos. However, the School welcomes pupils from all backgrounds and places a particularly strong emphasis on pastoral care.

The well-being of every pupil is supported by a broad system of pastoral care, appropriate to the needs of each individual school. The Chaplain performs a central role in the three schools. Overseen by the senior management teams, the teachers and teaching assistants in the Pre-Prep School, form teachers or tutors in Junior School, and housemasters and personal tutors in Senior School contribute to the well-being of pupils. The residential house parents take care of the needs of the boarding community (including our Cathedral choristers). The on-site medical staff are an essential part of pastoral care.

Curriculum Support is available for those who need it. In addition, we have an Additional Educational Needs (AEN) department that supports children with mild learning difficulties.

We offer competitive scholarships in Academic achievement, Drama, Music and Sport at 11+, 13+ and 16+. In addition, Art scholarships are available at 13+ and 16+. Bursaries are available on a means tested basis to all who already have places at the school and in particular to clergy families.

St Edmund's is known for its family ethos with a warm, friendly atmosphere that creates a strong sense of belonging. Parents can feel confident that they will be well informed and involved in school activities as staff are fully aware of the benefits of a supportive alliance between home and school.

The Board of Governors comprises 11 independent members of the community, with the Patron of the School as the Lord Archbishop of Canterbury. The Governors have three special interest committees, of which the Education and Staffing Committee has responsibility for matters pertaining to pastoral care, PSHEE and related policies.

4. General Aims & Objectives

A statement of belief about the role and nature of sex and relationships education is detailed within the DfE's guidance (2019).

This can be found at the following link:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

The document states as an outline of principle for RSE that:

In Primary School:

“The focus should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.”

and in Secondary School

“The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship”

This will be achieved by a systematic programme of RSE within the school’s overall provision of PSHEE. All staff, academic and pastoral, are partners in this endeavour, as are all parents.

5. The Specific Aims of the Policy:

We aim to:

- Encourage personal responsibility in all forms of behaviour
- Encourage appropriate self-esteem
- Equip all students to make informed and appropriate decisions about sexual health and activity
- Provide support and information for young people
- Ensure that all young people of all sexual orientations are valued and respected
- Teach students about different relationships, including marriage, and the value of family life
- Facilitate confidential advice on personal issues including those pertaining to health, sex and relationships.
- Clarify the ‘school rules’ on personal relationships in school
- Consider the benefits of healthy relationships to mental wellbeing and respect
- Ensure the Christian ethos provides the context within which all personal development takes place
- Comply with the Equality Act 2010, under which religion or belief are among the protected characteristics.
- Consider faith perspectives in line with the DfE’s guidance (2019).

6. Moral and Values Framework

St Edmund’s School’s RSE Policy affirms and includes everything required by the DfE as RSE policy and RSE Guidance in all schools. As an independent school of Church of England Foundation, the school also looks to the Guidance issued by the Canterbury Diocesan Board of Education (<http://www.christianvalues4schools.org.uk/>) and affirms certain key principles or statements which any Church school might wish to consider. Thus, St Edmund’s School’s self-evaluation includes these specific questions:

Does our RSE policy and practice reflect the distinctive Christian character of our School?

Does our teaching on relationships in all areas of the curriculum reinforce Christian values and principles (such as love, compassion, trust, honesty and forgiveness) and in this way form the basis for RSE teaching and learning?

Does our RSE policy assist our pupils in developing a mature awareness of the spiritual and ethical, as well as the material nature of life?

Does our RSE allow for a good understanding of pupils' faith backgrounds, taking this into consideration when planning teaching, so that the topics are appropriately handled.

7. Definitions

Relationships education for primary education and relationships and sex education for secondary education is part of the PSHEE 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. The education provided is age appropriate and developmentally appropriate and is taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents, with the aim of providing pupils with the knowledge they need of the law.

Sex education, as part of relationships and sex education in secondary schools includes also the teaching about intimate and sexual relationships, including sexual health. It also includes what the law says about sex, relationships and young people (including consent) as well as broader safeguarding issues and using technology.

Teaching about relationships is key to good RSE and it is in the context of positive and caring relationships that RSE should always be set. Therefore, some important principles might be that:

- Sexual relationships should be seen as the fulfillment of a relationship and not as the basis for a relationship
- Sexual relationships between those who are not in loving long-term relationships often do not consider the long term happiness of both those involved (or indeed of either)
- Sexual relationships between those who are in loving long-term relationships can provide a context within which both partners learn to love, to be loved, to be valued and appreciated, and to grow in maturity
- Sexual relationships between those who are in loving long-term relationships can provide a context within which both partners learn the basic ground rules of mutual respect on which to base good relationships within their wider family and beyond

8. Sex and Relationships Education Programme: Content

Content will be delivered by repeating topics in a developmental programme, so that, throughout any child's time at St Edmund's Junior and Senior School, RSE provision always builds on prior learning.

Senior School

L5: RSE is delivered in mixed-sex groups over a period of two half terms, at the rate of a weekly lesson of 1 hour and is taught under the following topics:

- Lent term 1: Respectful Relationships
- Families and parenting, healthy relationships, conflict resolution, and relationship changes.
- Summer Term 1: Intimate relationships
- Relationships and sex education including consent contraception, the risks of STI's and attitudes to pornography

M5: RSE is delivered in mixed-sex groups over a period of two half terms, at the rate of a weekly lesson of 1 hour and is taught under the following topics:

- Lent Term 1: Healthy Relationships
- Relationships and sex expectations, myths, pleasure and challenges, including the impact of media and pornography
- Summer Term 2: Addressing extremism and radicalisation
- Community cohesion and challenging extremism

U5: RSE is delivered in mixed-sex groups over a period of two half terms, at the rate of a weekly lesson of 1 hour and is taught under the following topics:

- Lent Term 1: Communication in relationships
- Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse.
- Summer Term 1: Families
- Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationship

L6: RSE is delivered in mixed-sex groups over a period of two terms, at the rate of a fortnightly lesson of 1 hour and is taught under the following topics:

- Relationship Values
- Forming maintaining respectful relationships
- Online safety & digital citizenship
- Consent
- Stalking and harassment
- Contraception and parenthood

- Bullying, abuse and discrimination

U6: RSE is delivered through drop down sessions, throughout the academic year which will focus on ‘Keeping themselves safe whilst living in the wider world’.

Senior tutorial groups (U5, L6, U6) follow a theme of ‘Relationships’ in the Lent term, devoting structured tutor time to sessions on ‘Managing Relationships’ and ‘Relating to Others’. The school invites guest speakers to address pupils on the topics of Sex and Relationships, and E-Safety. The school runs an annual Sixth Form PSHEE Day focused on issues of relationships, consent and behaviours associated with sexual harassment.

Visiting Speakers (Sixth Form)

In addition to the formal programme described above, the school organizes visiting expert speakers and seminar days to provide opportunities for in depth examination of complex issues. The topics covered on these days have included:

Online safety & conduct

Managing healthy relationships at school and university

Consent and the law

Sexual harassment and Sexual Violence

RSE in the Junior School – Forms 3-8

In line with Department of Education Guidance, RSE sessions* in the Junior School will be tailored to the age and the physical and emotional maturity of the children. The table below highlights the topics covered in each group:

Forms 3	Form 4	Form 5	Form 6	Form 7	Form 8
Relationships Staying safe	Families Relationships Physical health and mental wellbeing Staying safe Relationships	Relationships Staying safe Physical health and mental wellbeing Staying safe Relationships	Relationships Staying safe Friendships and staying safe. Puberty and reproduction Physical health and mental wellbeing Staying safe Relationships Online and media	Relationships Families Friendships and diversity Puberty and reproduction. Keeping safe (online and offline) Online and media Physical health and mental wellbeing	Relationships (including families) Puberty and sexual health. Friendships and managing influences (online and offline) Keeping safe Online and media. Drugs, alcohol and tobacco. Health and prevention.

The delivery of RSE will be part of timetabled PSHEE lessons and will be delivered by suitably qualified staff. These include:

- The School’s Medical Centre and/or external medical staff
- The Girls’ Housemistress
- The Head of Pastoral Care
- The Head of PSHEE

- The Science Department
- External agencies

Lessons covering a number of topics pertinent to RSHE will be delivered by specialist external agencies / professional bodies, the Head of PSHEE and other PSHEE teachers. The topics include:

- Personal well-being, including handling yourself and relationships with others
- Keeping healthy
- Friendships
- Resilience
- Online Safety
- Drugs, alcohol and Tobacco
- LGBTQ awareness
- Body Positivity
- First Aid
- The Law on specific topics (Equality Act, Drugs etc.)
- Mental Health.
- Health and prevention.
- Healthy eating
- Physical Health and fitness

**Delivery of RSE for younger year groups*

For Forms 3-4 there is there are no discrete RSE sessions. RSE is taught as part of the PSHEE curriculum by form tutors. Topics include:

- Friendships, bullying and self-esteem.
- Safe and healthy relationships and staying safe.
- The biological lifecycle (Science)

**Delivery of RSE for younger year groups*

Techniques that St Edmund's staff may use to deliver RSE to younger year groups include:

- Using storybooks that open up discussions about relationships.
- Circle time and question box activities where children can post anonymous questions for group discussion.
- Drama, role-play and puppets.
- Art: for example, children drawing pictures of what they think a child older than them might look like, clothed and unclothed.
- Watching videos and discussing what children have learned.

Nursery and Pre-Prep

RSE in the Nursery and Pre-Prep is taught by the class teacher through the PSHEE, PE, Computing and Science schemes of work for KS1 and through PSED in EYFS. The work is

presented in a variety of ways such as teacher led introductions, stories, games, investigations, creative activities etc. Discussions may also crop up through other subject work, circle time, everyday activities or children’s conversations. All staff in the Nursery and Pre-Prep have read the RSE policy, had training and understand how to support children’s questions and concerns related to relationships education. The children are observed closely to ensure progress and understanding. Information is passed to parents about their child’s progress at termly meetings and in a written report.

Key Stage			
EYFS	Develop independence, a sense of responsibility and membership of a community Develop friendships finding solutions to conflicts and rivalries Learn to follow rules, understanding why they are important Discuss and express their own feelings and emotions and consider the feelings of others Make healthy choices –nutrition, physical activity See themselves as a valuable individual Build constructive and respectful relationships To show resilience and perseverance in the face of a challenge Understand the key features of the life cycle of an animal Develop positive attitudes about the differences between people Talk about members of their immediate family and community		
	Michaelmas Term	Lent Term	Summer Term
KS1 PSHEE	New Beginnings To be part of a caring and disciplined community Develop Self Esteem and Self-Confidence To be happy and successful A self-confidence which is founded on self-knowledge and self-discipline Develop a Healthy Lifestyle To understand all that contributes to good health	Learn to keep Themselves and Others Safe To make a success of their personal and professional lives and to deal with the demands of a modern world. Develop Effective and Satisfying Relationships Developing compassionate and decent human relationships Learn to Respect the Differences Between People To be interested in and care for the people about them whatever their background or outlook	Develop Independence and Responsibility To make a success of their personal and professional lives A willingness to accept responsibility Learn to Become Good Citizens Assured social skills which include an understanding of duty and loyalty
KS1 Science	Senses Parts of the body Life cycles of animals including humans		
KS1 Computing	Termly E-Safety sessions, E-safety day activities		
KS1 PE	Regular and varied PE lessons- including why being active is good for your mental and physical health		

9. Organisation of Sex and Relationships Education

Content will be delivered by repeating topics in a developmental programme, so that, throughout any child's time at St Edmund's Junior and Senior School, RSE provision always builds on prior learning.

St Edmund's School specifically delivers RSE through its PSHEE programme, RS and Science lessons at KS2, KS3 and KS4. The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction.

RSE lessons are set within the wider context of the PSHEE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. It is delivered in the Senior and Junior School as indicated above.

Sex and relationships education will be co-ordinated in both Junior and Senior Schools by the respective Head of PSHEE.

The teaching methods will be those recommended by DfE, involving high levels of pupil participation, facilitating peer-group discussions, stimulated by appropriate DVD, the Medway and Swale NHS Primary Care Trust Resource Pack for Sex and Relationships Education and other resource materials and, at all times, maintaining ground rules which create a climate of mutual respect, sensitivity to others and confidentiality.

RSE teaching will usually, though not necessarily, be delivered in single gender groups, working in close collaboration with the school's Medical Centre.

The resources that will be used will be those selected by the Heads of PSHEE for Junior and Senior School, who will take responsibility (as indicated below) for selecting RSE resources and checking them for stereotyping, bias and prejudice. Materials used will be in accordance with the PSHEE framework and the law. Pupils will be protected from materials that are inappropriate, having regard to their age and cultural background.

Inappropriate language will not be used, nor explicit materials not related directly to explanation.

RSE sessions will be delivered by a wide range of appropriately trained teachers and Medical Centre staff, of both genders. Partners in the wider community, particularly local health and social support services, will also sometimes be involved, particularly in presentations to large groups of pupils.

There will be an annual liaison meeting between the Heads of PSHEE in Junior and Senior School and consultation with Medical Centre Staff will take place.

The RSE programme will be evaluated in May each year. In the light of this evaluation, recommendations will be made for the annual review of this Policy. If substantial changes are proposed, colleagues, pupils and parents will be involved in the review process.

10. Consultation, Communication & Support

The school will consult parents annually by sending this Policy, with a request for comments, with a general mailing to all parents and by making this Policy available on the school's website. These communications will emphasise the rights of parents to see materials and resources that will be used. Such materials and resources can be seen, in the first instance, by making a specific request in writing to the Head of PSHEE in either Junior or Senior School.

Parents of secondary pupils have the absolute right in England and Wales to withdraw their children from sex education that is not part of the National Curriculum. When a parent exercises the right to withdraw their child from sex and relationships education, a meeting will be arranged between the parent (ideally, with both parents) and the child's form tutor or housemaster. This is not to question the legal rights of parents, in this respect, but, rather, to ensure that the implications for the child's well-being of missing RSE are fully understood. It may be possible for alternative provision to be offered, as for pupils who unavoidably miss those lessons. Such children as are formally withdrawn from RSE will be cared for in supervised study provision during RSE lessons.

The School's child abuse and protection procedures are detailed in a separate Policy document, fully available to pupils, parents and all staff, who receive regular training in these matters from the school's Designated Safeguarding Lead (DSL) and Deputy DSLs. The DSL and Deputy DSLs work closely with the Head, and, as appropriate, with the Designated Governor.

This RSE Policy is linked, operationally, with other school Policies; for example, Anti-Bullying and Equality.

The school is committed to enabling all pupils to easily access confidential support. Form tutors or housemasters are a first point of reference in overall pastoral care, as is the School Chaplain. However, for specific professional advice on confidential matters relating to RSE, the Medical Centre staff will gladly answer any questions e.g. about sexuality, sexual health advice, HIV/AIDS and STIs, abortion, contraception (including emergency contraception) and where such services can be obtained. These questions might, in the first instance, be addressed to a RSE teacher, who might well refer the pupil to the Medical Centre. Medical Centre Staff have been trained to offer confidential contraceptive and sexual health advice. This may include confidential Chlamydia testing. It may also include offering condoms, in accordance with Kent Sexual Health Department's 'C-Card' scheme.

Confidentiality: It is only in exceptional circumstances that schools should have to handle information without parental knowledge. In all cases, the involvement of parents will be sought at an early stage, unless there is a specific request that this should not be so from a young person under the age of 16 who is considered by medical staff to be 'Gillick competent'; that is, if medical staff consider that the young person is competent to understand the consequences of the advice/treatment they believe it is necessary to offer.

The DfE guidance advises teachers that when they believe a person under the age of 16 is engaging or about to engage in sexual intercourse they should attempt 'wherever possible to persuade' the young person to talk to their parent or carer.

Safety: Children have a right to expect schools to provide a safe and secure environment. This school is fully committed to providing just such an environment for all its pupils, including those who have passed the age of 18.

Regular training will make all staff aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, can lead to a disclosure of a safeguarding issue. Teachers and non-teaching staff will, therefore, all know the reporting procedures if they know, or suspect, that a child is a victim of abuse. All staff will be alert to signs of abuse.

The school's Safeguarding Policy and its Policy for Staff facing an allegation of abuse or inappropriate behaviour make clear to staff their responsibilities and what should be done under these circumstances.

The needs of children with SEN will be met by the Heads of PSHEE liaising closely with the respective SEN co-ordinators.

All pupils and parents are made aware that pupils have access to an independent school listener and a school counsellor. All other visitors to the school who participate in delivery of the RSE provision will be DBS cleared and appropriately trained.

Resources

The Heads of PSHEE for Junior and Senior School will take responsibility for selecting RSE resources and checking them for stereotyping, bias and prejudice. Many of these resources have been approved by the PSHEE Association, an independent body who provide PSHEE guidance and resources to schools.

11. Monitoring and Evaluation

This Policy will be monitored and evaluated annually in both Junior and Senior School in two meetings, each including all who teach RSE in that school, including representatives of the school's Medical Centre.

One meeting, in October each year, will look towards the planning of RSE teaching as it is integrated into PSHEE provision in the forthcoming Lent and Summer Terms. This meeting will implement recommendations for enhancement of the RSE provision made at the previous Summer Term's monitoring and evaluation meeting.

The second meeting will be in May each year and will evaluate the recent RSE teaching provision. In the light of this evaluation, this meeting will make recommendations for the annual review of this Policy. If substantial changes are proposed, colleagues, pupils and parents will be involved in the review process. The results and recommendations of the annual review process will be presented to the full Summer Term meeting of the Governing Body, for discussion, amendment as necessary, and adoption.

Pupil-identified needs and evaluation outcomes will be sought annually in PSHEE lessons or in Form Tutor periods.

12. Equality

The School is aware of its legal duties, including those pursuant to the Equality Act 2010, which makes it unlawful for the Board of Governors of the School to discriminate against, harass or victimise a pupil or potential pupil in prescribed circumstances, including:

- in the way it provides education for pupils;
- in the way it provides pupils access to any benefit, facility or service; or
- subjecting them to any other detriment.

The School is also aware of its duties to teach about equality issues and to ensure teaching at the School does not discriminate against pupils.

The School 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 relationships education and sex and relationships education. The School will consider whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics.

The School will be alert to 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.

Students with special educational needs and disabilities (SEND): relationships education and relationships and sex education will be accessible for all pupils and to ensure this, teaching will be differentiated and personalised. The School 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.

Lesbian, Gay, Bisexual and Transgender (LGBT): The School will ensure that the teaching of relationships education and relationships and sex education is sensitive and age appropriate in content and will consider when it is appropriate to teach pupil about LGBT. This content will be fully integrated into the programmes of study rather than delivered as a stand-alone unit or lesson.

The School is aware of its legal duties, including those pursuant to the Equality Act 2010, which makes it unlawful for the Board of Governors of the School to discriminate against, harass or victimise a pupil or potential pupil

13. Dissemination of the policy

This policy will be made available on the school's website. It will be sent, with a general mailing to all parents, annually.

Staff teaching RSE will be expected to upgrade their knowledge and skills with regular training, as required.

This Policy is based upon Kent County Council’s Sex and Relationships Education policy and guidance which can be accessed on the Kent County Council website.

14. Monitoring

The policy is reviewed annually by Governors.

V1	September 2019
V2	September 2020
V3	September 2021
V4	September 2022
V5	September 2023
V6	September 2024

Edward O’Connor
Head

Date: 1/9/2024

Review Date: September 2025