



THE  
KING'S SCHOOL  
CANTERBURY  
INTERNATIONAL COLLEGE

# **RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY (PSHE+C)**

Responsible Person: Melisa Erol [mhe@kings-school.co.uk](mailto:mhe@kings-school.co.uk) PSHE+C Coordinator

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**The King's School, Canterbury International College**

**RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY (PSHE+C)**

The International College is a member of the historic King's School family, alongside the Senior School it takes responsibility to provide relevant, effective and responsible relationships and sex education (RSE) and Health education to all its students.

RSE is an identifiable part of our personal, social, health, economic and citizenship (PSHE+C) education curriculum, which has planned, timetabled lessons across the Key Stages. PSHE+C aims to equip students 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. 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.

The International College believes all students have a right to holistic, inclusive and needs-led RSE. We believe that through providing high quality RSE, we are upholding the ethos and values of our school and its commitment to equality, kindness, celebration of difference and working hard.

The PSHE+C Coordinator has overall responsibility for the planning and delivery of the RSE curriculum and report to the College Principals.

**1. Policy Aims**

The school wants parents and students to feel assured that sex education will be delivered at a level appropriate to both the age and development of students and that it is safe to voice opinions and concerns relating to the sex education provision.

**2. Definition of Relationships and sex education (RSE)**

**a) Relationships Education**

We define relationships education as learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life.



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b) **Sex Education**

We define sex education as learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health.

RSE does not encourage early sexual experimentation. It teaches children and young people to understand human sexuality and to respect themselves and others, to build self-esteem and understand the reasons for delaying sexual activity so that they can develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

3. **Teaching and Learning**

The International College RSE curriculum is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion. It helps us to promote the spiritual, moral, social, cultural, mental and physical development of students, at school and in society. All students receive one hour of PSHE+C (RSE in the summer term) education per week.

a) **Staffing**

RSE is taught by staff regularly trained in RSE and PSHE+C (with expert visitors invited in to enhance and supplement the programme where appropriate). The PSHE+C Coordinator works closely with the Senior Tutor and pastorally experienced teachers who all deliver the curriculum.

The PSHE Coordinator leads fortnightly meetings that ensure excellent provision is in place and weekly topics are arranged to suit the weekly needs of the students. All staff deliver lessons where students feel safe and participation is encouraged by using a variety of teaching approaches, with opportunities to develop critical thinking and relationship skills. Staff encourage students to not continue class discussion outside of the classroom, which encourages a trusting and safe space to speak openly. Sometimes, difficult questions arise and when a teacher is unable to answer they can direct the student to the Designated Safeguarding Lead (DSL) and the Deputy Designated Safeguarding Lead (DDSL).



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All staff who have responsibility for delivering RSE will undergo training on a regular basis to ensure they are up-to-date with the RSE policy and curriculum requirements regarding RSE. In addition to ongoing training, CPD will also be scheduled in response to updates to our RSE scheme of work and any new development in terms of course content.

b) **Curriculum**

We promote safe, equal, caring and enjoyable relationships, and discuss real-life issues appropriate to the age and stage of students, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online. Staff establish ground rules to create a safe space where students are not encouraged to share personal experiences, students have the right to leave if they feel overwhelmed and are to respect one another's opinions. The curriculum encourages a positive view of human sexuality, with honest and medically accurate information, so that students can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity.

It gives students opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views.

For Summer term 2023, the RSE curriculum has been updated and the accredited Jigsaw Programme of study introduced. This programme is successful at Junior King's School. It takes a mindful approach to health and well-being, brings together Personal, Social, Health and Economic Education, emotional literacy, social skills, and mental health and resilience development in a comprehensive scheme of learning. Teaching strategies are varied and mindful of preferred learning styles and the need for differentiation. The Jigsaw Programme is designed as a whole-school approach, with year groups working on the same theme (Puzzle) at the same time from age 13 through to age 16.

The Jigsaw Programme is underpinned by mindfulness. Mindfulness practice enables students to observe their own thoughts and feelings, regulate these and make conscious decisions about their learning, behaviour and lives. It helps students remain focused on the present moment and thrive in it, allaying and managing stress and anxiety.



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Latest guidance recommends that schools teach social and emotional skills. These skills are too important to be learnt by osmosis only. The Jigsaw Programme develops these skills in a structured and developmental way throughout every age group, and sets out exactly how students learn best and how to teach skills that will lead to better social, emotional and mental health. This, in turn, has a positive impact on all learning.

c) **English as an Addition Language (EAL)**

At the International College, an essential part of learning for EAL students is being able to access new terminology and vocabulary, practice English speaking, listening and writing skills. Students are encouraged to use dictionaries to enable them to understand new vocabulary. A wide range of teaching pedagogies are practiced through activities, video, audio and handouts to enable all learners to access the teaching. Barriers to learning are addressed on an individual basis as teaching is differentiated and personalised to ensure accessibility to all learners. RSE teaching meets the needs of all students, with their individual diverse experiences, including those with special educational needs and disabilities. There is an emphasis on consolidation of understanding. Prior knowledge is assessed because international students often have a small amount or no RSE learning during their previous education.

d) **Reporting**

This course is not formally assessed but students are encouraged to contribute to the discussion and explore the issues being raised. There is opportunity to reflect on learning, impact and progression through ungraded assessment. Student development, engagement and contribution are monitored and evaluated through the reporting system.

e) **Students and Safeguarding**

Students are expected to follow the rules of the class, behave well, engage with content, be non-judgemental, respect their peers regardless of their beliefs, religion and cultural background. Students are encouraged to speak to Matrons, the Counsellor, Tutors, the DSL and DDSL if they feel concerned about anything that is discussed or they have personally experienced. Safeguarding concerns are reported through CPOMs. With our trusting environment and open-door policy, hopefully, students feel supported and feel confident to report any concerns.



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Students learn about how to get help and treatment from external sources such as Child Exploitation and Online Protection service (CEOPS) and other health and advice services, including reliable information online. The DSL (or DDSL in the absence of the DSL) is called on if a Safeguarding concern is highlighted in a PSHE+C lesson.

4. **Equality and Diversity**

At the International College, an inclusive RSE fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality, challenging all forms of discrimination and prejudice between students in RSE lessons and in everyday school life (please refer to the anti-bullying policy). We will aim to promote understanding and respect as outlined under the Equality Act 2010. As a school, we are anti-homophobic and anti-transphobic.

Our RSE is designed to promote gender equality by challenging gender stereotypes, sexism and sexual harassment in schools. We take these issues seriously and ensure that we embed content on gender equality throughout the curriculum. Protected characteristics and intersectionality are learnt as part of the course to embed anti-discrimination awareness.

We are also committed to an RSE that makes every student feel valued and included and is relevant to them. This means we are committed to an LGBTQA+ inclusive and SEND inclusive curriculum and are mindful of the SEND Code of Practice 2014 when planning for this subject. We will also ensure that we take into account the religious and cultural background of all students when teaching RSE.

5. **Contact with Home**

The International College works in partnership with parents and carers, informing them of what their children have been learning through the reporting system. Sex Education is taught in the Summer term and parents are notified via email before this commences. Parents are welcome to contact the PSHE+C Coordinator if they have any questions and review RSE curriculum material by coming into the school or contacting the PSHE+C Coordinator, who will offer an online webinar.

6. **Law**

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all students receiving primary education and Relationships and Sex Education (RSE) compulsory for all students receiving



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secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

7. **Right to Withdraw**

The school hopes that parents will feel comfortable with, and understand the importance of, the education provided to their children as described in this policy. Before withdrawing or making a request, the school strongly urges parents to carefully consider their decision as sex education is a vital part of the school curriculum and supports child development. It is important to stress the importance of receiving monitored and factual information during lessons, rather than second-hand information from peers. Parents cannot withdraw their child from Relationships or Health Education or the elements on human growth and reproduction which fall under the science curriculum.

Any parent wishing to withdraw their child from sex education should put their request in writing and send it to the PSHE+C Coordinator who will arrange a meeting to discuss their concerns. Once those discussions have taken place, except in exceptional circumstances, the school will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the International College will make arrangements to provide the child with sex education during one of those terms.

If a student is excused from sex education the College will ensure that the student receives appropriate, purposeful education during the period of withdrawal.

8. **Complaints**

Parents or carers who have complaints or concerns regarding the RSE curriculum should contact the International College and follow The King's School, Canterbury complaints policy.

9. **Review**

The International College seeks students' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change. This is partly organised by a visiting educational healthcare practitioner who creates anonymous questionnaires and online student voice polls. The annual PSHE+C survey enables students' voices to be heard to implement positive change. The RSE curriculum is continually under



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review to enable the use of up-to-date and relevant information. Feedback from students and staff is encouraged, as well as classroom observation. Feedback on the RSE policy from parents and carers is encouraged via an online survey.

**10. Visiting speakers**

The RSE programme incorporates an online session from external speakers that are experts in delivering safe and accredited RSE education. The International College has worked with It Happens Education for three years and views the online sessions as an integral part of RSE learning. Content is checked by the PSHE+C coordinator and bespoke sessions are tailored for the current students and year groups. Student voice is encouraged with a pre-session survey, interactive content and anonymous questions.

It Happens Education support and promote parent involvement. Parents and carers are welcome to review materials for the online sessions, this can be done by contacting the PSHE+C coordinator, who will make suitable arrangements.

All visiting speakers are DBS checked (please see the Visiting Speaker Checklist).