



# Whole School Relationships and Sex Education Policy

## 1. Aims

The aims of relationships and sex education (RSE) at Park Lane International School are to:  
*Park Lane International School Acknowledges the advice and guidance of The Key in the development of this policy.*

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Park Lane International School aims to provide a consistent and holistic programme of relationship and sex education throughout the whole school. We believe that relationships and sex education is important for our pupils and our school so as to ensure we are supporting our pupils through physical, social and emotional changes whilst also preparing them for a safe, healthy and informed future.

As a school, we believe that it is the right of all individuals to live a life free from persecution and discrimination. We ensure RSE fosters gender equality *and LGBT+ equality through a cross-curricular and whole-school approach.*

Puberty is a crucial time in a child's physical, emotional and sexual development. As they move into what is probably the most significant period of change and development in their lives, they become aware of their emerging sexuality and begin to develop values, beliefs and attitudes towards sex. As a health-promoting school, relationship and sex education should be an integral part of the PSHE programme.

## 2. Statutory requirements

As a COBIS international school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

While we are not obliged to follow the National Curriculum, we are expected to offer all pupils a curriculum that is similar including requirements to teach Science which would include the elements of sex education contained within the Science curriculum.

At Park Lane International School, we teach RSE as set out in this policy.

## 3. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

In **EYFS** we teach about life cycles. In **Primary** we teach about physical changes and where babies come from. In **Secondary** we also teach about sexual health and sexuality.

RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

## 4. Curriculum

Our curriculum is set out as per our PSHE and PSHEE Shared Drive planning folders, and

we adapt it as and when necessary.

We have developed the curriculum taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

For more information about our curriculum, see our curriculum maps in the PSHE/PSHEE Shared Drive planning folders.

## 5. Delivery of RSE

In EYFS and the primary school, relationships and sex education is taught during PSHE by the class teacher. In the secondary school it forms part of the PSHEE programme delivered by form tutors or the PSHEE Coordinator, with support from pastoral leaders and other specialists as needed.

Biological aspects of RSE are taught within the Science curriculum

The school nurse and school psychologists are available to advise upon, and if necessary talk to pupils in group situations or on a one to one basis, about issues relating to sex and relationship education.

**In EYFS and the primary school**, relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

*EYFS:*

- Life cycles of plants and animals

*Primary school:*

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Body parts - including the scientific names for genitalia
- Physical changes during puberty
- Friendships
- Conflict
- Menstruation
- Wet dreams
- Personal hygiene
- Emotions and feelings
- Change and becoming independent
- Healthy relationships
- How babies are made

*In the secondary school, RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:*

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe and managing risk
- Intimate and sexual relationships, including sexual health
- Stereotyping and attitudes to sex and sexuality
- Equality – gender/sexuality
- Preventative healthcare
- The law and where to go for support
- Relationship breakdown and loss/bereavement
- Sexual violence and sexual harassment
- Domestic abuse and violence

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Content and delivery of the RSE curriculum will be adapted to meet particular needs of SEN students; this may take the form of differentiated learning materials or methods of instruction. Additional support will be available for students with SEN as needed, in the form of learning support teachers, speech and language therapists, and collaborating with the SENCO or external specialists to develop and implement effective RSE strategies.

NB. The UK government is presently reviewing the guidance for best practice in the teaching of RSE within schools and when this information is released (TBC 2025) we will use it to review our current RSE curriculum, including topics taught and the age groups at which certain themes are discussed. As an international school, we will consider carefully the applicability of any such guidelines and make sure our current practice is thoughtfully applying these while meeting the needs of our specific student body.

## **6. Roles and responsibilities**

### **6.1 The governing board**

The Child Protection, Safeguarding and Pastoral Care governing board committee will approve the RSE policy. The governing board will hold the SMT to account for the implementation of this policy.

### **6.2 The SMT**

The SMT is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-science components of RSE (see section 7).

### **6.3 PSHEE Coordinators**

PSHEE Coordinators are responsible for:

- Supporting the implementation of this policy
- Reviewing the curriculum and advising teachers who deliver lessons about best practice

## 6.4 Teachers

Teachers are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-science components of RSE

Teachers do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with their relevant Head of School.

EYFS and primary class teachers, secondary form tutors, science teachers and Heads of Year are responsible for delivering RSE lessons. We also work with external agencies and experts who may visit the School to run workshops or lectures to students on specific RSE topics, such as urological and gynaecological prevention, HIV and AIDS, STD's and methods of contraception.

## 6.5 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## 7. Parents' right to withdraw

Parents **do not** have the right to withdraw their children from relationships education. We strongly recommend that all pupils attend the sex education elements of our curriculum including the science components. Before we begin the delivery of sex education, a letter is sent to parents informing them of the topics that will be covered.

Parents may request access to learning materials used for RSE and a parent version copy of these can be provided upon request.

### **EYFS & Primary:**

Parents have the right to withdraw their children from the non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the Head of Primary.

Alternative work will be given to pupils who are withdrawn from sex education.

### **Secondary:**

Parents have the right to withdraw their children from the non-science components of sex education within RSE up to and until 3 school terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will

arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the Head of Secondary.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents.

Alternative work will be given to pupils who are withdrawn from sex education.

## **8. Training**

Staff are trained on the delivery of RSE and it is included in our continuing professional development calendar.

The PSHEE Coordinators will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## **9. Monitoring arrangements**

The delivery of RSE is monitored by Mark McGuiness (Primary PSHE Coordinator) and Sarah Powdrill (Secondary PSHEE Coordinator) through:

- Collaborative planning
- Learning walks
- Annual reviews/surveys

Pupils' development in RSE is monitored by class teachers/form tutors.

This policy will be reviewed by Mark McGuiness (Primary PSHE Coordinator) and Sarah Powdrill (Secondary PSHEE Coordinator).

At every review, the policy will be approved by the Child Protection, Safeguarding and Pastoral Care Committee.

**Appendix 1: Parent form: withdrawal from sex education within RSE**

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

**Ratified by:** Child Protection, Safeguarding and Pastoral Care GB sub-committee, September 202  
**Next review due by:** September 2025  
**Last reviewed on:** January 2025