



4.6 Relationships and Sex Education (RSE) Policy

1 Introduction

This policy has been adapted from King's College School, Wimbledon where it has been produced following consultation with governors, teachers of Biology, PSHE, Religious Studies and relevant pastoral staff, as well as parents.

2 The policy

This policy has been written with reference to Section 405 of *The 1996 Education Act* and the DfEE's *Guidance for Sex and Relationship Education (July 2000)*, (hereinafter referred to as *Relationships and Sex Education*).

2.1 What is relationships and sex education?

"It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity."
([DfEE Sex and Relationship Guidance July 2000](#))

3 Aims

- To support the personal, physical, psychological, cultural, moral and spiritual development and well-being of students.
- To build resilience
- To help build healthy relationships
- To prepare students for the opportunities, responsibilities and experiences of adult life.
- To provide information and understanding about different kinds of loving sexual relationships, the nature of sexual orientation, sexual identity and gender, the process of human reproduction and the value of marriage and stable relationships for family life and bringing up children.
- To increase students' awareness of the value and enjoyment of relationships based upon mutual respect, responsibility and sensitivity towards the needs of others, and students' understanding of the importance of fidelity.
- To educate students about the consequences, precautions and risks associated with sexual activity, providing them with information about where to get help, advice and support relating to these issues if they need it.

4 The school foundation

King's Bangkok is a non-denominational school. It has many students from different religious faiths. In the delivery of relationships and sex education, all religions are recognised as sources of philosophical and moral wisdom.

5 Parents



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The school believes that the prime responsibility for raising children rests with the parents. Parents are the key figures in guiding their children to cope with the emotional, physical and psychological aspects of growing up and in preparing them for the challenges, responsibilities and fulfilment which sexual maturity brings. Through its sex education programme, the school has a role complementary and supportive to that of the parents. The school actively welcomes the contribution of parents' views about the content of the sex education curriculum and the nature of its delivery.

6 Delivery within the curriculum

It is important to teach children about the changes that occur during puberty, before they happen. Puberty can begin as early as eight years in girls and nine for boys.

At King's Bangkok, children will begin sex and relationship education in Year 4. Different aspects of the school's relationships and sex education programme are delivered in Science, Biology and [PSHE lessons](#):

- Factual biological information is covered in Science lessons.
- Information on contraception and sexually transmitted infections is provided in PSHE Science and Biology lessons.
- Other subjects where appropriate, provide opportunities to discuss the value and moral framework within which relationships develop.
- PSHE provides opportunities to discuss the ideal and practical importance of love and respect within a relationship, the acceptance of responsibility, sensitivity towards the needs and views of others and the values of loyalty and fidelity. Students should learn about the reasons for delaying sexual activity and the benefits to be gained from such delay and about obtaining appropriate advice on sexual health.

7 Equal opportunities

All students are given equal access to our relationships and sex education programme. Special needs are taken into consideration.

8 The right of withdrawal

In accordance with Section 241 of *The Education Act 1993*, parents have the right to withdraw their children from any, or all, of the school's relationships and sex education programme other than those required by the curriculum for science subjects. It is the hope and expectation of the school that all students would take part in the full programme. The school is happy to discuss parents' concerns about any part of the programme and to provide support material where necessary.

9 Working with parents

The school values parents' views and welcomes comments about the content and delivery of the relationships and sex education curriculum. Parents will be informed through curriculum letters the content and delivery of the programme.



I0 Procedures for monitoring and evaluation

A variety of methods including feedback from students, teachers and from parents, is used to monitor the programme.

The Headmaster, Head of Pre-prep and teacher in charge of PSHE are accountable to the governing body in ensuring that the policy operates in practice.

Appendix A: Guidance for staff

What is relationships and sex education?

Relationships and sex education encompasses three overlapping themes:

- body functioning;
- human sexuality; and
- relationships.

Within these, a number of interrelated components can be identified.

1. Attitudes and values:

- a. learning the importance of values and individual conscience and moral considerations;
- b. learning the value of family life, marriage and stable and loving relationships for the nurture of children;
- c. learning the value of respect, love and care;
- d. exploring, considering and understanding moral dilemmas; and
- e. developing critical thinking as part of decision making.

1. Personal and social skills:

- a. learning how to manage emotions and relationships confidently and sensitively;
- b. learning to make choices based on an understanding of difference and with an absence of prejudice;
- c. developing an appreciation of the consequences of choices made;
- d. managing conflict; and
- e. learning how to recognise and avoid exploitation and abuse.

1. Knowledge and understanding:

- a. learning and understanding physical development at appropriate stages;
- b. understanding human sexuality, sexual health, emotions and relationships;
- c. learning about contraception and the range of local and national sexual health advice, contraception and support services;
- d. learning the reasons for delaying sexual activity and the benefits to be gained from such delay; and
- e. the avoidance of unplanned pregnancy.



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Teaching materials

- We should ensure that students are protected from teaching and materials which are inappropriate, having regard to the age and cultural background of the students concerned.
- Inappropriate images should not be used nor should explicit material not directly related to explanation.
- Teachers should ensure that they are familiar with the material before using it in the classroom.
- Particular attention should be paid to the appropriateness of internet sites. The school's filtering mechanisms help to prevent access to unsuitable material.

Coping with difficult questions

- Teachers should establish clear parameters of what is appropriate and inappropriate in a whole-class setting. A set of ground rules should be used to create a safe environment and avoid unnecessary embarrassment from unintended or unexpected questions. If a question is too personal, remind the student of the classroom rules.
- Teachers can avoid embarrassment and protect students' privacy by depersonalising discussions in using roleplays, videos and scenarios.
- If a teacher does not know the answer to a question, it is important to acknowledge this and suggest further research by teacher and student.
- If a student needs further support, a teacher may refer him or her to an appropriate person such as the school nurse or the teacher in charge of PSHE.
- If a question is inappropriate for the whole class, a teacher may feel it is appropriate to attend to it on an individual basis.
- If a teacher is concerned that a student is at risk, he/she should follow the guidelines set out in the school's Safeguarding Policy.

Child protection, confidentiality and personal disclosures

- Teachers need to be aware that effective relationships and sex education, which brings an understanding of what is and is not acceptable in a relationship, can lead to disclosure of a child protection issue. If this happens, staff should follow the Safeguarding Policy guidelines and speak to the DSL.
- Students should know that teachers cannot offer unconditional confidentiality.
- Students should be reassured that if confidentiality has to be broken, they will be informed and supported as appropriate and that their best interests will be maintained.
- Students can be informed that there are sources of confidential help such as the school nurse, though they cannot not guarantee absolute confidentiality either.
- Personal disclosures may take place at an inappropriate time or place. If this happens, the teacher should talk again individually to the student before the end of the school day.
- If a teacher is unsure about the extent to which confidentiality can apply, he or she should seek advice and discuss the issue with an appropriate colleague, either the designated safeguarding lead, Headmaster or Head of Pre-prep without necessarily giving the name of the student.

All policies are reviewed regularly and are subject to change.