



KING'S COLLEGE INTERNATIONAL SCHOOL
BANGKOK

Reference number		Policy name	RSE whole school policy
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Person(s) responsible	Mr Matt Gibson	Date of next review	January 2025
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Vision, mission and values	<p>Mission To produce well-rounded, academically successful, happy students</p> <p>Vision To engage, inspire and extend our students, our staff and the wider community.</p> <p>Values To create a community where everyone mirrors our values of good manners, kindness and wisdom.</p>
Purpose	<p>Relationships and Sex Education (referred to throughout this document as RSE) is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. RSE helps children and young people to develop the knowledge and self-confidence needed to help them make informed decisions about their well-being, health and relationships and to build their self-efficacy.</p>

Approved by	SLT	Date	29 February 2024
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I. Aims

I.1 The school's RSE policy is intended to give individual attention to every student. Relationships and Sex Education (referred to throughout this document as RSE) is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. RSE helps children and young people to develop the knowledge and self-confidence needed to help them make informed decisions about their well-being, health and relationships and to build their self-efficacy.

I.2 RSE education takes place in many points across the curriculum. This includes PSED (Personal, social and emotional development) in EY, PSHE (personal, social, health and economic education) in primary school and Living in The Modern World in senior school. These are weekly timetabled lessons. As well as these lessons, RSE is also taught at various stages in other subjects such as science, humanities, languages, maths, art and English.

The aims of relationships and sex education (RSE) at our school are to:

- I.3 Help students develop feelings of self-respect, confidence and empathy
- I.4 Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- I.5 Provide a framework in which sensitive discussions can take place
- I.6 Create a positive culture around issues of sexuality and relationships
- I.7 Teach students the correct vocabulary to describe themselves and their bodies

The King's Bangkok values of kindness, wisdom and good manners sit central to these aims.

2. Statutory requirements

This policy has been written with reference to the [statutory guidance from the Department for Education](#) issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996, published June 2019 and updated September 2021.

The guidance should be read in conjunction with [Keeping Children Safe in Education \(statutory guidance updated 1st September 2023\)](#) and the [Equality Act of 2010](#).

4. Policy development

This policy has been developed in consultation with governors, staff, students and parents/carers.



5. Delivery of RSE

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

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

In the senior school, RSE is taught explicitly within the subject area living in the modern world. Other topics are covered in the science curriculum and more specifically within biology where human reproduction, menstruation and conception are taught.

In two half terms of the academic year, RSE is taught to all year groups from year 7 through to year 13. KS3 and KS4 have 1 40 minute living in the modern world session per week and year 12 and 13 2 x 40 minute sessions.

The curriculum in senior school is spiral and closely follows the PSHE association's curriculum model. To that end, students have the opportunity to explore and revisit topics related to RSE in an age-appropriate manner and revisit the ideas each year as their age and maturity increases.

6. Inclusivity & use of resources

We will teach about these topics in a manner that:

- Considers how a diverse range of students will relate to them
- Is sensitive to all students' experiences
- During lessons, makes students feel safe and supported and able to engage with the key messages



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We will also make sure that students learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions
- I-to-I discussions
- Digital formats
- Give careful consideration to the level of differentiation needed

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support students in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our students
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to students' experiences and won't provoke distress

7. Curriculum

Our RSE curriculum is set out below, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with governors, parents/carers, students and staff, taking into account the age, developmental stage, needs and feelings of our students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that students are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers upon request.

Early Years

Pre-nursery students learn...

- To identify safe adults (family members and teachers) "Who helps me?"
- They belong to a class and year group
- Who the school nurse is and they can help
- Makaton for "Help me"
- Makaton for "Stop"
- To say "Stop! I don't like it"
- Anatomically correct words for body parts
- To answer and respond to yes/no questions such as "Can I wipe your nose?"
- Their body belongs to them



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Nursery students learn...

- To identify safe adults (family members and teachers) "Who helps me?"
- They belong to a class and year group and begin to identify other groups they belong to
- Understand the difference between kind or unkind choices
- To use a strong voice to say "Stop! I don't like it"
- Makaton for "Safe"
- To say "Help me" to a safe adult when they need help
- Their body belongs to them
- They can say 'no' to anybody

Reception students learn...

- To identify safe adults (family members and teachers) "Who helps me?"
- They belong to a class, year group and other groups
- Their "Private parts are private"
- Their body belongs to them
- They can say 'no' to anybody, including people they love
- There are good secrets and bad secrets
- That bad secrets might make them feel sad, worried or frightened
- To always talk to a safe adult who you trust about a bad secret or anything that doesn't feel right.
- They can call Childline
- Talking to someone won't get them into trouble, even if someone has told them it will
- That if something makes them feel uncomfortable it isn't their fault

Primary School

Year 1 students learn...

- that animals including humans have a life cycle and that changes happen when they/we grow up
- to identify similarities and differences since being a baby
- that people grow up at different rates and it is a natural part of getting older, bringing about happy and sad feelings
- their own significant relationships (family, friends and school community) and why these are special and important
- that families are founded on belonging, love and care, expressing how it feels to be part of a family and to care for family members
- that everyone's family is different and that there are lots of different types of families
- about the characteristics of healthy and safe friends
- about the different people in the school community and how they help
- to identify their five trusted adults, both in and out of school
- the correct names for private body parts (those kept private by underwear: vagina, anus, penis, testicles, vulva) and nicknames, and when to use them
- which parts of the body are private and that they belong to that person, and that nobody has the right to hurt these
- that touch can be used in kind and unkind ways



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- that physical contact can be used as a greeting and can identify forms of physical contact they prefer
- to say no when they receive a touch they don't like
- about who to ask for help if they are worried or frightened

Year 2 students learn...

- to compare different life cycles in nature, including that of humans and reflect on the natural process of growing from young to old (not including puberty)
- to recognise how their body has changed since being a baby and where they are on the continuum from young to old
- that some changes are out of an individual's control
- about independence, freedom and responsibility, and how these can increase with age
- about trust - what it means and the feelings associated with it
- that families function well when there is trust, appreciation, respect, care, love and co-operation
- to identify the different roles and responsibilities in their family
- that everyone's family is different
- the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicle, vulva, breast, nipples) and understanding the physical differences between male and female bodies
- that private body parts are special and that no one has the right to hurt these parts of the body
- to recognise and talk about the types of physical contact that is acceptable or unacceptable
- how to ask someone to stop or say no confidently if they are being hurt or frightened
- that there are good secrets and worry secrets and why it is important to share worry secrets with a trusted adult
- identify the negative feelings associated with keeping a worry secret
- to continuously revisit, revise and identify their five trusted adults, saying who can help them if they are worried or frightened
- about some reasons why friends have conflicts and how to deal with this, understanding different strategies for conflict resolution
- that friendships have ups and downs and sometimes change with time

Year 3 students learn...

- that all children have rights (UNCRC), identifying similarities in children's rights around the world
- to identify their own wants and needs and how these may be similar or different from other children in school and the global community
- about how the lives of children around the world can be different from their own, empathising with people from other countries who may not have a fair job or are less fortunate
- to identify stereotypical family roles that exist within the family home, and identify why stereotypes may not be accurate, e.g. Mum is the carer, Dad goes to work.
- that gender stereotypes can be unfair (e.g. Mum is always the carer, Dad always goes to work etc) and to challenge these ideas (e.g. it may not always be Mum who does the laundry)
- to identify the responsibilities they have within their family
- that families should be founded on love, care, respect, appreciation, trust and cooperation



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- about friendship skills, e.g. taking turns, being a good listener, mutual respect
- that the male and female body needs to change and that it is a natural part of growing up, so their bodies can make babies when they are adults
- to identify how our bodies change on the outside during this growing up process (introduce the term puberty), as well as some of the changes that happen on the inside
- that in nature, it is usually the female that carries the baby as females have eggs (ova) in their ovaries and these are released monthly (sexual intercourse and the birth of the baby are not taught in this year group)
- to say who they can talk to about puberty if they have any worries
- that in humans a mother carries the baby in her uterus (New vocab – uterus /womb) and this is where it develops and grows
- to understand what a baby needs to live and grow, and that human babies need love and care from their parents/carers
- to describe the emotions that a new baby can bring to a family
- about the changes that happen between being a baby and a child
- some strategies for keeping themselves safe online
- that they are part of a global community and they are connected to others they don't know in many ways
- what to do if they are concerned about anything on social media or the internet
- to continuously revisit, revise and identify their five trusted adults, saying who can help them if they have concerns or they need help

Year 4 students learn...

- to focus on the emotional aspects of relationships and friendships
- about some reasons why people feel jealousy and that it can be damaging to relationships
- about positive strategies for managing jealousy
- that loss is a normal part of relationships and relationship endings can be amicable
- that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe
- that memories can support us when we lose a special person or animal
- to revisit skills of negotiation particularly to help manage a change in a relationship
- that babies are made by a sperm joining with an ovum (the term conception is introduced)
- to correctly label the internal and external parts of male and female bodies that are necessary for making a baby (introduce vocab: sperm, ovaries, egg, ovum/ova, womb/uterus, vagina and period)
- that the ovum and sperm carry genetic information and personal characteristics are inherited from birth parents
- that each individual is a truly unique human being, and to appreciate their own uniqueness and that of others
- how the female and male body change at puberty and that change is a normal part of life. Some cannot be controlled and it can bring about a range of different emotions
- describe how a female body changes in order to be able to have babies as an adult, and that menstruation (having periods) is a natural part of this
- that personal hygiene is important during puberty and as an adult



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- about sanitary health, including introducing pupils to different sanitary and personal hygiene products
- have strategies to help them cope with the physical and emotional changes they will experience during puberty
- to reflect on any concerns they have about puberty
- to continuously revisit, revise and identify their five trusted adults, saying who can help them if they are worried or concerned about anything

Year 5 students learn...

- how our bodies change during puberty and understand the importance of looking after ourselves physically and emotionally
- to understand that puberty is a natural process that happens to everybody and that it will be OK
- to reflect on feelings about the changes that happen during puberty
- to ask questions about puberty to seek clarification and know who they can talk to if concerned about puberty or becoming a teenager/adult
- that becoming a teenager involves various changes and also brings growing responsibility
- express how they feel about having a romantic relationship when they are an adult, having children and becoming a teenager
- to investigate and reflect upon a variety of positive and negative online/social media contexts including gaming and social networking
- that there are rights and responsibilities in an online community, social network or when playing online games
- that too much screen time isn't healthy, and suggest ways to monitor and reduce screen time
- to be more discerning when viewing anything online or on social media
- to understand that people online can pretend to be whoever they want
- to identify and report when an online community/social media group feels risky, uncomfortable, or unsafe
- to reflect on how social media and the media can promote unhelpful comparison and how to manage this
- about what perception means and that we all have perceptions about ourselves and others, and these may be right or wrong
- to revisit self-esteem, self-image and body image
- to suggest strategies for building self-esteem of themselves and others, celebrating what they like about their own and others' self-image and body image
- that a personality is made up of many different characteristics, qualities and attributes
- to suggest strategies for managing unhelpful pressures online or on social networks
- to continuously revisit, revise and identify their five trusted adults, saying who can help them if they are worried or concerned about anything

Year 6 students learn...

- how our bodies change during puberty and understand the importance of looking after ourselves physically and emotionally
- to reflect on their feelings about the changes that will happen during puberty



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- to reflect on their feelings about the growing independence of becoming a teenager and their confidence in coping with this
- that sexual intercourse can lead to conception and that is how babies are usually made (details of contraceptive options and methods are not taught as this is not age-appropriate)
- to describe how a baby develops from conception through the nine months of pregnancy, and how they are born (including some facts about the development of the foetus)
- that having a baby is a personal choice, and reasons why people choose to be in a romantic relationship and choose to have a baby
- that some people need help to conceive and might use IVF
- how being physically attracted to someone changes the nature of the relationship
- the importance of self-esteem and to recognise ways they can develop their own self-esteem
- to celebrate what they like about their own and others' self-image and body-image
- that it is important to take care of their own mental health
- to recognise that people can have problems with their mental health and that it is nothing to be ashamed of
- ways that they can take care of their own mental health
- about the stages of grief and different types of loss that cause people to grieve
- to recognise when they are feeling grief and have strategies to manage them
- that sometimes people can try to gain power or control them
- to demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control over them
- about different relationships and the importance of mutual respect - not pressuring or being pressured into doing something that they don't want to
- to resist pressure to do something online that might hurt themselves or others
- some of the dangers of being 'online' and how to judge if something is safe and helpful
- how to use technology safely and positively to communicate with their friends and family
- to continuously revisit, revise and identify their five trusted adults, saying who can help them if they are worried, have any questions or are concerned about anything

Senior School

Year 7 students learn about

- about identity, rights and responsibilities
- about living in a diverse society
- how to challenge prejudice, stereotypes and discrimination
- the signs and effects of all types of bullying, including online
- how to respond to bullying of any kind, including online
- how to support others
- how to develop self-worth and self-efficacy
- about qualities and behaviours relating to different types of positive relationships
- how to recognise unhealthy relationships
- how to recognise and challenge media stereotypes
- how to evaluate expectations for romantic relationships



- about consent, and how to seek and assertively communicate consent

Year 8 students learn about

- how to manage influences on beliefs and decisions
- about group-think and persuasion
- how to develop self-worth and confidence
- about gender identity, transphobia and gender-based discrimination
- how to recognise and challenge homophobia and biphobia
- how to recognise and challenge racism and religious discrimination
- the qualities of positive, healthy relationships
- how to demonstrate positive behaviours in healthy relationships
- about gender identity, gender expression and sexual orientation
- about forming new partnerships and developing relationships
- about the law in relation to consent
- that the legal and moral duty is with the seeker of consent
- how to effectively communicate about consent in relationships
- about the risks of 'sexting' and how to manage requests or pressure to send an image
- about basic forms of contraception, e.g. condom and pill

Year 9 students learn about

- about different types of families and parenting, including single parents, same-sex parents (and other rainbow families), blended families, adoption and fostering
- about positive relationships in the home and ways to reduce homelessness among young people
- about conflict and its causes in different contexts, e.g. with family and friends
- conflict resolution strategies
- how to manage relationship and family changes, including relationship breakdown, separation and divorce
- how to access support services
- about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex
- about myths and misconceptions relating to consent
- about the continuous right to withdraw consent and capacity to consent
- about STIs, effective use of condoms and negotiating safer sex
- about the consequences of unprotected sex, including pregnancy
- how the portrayal of relationships in the media and pornography might affect expectations
- how to assess and manage risks of sending, sharing or passing on sexual images
- how to secure personal information online

Year 10 students learn about



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- about relationship values and the role of pleasure in relationships
- about myths, assumptions, misconceptions and social norms about sex, gender and relationships
- about the opportunities and risks of forming and conducting relationships online
- how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours
- about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent
- how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support
- how to recognise and challenge victim blaming
- about asexuality, abstinence and celibacy
- about communities, inclusion, respect and belonging
- about the Equality Act, diversity and values
- about how social media may distort, misrepresent or target information in order to influence beliefs and opinions
- how to manage conflicting views and misleading information
- how to safely challenge discrimination, including online
- how to recognise and respond to extremism and radicalisation

Year 11/Year 12 students learn about

- about core values and emotions
- about sexual orientation, including sexual identity
- the recognition of all gender identities and gender expression
- how to communicate assertively
- how to communicate wants and needs
- how to handle unwanted attention, including online
- how to challenge harassment and stalking, including online
- about various forms of relationship abuse
- about unhealthy, exploitative and abusive relationships
- how to access support in abusive relationships and how to overcome challenges in seeking support
- about different types of families and changing family structures
- how to evaluate readiness for parenthood and positive parenting qualities
- about fertility, including how it varies and changes
- about pregnancy, birth and miscarriage
- about unplanned pregnancy options, including abortion
- about adoption and fostering
- how to manage change, loss, grief and bereavement
- about 'honour-based' violence and forced marriage and how to safely access support



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RSE is taught at various stages throughout the EY curriculum as outlined [here](#).

RSE is also taught at various stages throughout the wider primary school science curriculum as outlined [here](#).

RSE is also taught at various stages throughout the wider senior school curriculum as outlined [here](#).

8. Equal opportunities

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

9. The right of withdrawal

Senior school parents will be notified in advance of any sex education lessons and are requested to contact the relevant Deputy head if they wish to withdraw their child. A summary of the contents of these lessons is available to parents on request.

10. In-service training

Teachers who are responsible for covering RSE will be offered specific training.

11. Working with parents

The school values parents' views and welcomes comments about the content and delivery of the sex education curriculum. Parents will be informed and involved through this policy, letters and parents' workshops providing exchange of views and dialogue about the content and delivery of the programme.

The school believes that the prime responsibility for bringing up 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, through parents' forums and workshops. Parents are invited to attend workshops and seminars. The school has welcomed our parents' input on how we deliver aspects of Thai law to ensure it is accurate.

12. Distribution of the policy

Copies of the policy are available for all parents, staff and governors.

13. Procedures for monitoring and evaluation

A variety of methods including student surveys, focus groups, and feedback from teachers and from parents, is used as appropriate to monitor the programme.

The quality of teaching and learning is monitored through learning walks and formal lesson observations. Assessment for learning and regular analysis of exit tickets at the end of sessions is used to inform student understanding, progress and future planning.



Appendix A: Guidance for staff

Definition:

Sex education encompasses three overlapping themes:

- body functioning
- human sexuality
- relationships.

Within these, a number of inter-related components can be identified:

- attitudes and values
 - a) learning the importance of values and individual conscience and moral considerations
 - b) learning the value of family life and stable and loving relationships, including marriage, for the nurture of children
 - c) learning the value of respect, love and care
 - d) exploring, considering and understanding moral dilemmas
 - e) developing critical thinking as part of decision-making
- 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
managing conflict/consent
 - d) learning how to recognise and avoid exploitation and abuse (including teenage abusive relationships)
 - e) managing RSE online (including sexting/pornography)
- 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 supporting services
 - d) learning the reasons for delaying sexual activity, and the benefits to be gained from such delay
 - e) the avoidance of unplanned pregnancy

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 material before using it in the classroom.



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- Particular attention should be paid to appropriateness of internet sites. The school's filtering mechanisms should 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 ground rules.
- Teachers can avoid embarrassment and protect students' privacy by depersonalising discussions by using role plays, 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 the 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 a counsellor via the Head of House or the Head of PSHE.
- If a question is inappropriate for the whole class, a teacher may nevertheless 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 sex and relationship 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 Child Protection and *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, in particular doctors, the school nurse, and the school counsellor, though they would 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, the Head of School or the Executive Principal.

Appendix Resources

[Key stage 3 RSE parent presentation](#)

Primary school RSE parent presentation (April 2024)

This policy should be read in conjunction with:

- [Responding to incidents of identity-based harm](#)
- [Safeguarding policy](#)
- [Promotion of good behaviour policy](#)



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- [LITMW senior school \(PSHE\) policy](#)
- [Primary school PSHE policy](#)