

King Arthur's School



Relationships, Sex and Health Education Policy

King Arthur's Document Control Table	
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At the heart of King Arthur's School is our Mission

"We support and encourage every student to strive for the highest possible levels of academic achievement alongside developing the personal attributes and qualities to thrive and make a positive contribution throughout life." This is key to our implementation and delivery of the RSE curriculum.

The Aims of the school are:

- Create a challenging, inclusive, collaborative, creative and happy learning community;
- Ensure high quality teaching and learning, honesty and respect for others, with a collective will to bring out the best in every student in our care.
- Instil in students a belief that they can and will achieve beyond expectations in order to meet their dreams and lead their lives;
- Enable students to take their place in the world as happy, healthy, kind, confident, ambitious & independent individuals, with enquiring minds ready to face the challenges of tomorrow.

These aims are pivotal and drive our RSE Curriculum

RSE at King Arthur's School is planned in accordance with the Equality Act 2010 and the Relationships and Sex Education (RSE) and Health Education statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002. The RSE guidance was updated to be in schools for 2026 [Relationships Education, Relationships and Sex Education and Health Education guidance](#)

Brief Description of The School's Background

King Arthur's School is an 11 – 16 Comprehensive school which caters for all abilities. Students are predominantly of white British origin and pupils' socio-economic background broadly matches the national average. Although children enter the school having limited cultural awareness and ideas outside the locality in which they live.

Brief Description of RSE

RSE is important, relevant and appropriate to the lives of young people, regardless of their family background or sexuality.

The positive qualities of relationships, such as trust, honesty, and commitment, should be stressed, rather than the promotion of one form of sexual relationship or sexual orientation.

RSE is an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.

We believe it should encourage personal and social development, fostering self-esteem, self-awareness, a sense of moral responsibility, and the confidence and ability to resist abuse and unwanted sexual experience

Statement about Sensitive Issues

Sensitive issues such as contraception, sexually transmitted infections, sexuality and abortion will be delivered in a planned programme coordinated by the PSHRE Coordinator. These issues will be presented in a balanced way within a framework that recognises cultural, religious and social differences. It is hoped that pupils will develop the skills and confidence to respond to each other sensitively and to make informed decisions whilst retaining a considerate and tolerant approach to those whose beliefs may differ from their own in one way or another.

Policy into Practice

Organisation

Hayley Andrews PHRSE Coordinator, and Assistant Head for Personal Development is presently the staff member who has the designated coordinator role for RSE. In addition, the Head of Key Stages oversee the delivery of RSE within year teams, including provision from outside agencies. PSHRE is delivered by tutors during designated sessions with aspects also delivered in science, computing, PE and religious education, thus promoting a whole school approach to emotional and social development. Aspects including work about human sexual behaviour, relationships, HIV/AIDS and self-esteem will be delivered age appropriately, in accordance with DfE 2025 guidance. The delivery of the content is made accessible to all pupils, including those with SEND.

Content Headings for the Programme

The Dfe has established the content that students should cover by the end of secondary school. King Arthur's Schools RSE content will be in accordance with these requirements, ensuring that these topics are delivered, as appropriate to the age of the student. The programme now requires a greater focus on mental health and suicide awareness, menstrual health, AI and violence towards women and girls and incel groups. The school will be following the Thematic SOW as set out by the PSHE Association and their recommended resources as these are seen as meeting the new requirements.

Families	Pupils should know • that there are different types of committed, stable relationships. • how these relationships might contribute to human happiness and their importance for bringing up children. • what marriage is, including their legal status e.g. That marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • why marriage is an important relationship choice for many couples and why it must be freely entered into. • the characteristics and legal status of other types of long-term relationships. • the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
Respectful relationships, including friendships	Pupils should know • the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
Online and media	Pupils should know • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • what to do and where to get support to report material or manage issues online. • the impact of viewing harmful content. • that specifically sexually explicit material e.g. Pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • how information and data is generated, collected, shared and used online. • Impact of AI and fake news
Being safe	Pupils should know • the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced

	marriage, honour-based violence and FGM, and how these can affect current and future relationships. • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
Intimate and sexual relationships, including sexual health	Pupils should know • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. Physical, emotional, mental, sexual and reproductive health and wellbeing. • the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • that they have a choice to delay sex or to enjoy intimacy without sex. • the facts about the full range of contraceptive choices, efficacy and options available. • the facts around pregnancy including miscarriage. • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). • how the different sexually transmitted infections (STI's), including HIV/aids, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. • about the prevalence of some STI's, the impact they can have on those who contract them and key facts about treatment. • how the use of alcohol and drugs can lead to risky sexual behaviour. • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
Wellbeing	Pupils should know • how to talk about their emotions accurately and sensitively, using appropriate vocabulary. • that happiness is linked to being connected to others. • how to recognise the early signs of mental wellbeing concerns. • common types of mental ill health (e.g. Anxiety and depression). • how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. • the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
Internet safety and harms	Pupils should know • the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body

	image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. • how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find • AI and fake news
Physical health and fitness	Pupils should know • the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress and suicide prevention. • the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health. • about the science relating to blood, organ and stem cell donation.
Healthy eating	Pupils should know • how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
Drugs, alcohol and tobacco	Pupils should know • the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. • the law relating to the supply and possession of illegal substances. • the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. • the physical and psychological consequences of addiction, including alcohol dependency. • awareness of the dangers of drugs which are prescribed but still present serious health risks. • the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
Health and prevention	Pupils should know • about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. • about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. • (late secondary) the benefits of regular self-examination and screening. • the facts and science relating to immunisation and vaccination. • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
Basic first aid	Pupils should know • basic treatment for common injuries. • life-saving skills, including how to administer CPR.15 • the purpose of defibrillators and when one might be needed.

Changing adolescent body	Pupils should know • key facts about puberty, the changing adolescent body and menstrual wellbeing. • the main changes which take place in males and females,
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Sensitive Issues

When questions arise in RSE sessions about sensitive issues, they will be answered appropriately and where necessary, referrals made to appropriate outside or specialist agencies and or parents, for continued support and follow up. For extremely sensitive issues students have access to a range of support, co-ordinated by The Head of Key Stage, DSL, Deputy Head Behaviour and Attitudes . We draw on the support of a wide range of community based resources.

If child protection issues arise the schools Child Protection procedures will be initiated (see Child Protection Policy).

Procedures for involving outside speakers:

Delivery of RSE is not the sole responsibility of schools. It is important that visiting speakers work alongside teachers rather than substitute for them. It is essential that visiting speakers are well briefed so that their contribution fits appropriately into a planned and coordinated programme. Elements of RSE are also provided by a range of people in the wider community including parents, health professionals, social workers, youth workers, peer educators and visitors. People in the wider community have much to offer at all levels of planning and delivering RSE, bringing new perspectives and offering specialist knowledge, experience and resources.

When outside agencies provide classroom sessions, they must be aware of and follow the confidentiality policy of the school and the child protection procedures.

Working with Parents

This policy is available for inspection by parents, via the school's website and on-site access. In addition, information regarding RSE content will be made available on the school's website. Designated senior staff are available to provide advice to parents: Assistant Head teachers: Rebecca Smith and Hayley Andrews. Parents are also encouraged to discuss issues with their child's tutor or Head of Year. Parent forums are held and letters sent each half term outlining the content. Parents are able to request resources in advance and discuss what their child will be taught.

The right of withdrawal

In secondary education from September 2020 Parents will not be able to withdraw their child from any aspect of Relationships Education or Health Education. Parents are able to withdraw their child (following discussion with the school) from any or all aspects of Sex Education, other than those which are part of the science curriculum, up to and until three terms before the child is 16.

Monitoring and Evaluation

Pupils' evaluation will take place at the end of each half term. Students now complete a PSHRSE booklet each half term so the tracking of coverage and engagement is clear and evident. These results will inform teaching strategies and enhance future programmes. The Leadership Team will meet with the RSE/PSHE teams to discuss issues and allow time for professional development. Yearly reviews of the PSHE program will be completed with input from staff and students.

This policy should be read in conjunction with the school's Child Protection Policy, Anti-Bullying Policy, PSHRE and Healthy Schools Guidance and the County RSE Guidance.