



# KINGS PARK SCHOOL

## RSHE POLICY

POLICY NO.	KPS-RSE-004
POLICY OWNER	HEADTEACHER
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LATEST REVIEW DATE	01/09/2025
NEXT REVIEW DATE	01/09/2026

	SIGNED	DATE
HEADTEACHER MISS S J WATSON		01/09/2025
PROPRIETOR MRS AMY SAUNDERS		01/09/2025
RATIFIED BY CHAIR OF GOVERNING BOARD MR ALEX RICHARDS		

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### 1.0 INTRODUCTION

Kings Park School is an independent specialist provision, offering support and education for children and young people from ages 7-16 with various individual needs. Each child and young person's support is guided by their Education, Health and Care Plan (EHCP), which outlines the provision required to meet their individual needs. With spacious, light-filled classrooms and a highly skilled team of specialist SEN staff, our school provides a calm and supportive environment where children and young people are empowered to move beyond past challenges.

Each learner follows a personalised timetable tailored to their individual needs and interests, with clear, achievable targets that promote motivation, confidence and progress. In addition to the statutory annual review process, we carry out a broad range of formal and informal assessments throughout the year to monitor progress and adapt provision where necessary.

Classes are small with up to 8 pupils, depending on the individual needs. Each class is led by a teacher and supported by a dedicated teaching assistant, with additional teaching assistants provided where necessary and stated on the child's EHCP. Children and young people will be placed in a class based on suitability rather than age. Our nurture-based approach ensures that emotional wellbeing is prioritised alongside learning, and our classrooms are designed to be sensory-friendly, providing calm, supportive environments that help students feel safe, regulated and ready to engage.

At Kings Park School (KPS), we place the safety, well-being and development of our students at the heart of everything we do. We are committed to providing a safe, inclusive and aspirational learning environment for children and young people with a range of neurodivergent profiles and social, emotional and mental health needs.

### 2.0 LEGAL FRAMEWORK AND GUIDANCE

This policy has due regard to all relevant legislation and statutory guidance, including but not limited to:

- Children and Social Work Act 2017
- Equality Act 2010 (Public Sector Equality Duty)
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- DfE (2019) Relationships Education, Relationships and Sex Education (RSE) and Health Education
- DfE (2021) Teaching about relationships, sex and health
- DfE (2025) Keeping Children Safe in Education
- DfE (2023) Working Together to Safeguard Children
- Education (Independent School Standards) Regulations 2014 (as amended 2023)

- Online Safety Act 2024
- DfE (2015) National Curriculum in England: Science Programmes of Study

### 3.0 PURPOSE OF THIS POLICY

At Kings Park School, we understand the importance of educating pupils about relationships, sex and health so they can make responsible, well-informed decisions. RSHE forms part of our wider PSHE curriculum and promotes the spiritual, moral, social, cultural, mental and physical development of pupils both in school and in society.

Our curriculum is designed to be trauma-informed, inclusive and developmentally appropriate, reflecting the SEND needs and individual circumstances of each pupil. We work closely with parents, carers and staff to ensure delivery is safe, evidence-based, and values-driven — aligned with our school motto: “Inspiring Dreams, Building Bright Futures Together.”

This policy operates in conjunction with:

- Behaviour and Relationship Policy
- SEND Policy
- Online Safety Policy
- Child Protection and Safeguarding Policy
- Staff and Pupil Equality Policy
- Anti-Bullying Policy
- Acceptable Use Agreement for Pupils

### 4.0 OUR ETHOS AND VALUES

We are guided by our school motto: ***Inspiring Dreams, Building Bright Futures Together.*** Our core values are:

- **Kind Words:** We speak with empathy and understanding
- **Positive Minds:** We approach challenges with optimism and resilience
- **Strong Hearts:** We show courage, compassion and strength in our relationships.

These values are more than aspirations—they are embedded in every interaction, decision and environment within Kings Park School.

**Kind Words** reflect our belief in the power of language to heal, uplift and include. Whether it is peer encouragement, staff guidance or family communication, we model respectful, thoughtful speech in all we do.

**Positive Minds** encourage our students and staff to reframe difficulties as opportunities to learn and grow. We promote a strengths-based approach that focuses on what each individual child can do and how they can build confidence through success.

**Strong Hearts** remind us of the importance of compassion, resilience and relationships. We teach students to persist through challenges, support others and show bravery in being true to themselves.

Together, these values underpin our approach to behaviour, learning and building a safe, inclusive school community.

### 5.0 ROLES AND RESPONSIBILITIES

**The Headteacher will ensure:**

- The RSHE curriculum is compliant with legislation and Ofsted expectations.
- All staff receive up-to-date training and teaching is trauma-informed, inclusive, and accessible.
- Parents are informed of RSHE content and withdrawal rights.
- The policy is reviewed annually and reported to the Chair of KPS.

### **The SLT will:**

- Oversee curriculum planning, timetabling and delivery.
- Ensure staff have resources and professional development opportunities.
- Monitor and evaluate teaching effectiveness.

### **The DSL will:**

- Ensure safeguarding links are embedded in RSHE delivery.
- Provide guidance on sensitive topics (e.g. consent, online safety, exploitation).
- Ensure trauma-aware practice for pupils with adverse experiences.

### **Teachers will:**

- Deliver RSHE sensitively, inclusively and accurately.
- Use correct terminology, respond to questions appropriately, and signpost pupils to trusted support.
- Report any safeguarding disclosures to the DSL immediately.

### **The SENCO will:**

- Support differentiation for SEND pupils.
- Advise staff on adapting materials and delivery.

## **6.0 ORGANISATION AND IMPLEMENTATION**

RSHE will be delivered through PSHE lessons, class assemblies, enrichment days, and cross-curricular links (science, PE, ICT). Curriculum content follows PSHE Association and KAPOW frameworks, adapted for SEND and contextualised for our pupils.

RSHE covers:

- Relationships and respect
- Families and parenting
- Consent and safety
- Online behaviour and media literacy
- Physical and mental wellbeing
- Puberty, body confidence and identity
- Reproductive health and contraception (where age-appropriate)

LGBTQ+ content is fully integrated, not taught as a separate topic, ensuring all pupils understand diversity, equality and respect.

## **7.0 SAFEGUARDING AND CONFIDENTIALITY**

Teaching about safeguarding is embedded throughout RSHE, including online safety, consent, and recognising abuse or exploitation. In line with KCSIE 2025, RSHE actively addresses:

- Harmful sexual behaviour and peer-on-peer abuse.
- Online exploitation, digital footprints, and AI-generated imagery.
- Recognising unsafe situations and reporting pathways.

Staff will never promise confidentiality and will refer concerns to the DSL immediately. Pupils are taught how to raise concerns and access support safely.

## **8.0 EQUALITY AND ACCESSIBILITY**

Kings Park School complies with the Equality Act 2010 and the Public Sector Equality Duty. RSHE is inclusive of all pupils regardless of sex, race, religion, disability, sexual orientation, or gender reassignment.

Teachers will:

- Use materials reflecting diverse families, cultures and gender identities.
- Deliver in a sensitive, age-appropriate and developmentally appropriate way.
- Provide additional support for pupils who may be more vulnerable to bullying, exploitation or misunderstanding due to SEND or social factors.

## 9.0 HEALTH EDUCATION CONTENT (UPDATED 2025)

Health Education will include:

- Mental wellbeing, resilience and seeking help.
- Physical fitness, healthy eating, and sleep hygiene.
- The risks of vaping, e-cigarettes and substance use.
- Digital wellbeing, misinformation, and online harms.
- Body image, social media influence, and self-esteem.
- Basic first aid, CPR and defibrillator awareness.

## 10.0 WORKING WITH PARENTS AND EXTERNAL AGENCIES

Parents are consulted annually regarding RSHE curriculum updates. They receive copies of schemes of work, sample resources, and guidance on withdrawal rights (from non-statutory sex education only).

External specialists may support delivery under teacher supervision. All external input must comply with school safeguarding procedures and this policy.

## 11.0 WITHDRAWAL FROM LESSONS

Parents may request withdrawal from the sex education elements of RSHE (not relationships or health education). Requests must be made in writing to the Headteacher.

If a pupil wishes to participate after turning 15, the school will facilitate access to lessons before their 16th birthday.

Alternative, meaningful education will be provided during withdrawal.

## 12.0 STAFF TRAINING

All teaching staff receive annual RSHE and safeguarding refresher training, including:

- Online safety and digital harms
- Harmful sexual behaviour and peer-on-peer abuse
- Trauma-informed delivery and SEND adaptations

## 13.0 ASSESSMENT AND MONITORING

The school will monitor the quality of RSHE delivery through:

- Lesson observations and book looks
- Pupil voice surveys
- Staff feedback and CPD reflection

The RSHE policy will be reviewed annually by the Headteacher and SLT, with oversight from the governing body.