



**KENT COLLEGE**  
WEST CAIRO

## Relationships Policy

<b>Owner</b>	Head of College
<b>Applied to</b>	Senior School
<b>Date last reviewed</b>	September 23 <sup>rd</sup> , 2025
<b>Date of next review</b>	September 23 <sup>rd</sup> , 2026
<b>Review period</b>	1 year

### **The Policy will uphold the aims and values of Kent College West Cairo**

- Be a caring family community committed to the development of the full potential of each individual and to promoting a sense of wellbeing throughout the school.
- Maintain high educational standards in all academic, cultural and sporting activities, stimulating high excitement in learning and requiring discipline in study whatever the ability of the child.
- Encourage positive risk taking in learning.
- Work with and in the communities it serves.
- Encourage students in a critical examination of the standards and values current in society and to discover and develop a personal faith and spiritual values to guide them through their lives.
- Egyptian culture will be considered in the delivery of any of this material / these classes to students

Kent College West Cairo recognises the entitlement of all learners to receive Relationships and Health Education, which is current, meaningful and relevant. Kent College promotes and embeds a respect for diversity, encourages a sense of compassion and understanding of others, and a deep respect for human worth and dignity.

We recognise and respect every member of the school's culture and religious values. We also recognise that the advances of modern technology bring with it issues of safeguarding and we are committed to addressing on-line safety in its various forms.

We will ensure that Relationship and Health Education is accessible for all students. Delivery and resources will be differentiated and personalised to meet the needs of those students with SEND, in preparation for adulthood and in line with the SEND code of practice.

### **Definition**

Relationships education is learning about the emotional, social and physical aspects of growing up, and relationships. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy and to take responsibility for their relationships and well-being.

At Kent College, we have adopted a competencies-based model for our PSHE planning which focuses on developing competency in: independence and aspirations; autonomy and advocacy and choices and influences.

The model includes relationships and health and well-being.

### Relationships Education

Relationships Education will build on the teaching at primary\* level. It aims to give young people the information they need to help them develop healthy, nurturing relationships of all kinds. Your child will cover content on what healthy and unhealthy relationships look like and what makes a good friend, colleague and successful marriage or committed relationship. At the appropriate time, the focus will move to developing more intimate relationships, to equip your child with the knowledge they need to make safe, informed and healthy choices as they progress through adult life.

By the end of year 11 students will have been taught content on:

- families
- respectful relationships, including friendships
- online media
- being safe

\*a measure of baseline knowledge will be made at the beginning of every lesson. This will then be revisited to indicate learning that has taken place.

### Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

By the end of year 11, students will have been taught content on: • mental wellbeing • internet safety and harms • physical health and fitness • healthy eating • drugs, alcohol and tobacco • health and prevention • basic first aid • changing adolescent body

Relationships and Health Education and Science work together to protect children by ensuring they have knowledge of their bodies, the human life-cycle, emotions, acceptable behaviour and right and wrong. We also believe that many other subjects across the curriculum can offer support.

Kent College promotes a whole school approach to the delivery of Relationships and Health Education.

### **Key Stage 3**

At this age, some students will start to ask questions about parenthood and may like to know how they can talk to their own parents or a trusted adult. They will also be interested in other influences on relationships such as the law, different cultures and religious beliefs, the media and the effects of drugs and alcohol.

The curriculum will be developed through the following competencies: Independence and Aspirations, Autonomy and Advocacy and Choices and Influence.

### **Key Stage 4**

At this age, some students will want to know about different types of relationships, including more intimate relationships and marriage. They may want to know about how to cope with strong feelings. They will start to ask questions about parenthood and may like to know how they can talk to their own parents or a trusted adult. They will also be interested in other influences on decision making such as the law, different cultures and religious beliefs, the media and the effects of drugs and alcohol. Learning about the relationship between self-esteem and body image and how to challenge negative messages from peers, the media and society is also important.

The curriculum will be developed through the following competencies: Independence and Aspirations, Autonomy and Advocacy and Choices and Influence.

### **Key Stage 5 (Post 16)**

At this age young people will be interested in what issues can be difficult to talk about in intimate relationships. Young people at this age will need more information on sexual risk, pregnancy, sexual health, fertility and infertility. They will be keen to discuss consent, gender stereotyping, violence, exploitation, the law, and discrimination. Learning about the relationship between self-esteem and body image and how to challenge negative messages from peers, the media and society is also important.

The Curriculum will be developed through a sixth form Key skills programme.

Relationships and Health Education will be taught primarily within PSHE, Science, and Sport lessons.

Lessons may be taught as part of a discrete unit or they may be embedded within other subjects such as ICT, English and Religious Education. Kent College West Cairo will offer a flexible approach to delivery where a particular need or concern is identified. There will also be visiting speakers and workshops through external organisations to promote positive relationships.

Students will also be signposted to appropriate support and services when required this may include internal and external counselling services and the Clinic.

### **Partnership with Parents and Guardians**

Kent College, Canterbury recognises that parents and guardians are crucial to the success of the Relationships Education programme and is committed to providing information about what is provided and accessible opportunities to comment on policy and practice. Parents will not have the option to withdraw their children from relationships education or health education.

### **Confidentiality, safeguarding and child protection**

Everyone involved in Relationships Education will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will discuss confidentiality with students through the development of a group agreement at the start of lessons, making it clear that teachers cannot offer unconditional confidentiality and will report concerns or suspicions to the Designated Safeguarding Lead as outlined in the safeguarding policy.

### **Responsibility and Roles**

#### **Students**

Students are expected to participate at their own level of engagement in Relationships Education and, when discussing issues related to Relationships Education, treat others with respect and sensitivity.

#### **Teachers**

Teachers are responsible for delivering Relationships and health education in a sensitive way; differentiating and personalising delivery to the needs of the individual; modelling positive attitudes to Relationships and health education; monitoring and tracking of progress; responding to the needs of individual students and issues as they arise.

The PSHE Lead, Senior Leadership Team and Governors are responsible for ensuring that Relationships and health education is taught consistently across the school. The PSHE Lead and SLT will provide regular access to training and development to ensure that teachers are confident in their subject knowledge and delivery.

The Governing Body and SLT will approve the Relationships policy, and hold the Head of PSHE Lead to account for its implementation.

**Policy Review**

This policy will be reviewed by the Head of PSHE annually. At every review, the policy will be approved by the SLT and Board of Governors.

