

<b>Name of Policy:</b>	Relationship and Sex Education (RSE) Policy
<b>Applicable to:</b>	Whole School
<b>Effective date:</b>	March 2025
<b>Date of next review:</b>	September 2026
<b>Date amended</b>	<b>Amendment</b>
19th November 2024	New Mission, Vision and Values (1.) Content check and formatting
February 2025	10.4 Primary reference to kapow curriculum added 11.8 -11.9 Secondary reference to Life Skills added

## 1. School mission, vision and values

### 1.1. Vision

In 2027 NCBIS will be the first school of choice in Cairo, providing unrivalled experiences that will enable all students to follow their passions and become successful, caring citizens and leaders in tomorrow's world.

### 1.2. Mission

To be a caring, internationally-minded learning community guided by the philosophy of High Performance Learning and a commitment to continuous self-improvement and reflection.

### 1.3. Values

Nurture	Community Minded	Bravery	Integrity	Self-Reflection
School is a safe place where we promote equality and justice and develop empathetic	Take pride in being part of something bigger than yourself. Choose compassion and forgiveness and	Stand up and be counted and stand for others, be risk takers learning from mistakes and	Be responsible for your own actions and behave honestly, respectfully and ethically.	Understand and develop self-awareness and consciousness about behaviour, thoughts, attitudes and

learners to grow emotionally and intellectually.	demonstrate generosity.	showing resilience.		motivation and have the courage to change.
--	-------------------------	---------------------	--	--

## 2. Purpose and Scope of Policy:

- 2.1. RSE has a key part to play in the personal, social, moral and spiritual development of young people. It begins informally in the home with parents and carers long before any formal education takes place at school.
- 2.2. The aims of relationships and sex education (RSE) at NCBIS are to:
  - 2.2.1. Provide a framework in which sensitive discussions can take place
  - 2.2.2. Help pupils develop feelings of self-respect, confidence and empathy
  - 2.2.3. Create a positive culture around issues of sexuality and relationships
  - 2.2.4. Teach pupils the correct vocabulary to describe themselves and their bodies
  - 2.2.5. Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
  - 2.2.6. Develop confidence in talking, listening and thinking about feelings and relationships
  - 2.2.7. Allow pupils to understand about the range of relationships, including the importance of family for the care and support of children
  - 2.2.8. Explore the consequences of their actions and behave responsibly within relationships
  - 2.2.9. Develop their self-esteem and sense of responsibility
  - 2.2.10. Teach pupils how they can protect themselves and ask for help and support

## 3. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

## 4. Use of resources

### 4.1. We will consider whether any resources we plan to use:

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

### 4.2. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with

our legal duties around political impartiality. The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

## **5. We will:**

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use: ○ Are age-appropriate

- 5.1. Are in line with pupils' developmental stage
- 5.2. Comply with:
  - 5.2.1. This policy
  - 5.2.2. Egyptian Law and cultural sensitivities
  - 5.2.3. [The Teachers' Standards](#)
  - 5.2.4. [The Education Act 1996](#)
- 5.3. Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- 5.4. Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- 5.5. Review any case study materials and look for feedback from other people the agency has worked with
- 5.6. Be clear on:
  - 5.6.1. What they're going to say
  - 5.6.2. Their position on the issues to be discussed
- 5.7. Ask to see in advance any materials that the agency may use
- 5.8. Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- 5.9. Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- 5.10. Check the agency's protocol for taking pictures or using any personal data they might get from a session
- 5.11. Remind teachers that they can say "no" or, in extreme cases, stop a session
- 5.12. Make sure that the teacher is in the room during any sessions with external speakers. We won't, under any circumstances:
  - 5.12.1. Work with external agencies that take or promote extreme political positions
  - 5.12.2. Use materials produced by such agencies, even if the material itself is not extreme

## **6. Roles and responsibilities**

### **6.1. Board of Governors**

The governing body will approve the RSE policy and hold the Principal and Heads of School to account for its implementation.

### **6.2. Senior Leadership Team**

The SLT is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

### **6.3. Staff**

Teachers delivering RSE will use a variety of teaching methods including establishing ground rules, being able to answer unexpected questions, using appropriate materials and encouraging reflection. Teachers are responsible for:

- 6.3.1. Delivering RSE in a sensitive way
- 6.3.2. Modelling positive attitudes to RSE
- 6.3.3. Monitoring progress
- 6.3.4. Responding to the needs of individual pupils
- 6.3.5. Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE Staff do not have the right to opt out of teaching RSE.
- 6.3.6. Staff who have concerns about teaching RSE are encouraged to discuss this with the Principal.

### **6.4. Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect, inclusivity and sensitivity in line with the NCBIS Values.

## **7. Confidentiality**

Teachers may be party to sensitive information about pupils, some of this perhaps relating to illegal activity. All staff need to be clear about the rules of confidentiality and reporting. The points below clarify matters:

- 7.1. guidance about who needs to know in particular instances - information about pupils should not be passed on indiscriminately
- 7.2. that teachers should not offer pupils unconditional confidentiality
- 7.3. that information about behaviour that is likely to cause harm to pupils or to others must be dealt with in line with the schools Safeguarding procedure and passed on to the appropriate person
- 7.4. that teachers should make it clear to pupils that some information needs to be passed on in the pupil's best interest and that they will be informed when this is a necessity
- 7.5. in the case of illegal activity, action should be taken in the best interests of the pupil - this does not necessarily involve informing the police in every instance
- 7.6. teachers are not obliged to pass on information about pupils to their parents
- 7.7. if the teacher believes the pupil is at moral or physical risk or in breach of the law, it is their duty to ensure that the pupil is aware of the risks and encourage them to seek support from their parents where appropriate
- 7.8. teachers should explain and reinforce the need for ground rules in lessons to protect pupils from making inappropriate personal disclosures

## **8. Safeguarding Procedures**

See Safeguarding Policy

## **9. Parents' right to withdraw**

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the sex education components within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the Head of Secondary/Primary. Alternative work will be given to pupils who are withdrawn from sex education.

## **10. RSE in Primary School**

- 10.1. The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all UK primary schools. Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education.
- 10.2. It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively.
- 10.3. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born. As well as consulting parents more generally about the school's overall policy, primary schools should consult parents before the final year of primary school about the detailed content of what will be taught. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school. Meeting these objectives will require a graduated, age-appropriate programme of sex education. Teaching needs to take account of the developmental differences of children.
- 10.4. Primary uses an adapted Kapow curriculum and has additional written guidance for staff on the intent and implementation of this

## **11. RSE in Secondary School:**

- 11.1. Effective RSE in Secondary Schools does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying
- 11.2. sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time
- 11.3. RSE in Secondary Schools should provide clear progression from what is taught in primary school in Relationships Education. Teachers should build on the foundation of Relationships Education and, as pupils grow up, at the appropriate time extend teaching to include intimate relationships. Alongside
- 11.4. being taught about intimate relationships, pupils should also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult. This teaching should enable pupils to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.
- 11.5. Pupils should understand the benefits of healthy relationships to their mental wellbeing and self-respect. Through gaining the knowledge of what a healthy relationship is like, they can be empowered to identify when relationships are

unhealthy. They should be taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing

- 11.6. As in primary, secondary Relationships Education can be underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. These should include character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth. There are many ways in which secondary schools should support the development of these attributes, for example by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.
- 11.7. It is recognised that there will be a range of opinions regarding RSE. The starting principle when teaching each of these must be that the applicable law should be taught in a factual way so that pupils are clear on their rights and responsibilities as citizens.
- 11.8. **For information on what students should have learned by the end of Primary and Secondary School can be found on the [GOV.UK Guidance](#).**
- 11.9. **In the secondary school, subject teachers deliver the curriculum during Life Skills.**
- 11.10. **In secondary, the quality of RSE is reviewed during the annual pastoral review each year.**

**Appendix 1:**

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

  

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	