

# RELATIONSHIPS AND SEX EDUCATION POLICY



HARROW  
INTERNATIONAL  
SCHOOL

哈罗国际学校

SHENZHEN QIANHAI 深圳前海



HARROW  
LITTLE LIONS  
EARLY YEARS CENTRE

哈罗小狮幼教中心

SHENZHEN QIANHAI 深圳前海

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## Introduction

A central component of a British education is the requirement to teach Relationships and Sex Education (RSE) as part of a well-structured and comprehensive Personal, Social, Health and Economic Education (PSHE) curriculum.

Definition of Relationships and Sex Education (RSE):

*'RSE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings'*

(Sex Education Forum, 1999)

HIS Shenzhen Qianhai is aware that children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. The pupils at HIS Shenzhen Qianhai come from diverse backgrounds, expressing a variety of beliefs and values. It is therefore essential that the curriculum is designed to support our pupils and is sensitive to the range of cultural views about relationships and sex whilst still ensuring that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

The aim of this policy is to communicate to staff, governors, parents/carers and pupils the manner in which HIS Shenzhen Qianhai will deliver and support Relationships and Sex Education (RSE) as part of the Personal, Social, Health and Economic (PSHE) framework. This is in addition to the topics covered within the Science curriculum.

As HIS Shenzhen Qianhai is an International School located in Mainland China our RSE curriculum is informed and aligns with Chinese government policies and UK government guidance as detailed in 'Relationships Education, Relationships and Sex Education and Health Education guidance'. Note that Chinese government policies and Laws on RSE take precedent.

This policy is available to all staff on the School intranet. The policy is available to parents on the School website with a hard copy available on request. This policy is reviewed annually and is responsive both to changes in Chinese and UK government policy and guidance as well as feedback from pupils, parents and teachers.

There are various opportunities for parents to be involved in consultation on the PSHE curriculum, including at 'Meet the Tutor' Events, Parent-Teacher Conferences, Parent Representative Group Meetings and parent workshops and seminars.

## What is Relationships and Sex Education?

Relationships and Sex Education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in

science, and others are taught as part of personal, social, health and economic education (PSHE).

Relationships and Sex Education (RSE) is the right and responsibility of the parent/carer. HIS Shenzhen Qianhai provides RSE to support parents/carers in fulfilling their responsibility and to contribute to every pupils' health, wellbeing and preparation for adult life through our extensive Parent workshops and seminars programme.

## Aims and Objectives

*The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships.*

*It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships.*

*This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.*

*Effective RSE does not encourage early sexual experimentation but teaches young people to understand...and to respect themselves and others.*

DfE Relationships Education

Relationships and Sex education (RSE) and Health Education [2021]

RSE will be an integral part of the lifelong learning process and it fits in with our whole school ethos by promoting respect for self and others.

We have prioritised the following objectives:

### Attitudes and Values

- Learning about the values of family life, marriage and stable relationships for the nurture of children.
- Learning the value of respect, love and care.
- Understanding that consent is central to learning about healthy, equal and safe relationships.
- Exploring and clarifying attitudes towards friendships and gender.
- Exploring, considering and understanding moral dilemmas.

- Developing critical thinking as part of decision making.
- Developing a good self-image and high self-esteem.
- Developing listening skills to be more aware of the feelings of others.
- Learning to be sensitive to the feelings of others as relationships develop.
- Understanding the importance of not using, either intentionally or unintentionally, language which could offend the sensibilities of others.

#### Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-esteem, self-respect and empathy for others.
- Developing skills to negotiate and resist unwanted pressure.
- Learning to make choices based on understanding of differences and with the absence of prejudice.
- Learning how to recognise and avoid exploitation and abuse.
- Providing opportunities for young people to develop the ability to understand the consequences of their decisions and actions, and to manage conflict.

#### Knowledge and Understanding

- Laws relating to sex, relationships, consent and rape, sexual exploitation, abuse, grooming, coercion and harassment (both on and offline).
- Information about healthier and safer lifestyles and understand when and how to report issues.
- Accurate information about physical development, reproduction, contraception and human sexuality.
- Promoting the skills to build positive relationships and be aware of their emotions.
- Exploring reasons for delaying sexual activity, the benefits to be gained from such delay and the avoidance of unplanned pregnancy.
- Pornography and explicit material as a distorted image of body image, relationships and sex.
- Internet safety and harm.

This will provide an objective and balanced view of sexual matters, correcting any misconceptions and misinformation pupils may have gained.

The RSE policy will reflect this ethos to support the development of self-awareness, a sense of responsibility both for their own actions and towards family, friends and the wider community and understanding and respecting diversity regarding religion, culture and sexual orientation.

We strive to develop in our pupils, a lifelong love of learning, a sense of responsibility, and personal integrity. We are a community based on trust, mutual respect, and compassion, and every member of our School is expected to uphold these values.

The RSE policy detailed applies to the whole school community.

## Curriculum Content

Please see Appendix 1 attached for breakdown of Curriculum Content across the Lower School and Appendix 2 for the RSE scheme of work overview for the Upper School.

## Organisation and Delivery

Teaching about relationships and sex is generally best provided as part of an integrated programme of Personal, Social, Health and Economic education. The PSHE programme is developed to promote a safe and positive climate in which pupils and adults feel able to talk honestly and openly.

Across the whole school RSE is embedded within the PSHE curriculum. Pupils will receive stand-alone sex education sessions delivered through their PSHE lessons (that are integrated into the close-personal tutoring sessions). In the Lower School RSE sessions are delivered by the Homeroom teacher and in the Upper School by the Form Tutor and/or the Head of Houses and/or a member of the US Leadership Team. Resources are collated by the US Deputy Head (Pastoral) and the LS Pastoral Coordinator with input from the Director of Care, Guidance and Support. Certain sessions for RSE maybe be delivered by our clinic or other trained health professionals or external experts.

Pupils will normally be taught in mixed classes to encourage their awareness, respect and sensitivity towards each other's differences; however, provision for single-sex groups is made as appropriate.

There is a cohesive, graduated curriculum starting in Key Stage 1 through to Key Stage 5, supported by appropriate materials and resources.

In addition to PSHE and the planned science curriculum for all pupils, aspects of RSE may also occur in English, History, and other subject areas. RSE also occurs indirectly through the promotion of the School's ethos within school life as a whole. e.g. School assemblies and House assemblies.

## Roles and Responsibilities

The responsibility for the provision of Relationship and Sex Education is held by the Head Master. The responsibility for the taught Relationship and Sex Education programme is held by the US Deputy Head (Pastoral) and the LS Pastoral Coordinator. In their role, in consultation with relevant people, they are responsible for developing key stage plans and schemes of work taking into account the Laws and guidance of the People's Republic of China, the UK National Curriculum requirements, school priorities for the personal and social development of the pupils, local

priorities and initiatives, cultural differences, the special needs and maturity levels of individual pupils.

HIS Shenzhen Qianhai recognises the need to create a supportive and secure atmosphere where pupils can develop the confidence needed to talk, listen and think about relationships and sex. In order to do this, staff members will:

- establish ground rules with pupils,
- emphasise the importance of mutual respect,
- encourage reflection,
- make pupils aware of the relevant persons to approach if in difficulty at HIS Shenzhen Qianhai,
- deliver RSE in a sensitive way and model positive attitudes to RSE.

Where external speakers and experts are invited to input into the programme. Any visiting speakers will be apprised of this policy and where they fit within the planned programme; there will be discussions before any input, including confidentiality issues. No visitor will work with pupils in a classroom situation without a teacher present. In addition, all visitors' materials will be viewed ahead of time to ensure they adhere to the school ethos and requirements surrounding age-appropriateness, confidentiality and safeguarding.

## Specific Issues

### Parental Consultation and Right of Withdrawal

The RSE policy is made available to all parents on the school website. Parents and carers have an especially important role to play in RSE. They need to feel confident that HIS Shenzhen Qianhai's programme complements and supports their role. To enable this, parents with any concerns about the RSE programme are encouraged to talk with the US Deputy Head (Pastoral) or LS Pastoral Coordinator, the Director of Care, Guidance and Support, or their child's Head of Phase/House.

Across the School a letter advising parents that the RSE element of study is planned within the term is sent home allowing parents to contact the school as appropriate. The communication contains information about what will be covered to help them understand and discuss with their children what is being covered in school. Parents are informed that they have the right to withdraw their child from some or all aspects of sex education delivered as part of the RSE curriculum.

Before granting any such request it is good practice for the Director of Care, Guidance and Support (DSL) or another member of the senior pastoral team to discuss the request with parents and, as appropriate, with the child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. HIS Shenzhen Qianhai will keep a record of these discussions using our safeguarding system.

If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships, Health, or Economic Education.

### Dealing with Sensitive Information and Answering Difficult Questions

Teachers will answer pupil questions appropriately and use their professional judgement, in line with this policy. There is no expectation that any teacher delivering RSE will automatically answer pupil questions, as this may infringe personal boundaries. However, in this instance, pupils will be advised to talk to their parents or another member of staff (such as our Counselling Team).

### Confidentiality Statement

Teachers conduct sex education lessons in a sensitive manner and in confidence. In any circumstances where child safeguarding issues arise we will always follow the School's safeguarding procedures (see HIS Shenzhen Qianhai School Safeguarding and Child Protection policy).

### Inclusion

At HIS Shenzhen Qianhai we intend our policy to be sensitive to the needs of all pupils and to ensure that they are appropriately met. All pupils are entitled to quality RSE. We do this by promoting the needs and interests of all pupils, to help them build confidence and a positive sense of self, and to stay healthy. High quality teaching that is differentiated, age- and context-appropriate and personalised will be the starting point to ensure accessibility.

### Monitoring and Evaluation

Both the policy and classroom delivery will be reviewed as part of the regular cycle of self-review. Provision for relationship and sex education, including the personal development of pupils, will be monitored, evaluated and reviewed by the US and LS Senior Leadership Team. The policy will be reviewed at least annually and approved by the Executive Leadership Team.

## Appendix 1: Lower School RSE Overview

Year Group	RSE Themes
Year 1	<ul style="list-style-type: none"> <li>• Roles of different people; families; feeling cared for</li> <li>• Recognising privacy; staying safe; seeking permission</li> <li>• How behaviour affects others; being polite and respectful</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Making friends; feeling lonely and getting help</li> <li>• Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</li> <li>• Recognising things in common and differences; playing and working cooperatively; sharing opinions</li> <li>• Growing older; naming body parts</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• What makes a family; features of family life</li> <li>• Personal boundaries; safely responding to others; the impact of hurtful behaviour</li> <li>• Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</li> <li>• What affects feelings; expressing feelings</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• Positive friendships, including online</li> <li>• Responding to hurtful behaviour; managing confidentiality; recognising risks online</li> <li>• Aptos Respecting differences and similarities; discussing difference sensitively</li> <li>• Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• Managing friendships and peer influence</li> <li>• Physical contact and feeling safe</li> <li>• Responding respectfully to a wide range of people; recognising prejudice and discrimination</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• Expressing opinions and respecting</li> </ul>

	<ul style="list-style-type: none"> <li>other points of view, including discussing topical issues</li> <li>Recognising and managing pressure; consent in different situations</li> <li>Attraction to others; romantic relationships; marriage</li> <li>Human reproduction and birth</li> </ul>
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## Appendix 2: Upper School RSE Overview

Year Group	RSE Themes
Year 7	<ul style="list-style-type: none"> <li>Positive friendships</li> <li>Changing friendships</li> <li>Healthy online friendships</li> </ul>
Year 8	<ul style="list-style-type: none"> <li>Identifying healthy and unhealthy relationships</li> <li>Managing conflict in relationships</li> </ul>
Year 9	<ul style="list-style-type: none"> <li>Respectful relationship behaviours</li> <li>Freedom and consent</li> </ul>
Year 10	<ul style="list-style-type: none"> <li>Sexual health</li> <li>Contraception</li> <li>Managing the end of relationships</li> </ul>
Year 11	<ul style="list-style-type: none"> <li>Long term commitments</li> <li>Parenting</li> <li>Family conflict</li> <li>Harassment and sexting</li> <li>Staying safe and recognising harassment</li> </ul>