JEDDAH PREP AND GRAMMAR SCHOOL

Relationships and Sex Education (RSE) Policy

Policy statement

Jeddah Prep and Grammar School (JPGS) is committed to helping pupils develop safe, respectful and responsible relationships, understand personal boundaries, make sensible choices and seek help when they need it. This policy sets out the school's approach to Relationships and Sex Education (RSE) within the cultural, legal and educational context of the Kingdom of Saudi Arabia.

At JPGS, RSE focuses on relationships, respect, personal responsibility, wellbeing, personal safety and safeguarding. The school does not teach sex education. The curriculum will focus on age-appropriate relationships, personal development and safeguarding, in keeping with the school's values and cultural context.

This limitation does not remove the school's responsibility to safeguard pupils. Staff will teach and reinforce age-appropriate personal safety, help-seeking, online safety, respectful conduct and the right to report concerns, in accordance with school procedures and applicable Saudi requirements.

Purpose and aims

The aims of this policy are to:

- help pupils build positive, respectful relationships with family members, peers and adults;
- promote kindness, empathy, honesty, integrity, consideration and responsibility;
- help pupils recognise appropriate and inappropriate behaviour, personal boundaries and situations in which they should seek help;
- develop pupils' confidence to communicate concerns to a trusted adult and understand how concerns are reported and acted upon;
- support pupils' wellbeing, dignity, safety and responsible decision-making, including in digital spaces;
- ensure provision is age-appropriate, consistent with JPGS values of Knowledge, Resilience and Integrity, and aligned with the school's context in Saudi Arabia;
- provide staff with clear boundaries about what may and may not be taught under this policy.

Scope and application

This policy applies to all pupils across the school, from Early Years Foundation Stage to Year 13, and to all staff who contribute to relationships, personal development, pastoral or safeguarding education. It applies to planned lessons and to relevant discussions arising in other school settings.

Provision is adapted to pupils' age, maturity, developmental stage and individual needs. Staff must use approved materials and follow the school's curriculum approval processes. The policy should be read alongside the school's safeguarding and child protection procedures, behaviour policy, anti-bullying policy, online safety arrangements, PSHE curriculum and relevant staff code of conduct.

Curriculum boundaries: what JPGS teaches

RSE at JPGS is limited to relationships, personal development, safety and safeguarding. Appropriate themes may include:

- families, friendship and positive relationships;
- kindness, empathy, mutual respect, honesty, trust and responsibility;
- communication, listening, cooperation, managing disagreements and resolving conflict appropriately;
- personal space, privacy, boundaries and respect for other people's boundaries;
- recognising bullying, coercion, intimidation, manipulation and other unsafe behaviour, and knowing how to report concerns;
- identifying trusted adults and practising how to ask for help;
- personal safety in school, at home, in the community and when using digital technology;
- online privacy, safe communication, digital footprints, cyberbullying and reporting inappropriate online contact;
- age-appropriate self-respect, confidence, emotional awareness and managing peer pressure;
- responsible choices, school values, rules and the consequences of behaviour.

These themes must be taught without introducing sexual content or turning a relationship or safeguarding lesson into sex education. Staff should use clear, factual, non-sensational language and approved resources.

Content that is not taught

JPGS does not teach sex education. All teaching and learning must remain within the school's approved curriculum and reflect pupils' age and stage of development, the school's values, and the cultural context of the Kingdom of Saudi Arabia.

Provision will focus on positive relationships, personal responsibility, mutual respect, wellbeing and safeguarding. All teaching materials and activities must be approved by the school and remain within the agreed curriculum. Staff should seek guidance from senior leaders if they are uncertain about the suitability of any content. Any material that falls outside the scope of this policy must not be introduced without prior approval from the school's leadership.

Where biological content is required within an approved science curriculum, it must remain within the authorised scheme of work and the school's curriculum approval arrangements. Staff must not extend it into sex education or introduce additional material independently. If a topic or question may cross these boundaries, the teacher should pause the discussion and seek guidance from the designated lead or a member of the Senior Leadership Team.

This policy does not prevent staff from taking necessary safeguarding action when a pupil discloses abuse, describes a risk, or asks for help. Staff must respond calmly and appropriately, avoid conducting their own investigation, and follow the school's safeguarding procedures.

Age-appropriate progression

The school plans relationships and personal safety learning progressively. The examples below indicate the intended emphasis; the precise content and resources must be approved through the school's curriculum processes.

EYFS and Key Stage 1

- naming and expressing feelings in an age-appropriate way;
- kindness, sharing, friendship and taking turns;
- understanding personal space and simple boundaries;
- identifying trusted adults and knowing how to ask for help;
- simple rules for staying safe and seeking adult support.

Key Stage 2

- healthy friendships, respect, cooperation and managing disagreements;

- privacy, personal boundaries and recognising behaviour that makes a pupil feel unsafe or uncomfortable;
- bullying, peer pressure and safe help-seeking;
- basic online safety, privacy and reporting inappropriate communication;
- responsibility, empathy and the impact of choices on others.

Key Stage 3

- respectful communication, friendship, trust and managing conflict;
- personal boundaries, consent in everyday non-sexual contexts (for example, asking before touching or using another person's belongings), and respecting a refusal;
- peer pressure, coercion, bullying and recognising unsafe situations;
- online relationships, privacy, digital reputation and safe reporting;
- resilience, self-respect, responsibility and seeking support.

Key Stages 4 and 5

- mature and respectful communication, accountability and resolving disagreements;
- recognising manipulation, coercion, exploitation and unsafe behaviour, and knowing how to report concerns;
- digital safety, privacy, reputation and responsible online conduct;
- supporting peers appropriately while understanding the limits of a pupil's role and when an adult must be involved;
- personal responsibility, decision-making, wellbeing and transition to adult life.

The term 'consent', where used, is confined to age-appropriate, non-sexual contexts such as personal space, physical contact, permission and respect for another person's stated boundaries. It must not be used as a route into teaching sexual activity.

Teaching approach and resources

- Teaching should be factual, calm, respectful, age-appropriate and consistent with this policy.
- Teachers should establish clear ground rules for discussion, protect pupils' dignity and avoid asking pupils to disclose private or personal experiences in front of others.
- Examples and scenarios should be suitable for the age group and must not include sexualised content.
- Only school-approved resources may be used. Staff must not distribute external links, videos, worksheets or reading material without the required approval.

- Pupils may ask questions. Staff should answer within the approved curriculum boundaries; where a question goes beyond those boundaries, the teacher should acknowledge it appropriately and refer it to the designated lead or Senior Leadership Team.
- Staff should not promise confidentiality where a safeguarding concern may need to be shared.

Safeguarding and disclosures

Pupil safety takes priority. If a pupil discloses abuse, exploitation, inappropriate contact or another safeguarding concern, staff must listen calmly, take the pupil seriously, avoid leading questions, not promise secrecy, record the pupil's words as accurately as possible and report the concern immediately in line with the school's safeguarding procedures. The concern must be logged on MyConcern.

Staff must not investigate allegations themselves or discuss a disclosure with colleagues who do not need to know. The Designated Safeguarding Lead (DSL) will follow the school's safeguarding procedures and applicable requirements. If a lesson or question raises an immediate safeguarding issue, staff should prioritise the pupil's safety and seek advice from the DSL.

Inclusion, dignity and respectful conduct

All pupils should be treated with dignity and fairness. Staff should take account of age, language, learning needs and accessibility when planning lessons, while maintaining the curriculum boundaries in this policy. Staff must challenge bullying, humiliation, harassment and disrespectful behaviour in accordance with school procedures.

Discussions must be managed sensitively and in a manner consistent with the school's values, approved curriculum and applicable Saudi requirements. Staff should not invite pupils to debate or disclose personal or family circumstances. Where a pupil requires individual support, staff should use the appropriate pastoral and safeguarding channels.

Roles and responsibilities

Headmaster and Senior Leadership Team: Approve the policy and curriculum boundaries; ensure that provision is consistent with the school's context and applicable requirements; approve resources; provide staff guidance; and review implementation.

Designated RSE/PSHE lead: Coordinate curriculum planning, check that content remains within the approved boundaries, support staff, maintain curriculum maps and evidence, and refer uncertainties to senior leaders.

Designated Safeguarding Lead: Lead the school's response to safeguarding concerns and ensure staff follow reporting, recording and referral procedures.

Heads of Department and teachers: Deliver only approved content and resources; teach respectfully and age-appropriately; maintain professional boundaries; and refer questions or materials that may fall outside this policy.

Pastoral staff and tutors: Reinforce positive relationships, personal safety, respectful conduct and help-seeking, and report concerns through the school's safeguarding procedures.

Pupils: Participate respectfully, follow school expectations, respect others' boundaries and seek help when concerned.

Parents and carers: Support pupils' learning and wellbeing and contact the school if they have questions about the aims or content of the programme.

Parent and carer communication

JPGS will make this policy available to parents and carers and communicate the general aims and nature of the relationships and personal safety programme. Parents and carers may contact the school through its usual channels if they require clarification about planned content or resources. The school will consider questions sensitively and respond in accordance with its policies and applicable requirements.

Monitoring, evaluation and record keeping

The designated lead and Senior Leadership Team will review provision at least annually. Monitoring may include:

- review of curriculum maps, schemes of work and approved teaching resources;
- checks that planned content remains within the boundaries set out in this policy;
- staff feedback and records of any questions or issues referred for guidance;
- age-appropriate pupil feedback on understanding of respect, boundaries, safety and help-seeking;
- review of relevant pastoral and safeguarding themes, with due regard to confidentiality;

- an action plan identifying any changes required, the person responsible and the review date.

Records must be stored and shared in accordance with school procedures and confidentiality requirements. Safeguarding records must be managed through the designated safeguarding systems and not kept solely in curriculum files.

Policy review

The Senior Leadership Team will review this policy annually, and sooner if required by changes in the school's context, applicable requirements or safeguarding guidance. Any proposed change to curriculum content or resources must be approved before implementation. The review will confirm that the policy accurately reflects JPGS practice and that staff understand the boundaries and reporting expectations.

Date of Review: September 2026	**Reviewed and approved by:** Headmaster, BoG
Date of next review: September 2027	