HOWE GREEN HOUSE
BISHOP'S STORTFORD

RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

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1. Policy Administration

This policy sets out the approach of Howe Green House School and Nursery to Relationships Education and primary Sex Education, delivered principally through the school's wider Personal, Social, Health and Economic Education (PSHE) programme.

The policy has been revised in preparation for the Department for Education's revised statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education, which applies to teaching from 1 September 2026.

Relationships Education is statutory for all pupils receiving primary education.

The statutory requirement to provide Health Education under the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 does not apply to independent schools. However, PSHE is compulsory for independent schools under the Education (Independent School Standards) Regulations 2014. Howe Green House School therefore provides age-appropriate health and wellbeing education through its PSHE curriculum, informed by the DfE's Health Education framework.

The school will also have regard to the DfE guidance when developing and reviewing its Relationships Education and wider PSHE provision.

The school will ensure that Relationships Education, Sex Education and PSHE are delivered in a way which:

- is age-appropriate and developmentally appropriate;

- is evidence-informed;
- is inclusive and accessible;
- supports pupils' physical, emotional, mental and social wellbeing;
- supports safeguarding and the prevention of abuse and exploitation;
- prepares pupils for the opportunities, responsibilities and experiences of adult life;
- promotes healthy, respectful and mutually supportive relationships;
- equips pupils to recognise when something is unsafe, harmful or “not right”;
- teaches pupils how and when to seek help;
- reflects the law, including relevant provisions of the Equality Act 2010; and
- supports the school's wider duties under the Independent School Standards.

The school recognises that high-quality Relationships Education contributes directly to safeguarding. Accurate vocabulary, knowledge of healthy relationships, understanding of boundaries and confidence in reporting concerns can help pupils recognise and communicate situations in which they may be at risk.

2. Introduction and Statutory Framework

Howe Green House School is an independent school in England. This policy has therefore been developed with regard to the statutory framework applicable to independent schools and to the Department for Education's statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education: guidance for introduction from 1 September 2026.

Relationships Education is statutory for all pupils receiving primary education.

The statutory requirement to provide Health Education under the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 does not apply to independent schools. However, PSHE is compulsory for independent schools under the Education (Independent School Standards) Regulations 2014. Howe Green House School therefore provides health, wellbeing and personal development education through its PSHE curriculum.

The school will ensure that pupils receive teaching which is accurate, age-appropriate, inclusive, accessible and consistent with safeguarding, equality and child-protection requirements.

3. Statement of Intent and Aims

Howe Green House School regards Relationships Education and PSHE as an important part of pupils' personal development and preparation for life.

The school aims to provide a safe, respectful and supportive environment in which pupils develop the knowledge, skills, attitudes and values needed to form healthy relationships and make responsible decisions.

- develop pupils' understanding of what healthy, respectful relationships look like;
- develop self-respect, self-worth, confidence and empathy;
- promote kindness, honesty, integrity, courage, resilience, trustworthiness and consideration;
- teach pupils to communicate respectfully and assertively;
- teach pupils how to establish and respect appropriate boundaries;
- develop an understanding of consent, permission-seeking and personal autonomy in age-appropriate ways;

- help pupils recognise unhealthy, controlling, bullying, abusive or unsafe behaviour;
- teach pupils how to recognise and report abuse, harassment, exploitation and other safeguarding concerns;
- develop pupils' understanding of privacy and the importance of not keeping unsafe secrets;
- provide pupils with accurate vocabulary for their bodies and relationships;
- prepare pupils for puberty and the physical and emotional changes associated with growing up;
- develop pupils' ability to seek help and to keep asking for help until they are heard;
- support pupils to develop safe and responsible online behaviour;
- challenge stereotypes, prejudice, sexism, misogyny, misandry, homophobia and other forms of discrimination;
- promote respect for people from different backgrounds, families, cultures, religions and beliefs;
- support pupils with SEND through accessible, differentiated and developmentally appropriate teaching;
- prepare pupils for transition to secondary education; and
- work in partnership with parents and carers, recognising their central role in children's development.

The school will teach pupils that sexual violence, sexual harassment, abuse and coercive or controlling behaviour are never acceptable and are never an inevitable part of growing up.

The school will also ensure that pupils are not stereotyped or made to feel that harmful behaviour is inevitable because of their sex or gender.

4. Definitions and Scope

4.1 Relationships Education

Relationships Education is the statutory primary curriculum through which pupils learn about the fundamental building blocks and characteristics of positive relationships.

It includes learning about:

- families and people who care for pupils;
- friendships;
- respectful relationships;
- online relationships; and
- being safe.

Relationships Education is compulsory and there is no parental right to withdraw a child from it.

4.2 Health Education and PSHE

Howe Green House School delivers health, wellbeing and physical development education as part of its compulsory PSHE provision.

Although the statutory Health Education requirement in the 2019 Regulations does not apply to independent schools, the school uses the DfE Health Education framework as an important reference point in planning an appropriate curriculum.

The school will not treat the DfE Health Education framework as creating a statutory duty that applies to independent schools; rather, it informs the school's PSHE curriculum and supports the Independent School Standards.

4.3 Sex Education

Sex Education at primary level is non-statutory, except for content relating to human development and reproduction which forms part of the school's Science curriculum.

Howe Green House School chooses to provide additional, age-appropriate Sex Education in Year 6 to prepare pupils for puberty, secondary school and adolescence.

This additional Sex Education is distinct from Relationships Education and from Science teaching.

Parents have the right to request that their child be withdrawn from some or all of the school's additional primary Sex Education. There is no right to withdraw from Relationships Education or from relevant Science teaching.

5. Curriculum Content: Primary Relationships Education

The school's Relationships Education programme is planned and sequenced across the primary years. Content is revisited and developed as pupils mature.

5.1 Families and People Who Care for Me

- what a family is and what different families may look like;
- that families are important for children growing up because they can provide love, security and stability;
- the characteristics of healthy family life, including commitment, care, protection and support;
- the importance of spending time together, sharing each other's lives and supporting one another;
- that families can include, for example, parents, siblings, grandparents, foster carers, adoptive parents, step-parents and other people who care for children;
- that families may look different and that family structures may change;
- that marriage and civil partnership are formal, legally recognised relationships;
- that people in families should treat one another with kindness, respect and care;
- that family relationships can sometimes make children feel unhappy, worried or unsafe;
- that it is never a child's fault if an adult behaves inappropriately towards them; and
- where and how to seek help if a family relationship is making them feel unsafe or unhappy.

5.2 Caring Friendships

- what friendship means;
- the characteristics of healthy friendships, including trust, honesty, truthfulness, kindness, loyalty, generosity, support and mutual respect;
- how to make and maintain friendships;
- the importance of sharing interests and experiences;
- that healthy friendships are welcoming and inclusive;
- that friendships can have difficulties and disagreements;
- how to manage conflict appropriately;
- how to repair friendships where appropriate;
- that violence is never acceptable in a friendship;
- that people can feel lonely and that loneliness is not a sign that something is wrong with them;
- how to manage feelings of loneliness;
- how to recognise when a friendship is making them unhappy or uncomfortable;

- when and how to seek help;
- how to choose trustworthy friends and adults; and
- how to be a good friend to others.

5.3 Respectful Relationships

- the importance of treating others with kindness, consideration and respect;
- the importance of self-respect;
- the importance of honesty and truthfulness;
- how to communicate respectfully;
- how to listen to others;
- how to take turns and share;
- how to express needs and feelings assertively and appropriately;
- the difference between assertiveness and controlling behaviour;
- that everyone has the right to be treated respectfully;
- that people may have different views, characteristics, backgrounds, beliefs and experiences;
- the importance of respecting people who are different from ourselves;
- the importance of permission-seeking and giving in relationships with peers and adults;
- appropriate boundaries in different relationships;
- the importance of respecting personal space and privacy;
- the meaning and impact of bullying and cyberbullying;
- how bullying can affect mental wellbeing and relationships;
- how to respond safely when someone is being bullied;
- the role of a bystander and ways to support others safely;
- how to report bullying and obtain help;
- what stereotypes are and how stereotypes can be unfair, negative or harmful;
- how gender stereotypes and other stereotypes can affect people;
- that sexism, misogyny, misandry, racism, homophobia and other forms of prejudice are unacceptable;
- that sexual harassment and sexual violence are never acceptable;
- that harmful behaviour should never be excused because of a person's sex or gender; and
- how to recognise and challenge inappropriate behaviour safely.

5.4 Online Relationships

- that people may behave differently online from how they behave face-to-face;
- that people may pretend to be someone they are not;
- that the same principles of respect and kindness apply online as they do face-to-face;
- how anonymity can affect online behaviour;
- how to maintain healthy boundaries online;
- rules and principles for keeping safe online;
- how to recognise harmful content and harmful contact;
- how to report harmful content or contact;
- how to critically consider online friendships;
- the risks associated with communicating with people whom they have never met in person;
- how to evaluate information and online sources critically;

- how personal information and data can be shared and used online;
- why online services, social media, computer games and online gaming may have age restrictions;
- the risks associated with accessing age-inappropriate services, content or contacts;
- how to respond to pressure, bullying, unwanted contact or inappropriate content online;
- how to block, mute and report where appropriate;
- when to tell a trusted adult; and
- where to obtain further support.

5.5 Being Safe

- what appropriate boundaries look like in friendships and other relationships;
- how boundaries apply in digital contexts as well as face-to-face relationships;
- the concept of privacy;
- the implications of privacy for children and adults;
- that it is not always right to keep a secret, particularly where a person's safety is concerned;
- that each person's body belongs to them;
- the difference between appropriate, inappropriate and unsafe physical and other contact;
- that no one has the right to force, threaten, pressure or manipulate another person into unwanted contact;
- how to respond safely to adults they do not know, including online;
- how to recognise feelings of being unsafe or feeling bad about any adult;
- how to recognise grooming, exploitation or inappropriate behaviour in age-appropriate ways;
- that abuse is never the child's fault;
- how to ask for advice or help for themselves or someone else;
- the importance of continuing to seek help until they are heard;
- how to report concerns or abuse;
- vocabulary and confidence needed to report concerns;
- trusted adults and sources of advice and support; and
- how school safeguarding procedures help to protect pupils.

6. Curriculum Content: Health, Wellbeing and Physical Development

Health, wellbeing and physical development are taught through the school's PSHE curriculum and are informed by the DfE's Health Education framework.

Mental Wellbeing

- recognising and naming a range of emotions;
- understanding that emotional wellbeing can change;
- strategies for managing emotions;
- self-care and positive coping strategies;
- resilience and developing confidence;
- the importance of asking for help;
- recognising loneliness and isolation;
- the importance of supportive relationships;
- recognising when someone may need additional support; and
- understanding that mental health difficulties can affect anyone and should not be stigmatised.

Physical Health and Lifestyle

- physical activity and fitness;
- the benefits of exercise and time outdoors;
- healthy eating and balanced nutrition;
- the importance of sleep and rest;
- personal hygiene;
- dental health;
- germs and infection prevention;
- sun safety;
- the importance of appropriate medical care;
- immunisation and vaccination in age-appropriate terms;
- medicines and safe use of medicines;
- drugs, alcohol and tobacco, at an age-appropriate level;
- basic first aid and knowing when and how to seek emergency help.

Growing and Changing

- accurate and age-appropriate vocabulary for body parts, including penis, vulva, vagina, testicles, scrotum and nipples;
- how bodies change as people grow;
- puberty;
- emotional changes associated with growing up;
- the menstrual cycle;
- menstrual wellbeing;
- menstruation and the use of appropriate menstrual products;
- the physical and emotional changes associated with puberty;
- personal hygiene during puberty; and
- how to seek help if they are worried about physical or emotional changes.

The school will use accurate, respectful terminology. “Menstrual products” and “period pads” may be used as appropriate; outdated or potentially stigmatising terminology will be avoided.

7. Non-Statutory Sex Education – Year 6

Howe Green House School provides a planned, non-statutory programme of Sex Education in Year 6.

The purpose of this programme is to ensure that pupils have accurate, age-appropriate knowledge to support their understanding of puberty, human reproduction, pregnancy and birth and to prepare them for transition to secondary education.

The school will ensure that parents are informed clearly about the content and timing of this teaching.

7.1 Relationship with Science

Science: The school's Science curriculum includes relevant teaching about human growth and development and reproduction, informed by the relevant national curriculum content.

Additional Sex Education: The school's Year 6 programme provides age-appropriate teaching beyond the Science curriculum, including conception, pregnancy and birth.

As an independent school, the school is not required to follow the National Curriculum itself. References to Science in this policy therefore describe the school's own curriculum and the relevant knowledge it chooses to teach.

7.2 Year 6 Content

- human reproduction;
- the role of sperm and egg;
- conception;
- sexual intercourse, explained factually and age-appropriately in the context of reproduction;
- pregnancy;
- development of a baby in the womb;
- birth;
- the emotional, social and physical changes associated with adolescence;
- respectful and healthy relationships;
- the importance of consent, mutual respect and personal boundaries; and
- where to obtain reliable information and support.

The programme will not provide instruction in sexual activity or techniques. The emphasis will be on accurate knowledge, health, safeguarding, respectful relationships, personal responsibility and preparation for adolescence.

8. Curriculum Progression and Sequencing

The school will maintain a detailed scheme of work showing when content is introduced, revisited and developed.

Stage	Relationships / Being Safe	Health / Growing and Changing
Reception / Early Years	Families, caring relationships, friendships, kindness, emotions, body awareness, privacy, boundaries and trusted adults	Emotions, hygiene, healthy routines, physical activity, sleep and rest
Year 1	Families, friendship, kindness, respect, feelings, personal boundaries, body vocabulary and being safe	Physical health, hygiene, healthy lifestyles and emotions
Year 2	Healthy friendships, conflict, loneliness, privacy, online safety, seeking help and recognising unsafe behaviour	Healthy routines, wellbeing and personal safety
Year 3	Respectful relationships, stereotypes, bullying, online relationships, personal boundaries and safeguarding	Wellbeing, healthy lifestyles and developing bodies

Stage	Relationships / Being Safe	Health / Growing and Changing
Year 4	Healthy relationships, managing conflict, respectful communication, online risks, harmful content/contact and seeking help	Physical and mental wellbeing; healthy choices
Year 5	Healthy/unhealthy relationships, boundaries, permission, respectful communication, online relationships and harmful behaviours	Puberty, body changes, menstruation, emotional changes, hygiene and anatomical vocabulary
Year 6	Healthy relationships, respect, boundaries, permission/consent, equality, stereotypes, harmful behaviour, online safety	Puberty/adolescence; reproduction, conception, pregnancy and birth; transition to secondary education

The detailed scheme of work will be reviewed annually, take account of pupils' developmental stage and prior knowledge, allow appropriate adaptation for individual pupils, support continuity between year groups, prepare pupils for secondary education and be available to parents on request.

9. Delivery, Methodology and Safe Learning

Relationships Education and Sex Education will normally be delivered through the school's PSHE programme by appropriately trained teaching staff.

Teaching will be:

- age-appropriate;
- developmentally appropriate;
- factual and evidence-informed;
- inclusive;
- accessible;
- sensitive;
- non-judgemental;
- respectful of pupils' backgrounds and beliefs; and
- consistent with safeguarding requirements.

9.1 Classroom Ground Rules

- listening respectfully;
- allowing others to speak without interruption;
- not laughing at or ridiculing another person's contribution;
- respecting different experiences and viewpoints;
- the right to pass or not answer;
- not asking personal questions of other pupils or staff;
- using appropriate language; and
- understanding that teachers may need to share information where a safeguarding concern arises.

9.2 Distancing Techniques

Teachers will use stories, scenarios, case studies, fictional characters and other distancing techniques to enable pupils to discuss sensitive issues without being required to disclose personal experiences.

9.3 Anonymous Questions

Teachers will provide appropriate opportunities for pupils to submit questions privately, including through an anonymous question system where appropriate. Questions will be considered in relation to the pupil's age and developmental stage, the planned curriculum, safeguarding, the needs of the wider class and the need for individual follow-up.

9.4 Managing Sensitive or Unexpected Questions

- Pupils will be encouraged to ask questions respectfully.

A teacher does not have to answer a question immediately. Where a question falls outside the planned curriculum, the teacher may acknowledge the question; explain that it is not appropriate to answer in front of the whole class; provide an age-appropriate factual response where appropriate; defer the answer while seeking advice; discuss the matter privately with the pupil where appropriate; refer the matter to the PSHE/RSE Lead or DSL; or communicate with parents where appropriate.

A question or comment which suggests a safeguarding concern will be dealt with in accordance with the school's Safeguarding and Child Protection Policy.

Staff will not promise pupils absolute confidentiality.

10. Safeguarding and Child Protection

Relationships Education and Sex Education are closely linked to safeguarding.

Staff must follow the school's Safeguarding and Child Protection Policy whenever a pupil discloses abuse, indicates that they feel unsafe, describes inappropriate physical or sexual contact, reports bullying, harassment or exploitation, describes harmful online contact or content, indicates that an adult or peer has behaved inappropriately, expresses concern about another child, or provides information which causes a member of staff to have a safeguarding concern.

Staff will:

- listen calmly and respectfully;
- take concerns seriously;
- avoid leading questions;
- not investigate allegations themselves;
- not promise confidentiality;
- record and report concerns promptly in accordance with safeguarding procedures; and
- refer concerns to the Designated Safeguarding Lead (DSL) or appropriate deputy.

The school will reinforce that abuse is never the child's fault; children have the right to feel safe; no one is entitled to inappropriate contact with another person's body; unsafe secrets should not be kept; and pupils should continue to seek help until they are heard.

The policy will be implemented alongside the version of Keeping Children Safe in Education in force at the relevant time, including the version applicable from 1 September 2026.

11. Inclusivity, SEND, Equality and Diversity

Howe Green House School is committed to ensuring that Relationships Education and Sex Education are accessible to all pupils.

Teaching will be differentiated and personalised where necessary.

The school will take account of age, developmental stage, SEND, communication needs, learning needs, emotional and social development, cultural background, religious or philosophical belief, family circumstances and relevant protected characteristics.

Pupils with SEND may require additional teaching, repetition, visual support, adapted language, concrete examples or individualised approaches.

The school will consider the particular vulnerability of some pupils with SEND to bullying, exploitation, abuse or inappropriate relationships.

Teaching will comply with relevant provisions of the Equality Act 2010. The protected characteristics include:

- age;
- disability;
- gender reassignment;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation; and
- marriage and civil partnership, where applicable.

The school will make reasonable adjustments where required.

The school will challenge discrimination, prejudice, sexism, misogyny, misandry, homophobia, transphobia, racism, harmful stereotypes and other forms of unacceptable behaviour.

The school is not subject to the Public Sector Equality Duty because it is an independent school; however, it remains subject to the relevant provisions of the Equality Act 2010.

12. Families, LGBT Content, Religion and Belief

The school will ensure that Relationships Education reflects the diversity of family life in an age-appropriate and respectful way.

Pupils may learn that families can include, for example:

- married parents;
- unmarried parents;
- single parents;
- separated parents;
- step-families;
- foster families;
- adoptive families;
- families with same-sex parents;

- extended family members; and
- other people who care for children.

The school will not present any particular family structure as inherently inferior or make pupils feel that they or their families are different in a negative way.

Where teaching about LGBT people or relationships is considered developmentally appropriate, it will be integrated sensitively into the wider Relationships Education programme rather than presented as a standalone unit.

The school will ensure that all pupils understand the importance of equality and respect.

When planning and delivering Relationships Education, the school will take account of the religious and cultural backgrounds of pupils.

The school is non-denominational. It will respect the religious and philosophical beliefs of pupils and families while ensuring that teaching remains consistent with the law, safeguarding requirements and the school's commitment to equality and respect.

13. Parental Engagement and Right to Withdraw

Howe Green House School recognises parents and carers as the primary educators of their children and values a strong partnership between home and school.

The school will:

- consult parents when developing and reviewing this policy;
- provide parents with clear information about what will be taught and when;
- make the policy available on the school website;
- provide a copy free of charge on request;
- provide appropriate information about resources used;
- provide parents with opportunities to ask questions;
- encourage parents to discuss relevant topics with their children at home; and
- take account of parent and pupil feedback when reviewing provision.

The school will communicate with parents before the Year 6 Sex Education programme and provide sufficient information about its content and purpose.

13.1 Right to Withdraw from Primary Sex Education

Parents have the right to request that their child be withdrawn from some or all of the school's additional Sex Education.

There is no right to withdraw from statutory Relationships Education.

There is also no right to withdraw from relevant teaching about human growth, development or reproduction that forms part of the school's Science curriculum.

Requests for withdrawal should be made in writing to the Co-Headteachers.

The Co-Headteachers will discuss the request with the parent and, where appropriate, with the pupil, to ensure that the request and the nature of the curriculum are understood.

In primary school, the headteacher will grant a parental request to withdraw a pupil from additional Sex Education other than teaching that forms part of Science.

Where a pupil is withdrawn, the school will provide appropriate and purposeful education during the period of withdrawal.

The withdrawal process will be documented.

14. Use of Resources and External Providers

The school will select resources carefully and will ensure that they are accurate, evidence-informed, age-appropriate, developmentally appropriate, accessible, inclusive, sensitive to pupils' needs and consistent with this policy.

Before resources are used, staff will consider whether they are suitable for the pupils concerned.

Where external organisations or visitors are used, the school will:

- check credentials and safeguarding arrangements;
- ensure that the provider is appropriately vetted;
- review lesson plans and materials in advance;
- ensure that the content is age-appropriate;
- ensure that the content is consistent with this policy;
- ensure accessibility for pupils with SEND;
- agree how questions and confidentiality will be managed;
- ensure that safeguarding concerns are reported through the school's procedures; and
- ensure that external provision enhances rather than replaces appropriate teaching by school staff.

Parents may be given examples of resources used in the programme as part of the school's commitment to transparency.

The school primarily uses Coram SCARF (Safety, Caring, Achievement, Resilience, Friendship) as its main curriculum resource for planning and delivering Relationships Education and PSHE. Coram SCARF is a comprehensive, evidence-based programme developed by Coram Education that:

- Aligns with the DfE's statutory guidance on Relationships Education, RSE and Health Education
- Provides age-appropriate, progressive lesson plans from early years through to Year 6
- Supports safeguarding through teaching children to recognise risks and seek help
- Includes resources for staff training and parent engagement
- Is regularly updated to reflect current guidance and best practice

The school supplements Coram SCARF with additional resources where appropriate to meet the specific needs of our pupils.

15. Staff Training and Support

Staff responsible for delivering Relationships Education and Sex Education will receive appropriate guidance, training and support.

Training and professional development may include:

- curriculum content;
- age and developmental appropriateness;
- safeguarding and child protection;
- responding to disclosures;
- handling sensitive questions;

- appropriate terminology;
- inclusive practice;
- SEND and accessibility;
- online safety;
- equality and diversity;
- use of resources;
- managing classroom discussion; and
- referral and escalation procedures.

Staff may seek advice from the PSHE/RSE Lead, DSL, Co-Headteachers or other appropriate professionals when dealing with sensitive matters.

16. Roles and Responsibilities

Governing Board

- approve the policy;
- ensure appropriate strategic oversight;
- ensure the policy is reviewed regularly;
- ensure that the school has appropriate resources, staffing and curriculum time;
- monitor the effectiveness of provision;
- ensure that parent consultation requirements are met; and
- ensure that the school meets its legal and regulatory obligations.

Co-Headteachers

- ensure implementation of this policy;
- ensure staff receive appropriate training;
- oversee parental engagement;
- consider withdrawal requests;
- ensure appropriate safeguarding arrangements;
- support the RSE Lead; and
- ensure that any external providers meet the requirements of this policy.

PSHE Co-ordinator / RSE Lead

- coordinate the Relationships Education and Sex Education curriculum;
- maintain the scheme of work and curriculum progression;
- support staff with planning and delivery;
- monitor curriculum coverage;
- evaluate the effectiveness of teaching;
- review resources;
- gather pupil and staff feedback;
- support parent communication;
- report to SLT and governors as appropriate; and
- recommend policy amendments.

Teachers and Other Staff

- deliver teaching sensitively and appropriately;

- establish safe classroom expectations;
- use accurate terminology;
- respect pupils' dignity and privacy;
- avoid asking pupils to disclose personal experiences;
- respond appropriately to questions;
- follow safeguarding procedures;
- make reasonable adjustments for pupils with SEND; and
- refer concerns to the DSL or appropriate senior member of staff.

Designated Safeguarding Lead

- provide advice where RSE raises safeguarding concerns;
- ensure disclosures and concerns are managed under safeguarding procedures;
- advise staff on appropriate responses to disclosures; and
- ensure that relevant safeguarding themes inform curriculum planning where appropriate.

17. Monitoring, Assessment and Evaluation

The school will monitor and evaluate Relationships Education and Sex Education regularly.

Monitoring may include:

- review of curriculum plans and coverage;
- review of progression between year groups;
- lesson observations or learning walks;
- review of teaching resources;
- pupil voice;
- parent feedback;
- staff feedback;
- assessment of pupil knowledge and understanding;
- review of safeguarding themes and concerns where relevant;
- review of accessibility for pupils with SEND;
- review of equality and inclusion;
- review of the effectiveness of external providers; and
- consideration of transition information and feedback from secondary schools where appropriate.

Pupils should make appropriate progress in their knowledge, understanding and ability to apply learning.

The RSE Lead will report relevant findings to the Co-Headteachers and, where appropriate, to the Education Committee/Governing Board.

The school will use monitoring and evaluation findings to improve curriculum content, teaching approaches, resources and staff development.

18. Parent and Pupil Consultation

The school will consult parents when developing and reviewing this policy.

Consultation may include:

- publication of draft policy;

- parent meetings;
- written consultation;
- opportunities to ask questions;
- review of feedback; and
- communication through the school website or parent communication systems.

Pupil views will also be considered in age-appropriate ways.

The school will take account of pupils' views about what they already know, areas where they require further support, their preferred approaches to learning, concerns about safety or relationships, online experiences and the effectiveness of curriculum provision.

Consultation will not override the school's safeguarding responsibilities or statutory obligations.

19. Confidentiality and Professional Boundaries

Staff will establish clear expectations about confidentiality at the beginning of sensitive lessons.

Pupils will be told that:

- they do not have to share personal experiences;
- they should not ask others personal questions;
- they can speak to a trusted adult if they are worried;
- teachers cannot promise absolute confidentiality; and
- information may need to be shared if there is a safeguarding concern.

Staff will not disclose personal information about their own relationships, sexual experiences, health or private life for the purposes of classroom teaching.

20. Complaints and Concerns

Parents or carers who have concerns about the school's Relationships Education or Sex Education provision should initially raise them with the Co-Headteachers or PSHE/RSE Lead.

Formal complaints will be dealt with in accordance with the school's Complaints Policy.

Concerns involving safeguarding will be dealt with immediately under the school's Safeguarding and Child Protection Policy rather than through the ordinary complaints process.

21. Policy Review

This policy will be reviewed annually and whenever there is a significant change in legislation, DfE statutory guidance, safeguarding guidance, Equality Act requirements, Independent School Standards, curriculum arrangements, the needs of pupils, or the school's approach to Relationships Education, Sex Education or PSHE.

The next scheduled review will be September 2027.

The review will consider pupil progress, monitoring and evaluation findings, parent feedback, pupil feedback, staff feedback, safeguarding information where relevant, changes to legislation and guidance, and the effectiveness and accessibility of curriculum delivery.

Appendix 1: Curriculum Content and Progression Overview

The following provides an overview only. The school's detailed PSHE/RSE scheme of work provides the full sequence of lessons and learning outcomes.

Reception / Early Years — Relationships / Being Safe: Families, caring relationships, friendships, kindness, emotions, body awareness, privacy, boundaries and trusted adults. **Health / Growing and Changing:** Emotions, hygiene, healthy routines, physical activity, sleep and rest.

Year 1 — Relationships / Being Safe: Families, friendship, kindness, respect, feelings, personal boundaries, body vocabulary and being safe. **Health / Growing and Changing:** Physical health, hygiene, healthy lifestyles and emotions.

Year 2 — Relationships / Being Safe: Healthy friendships, conflict, loneliness, privacy, online safety, seeking help and recognising unsafe behaviour. **Health / Growing and Changing:** Healthy routines, wellbeing and personal safety.

Year 3 — Relationships / Being Safe: Respectful relationships, stereotypes, bullying, online relationships, personal boundaries and safeguarding. **Health / Growing and Changing:** Wellbeing, healthy lifestyles and developing bodies.

Year 4 — Relationships / Being Safe: Healthy relationships, managing conflict, respectful communication, online risks, harmful content/contact and seeking help. **Health / Growing and Changing:** Physical and mental wellbeing; healthy choices.

Year 5 — Relationships / Being Safe: Healthy/unhealthy relationships, boundaries, permission, respectful communication, online relationships and harmful behaviours. **Health / Growing and Changing:** Puberty, body changes, menstruation, emotional changes, hygiene and anatomical vocabulary.

Year 6 — Relationships / Being Safe: Healthy relationships, respect, boundaries, permission/consent, equality, stereotypes, harmful behaviour and online safety. **Health / Growing and Changing:** Puberty/adolescence; reproduction, conception, pregnancy and birth; transition to secondary education.

Appendix 2: Key Principles for Staff

1. Be accurate.
2. Be age-appropriate.
3. Be developmentally appropriate.
4. Use correct anatomical terminology.
5. Do not ask pupils to disclose personal experiences.
6. Do not promise absolute confidentiality.
7. Take safeguarding concerns seriously.
8. Refer safeguarding concerns to the DSL.
9. Use inclusive and respectful language.
10. Do not stereotype pupils or families.
11. Do not present harmful behaviour as an inevitable feature of sex or gender.
12. Give pupils permission to pass on answering a question.
13. Use distancing techniques when discussing sensitive situations.
14. If unsure, pause and seek advice rather than improvising.

15. Ensure that every pupil can access the learning.
16. Remember that the purpose of the curriculum is to help pupils develop healthy relationships, recognise risks and know how to obtain help.

Appendix 3: Key Policy and Legal References

- Department for Education, Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for introduction from 1 September 2026.
- Department for Education, Relationships Education – Primary.
- Department for Education, Keeping Children Safe in Education 2026, from 1 September 2026.
- Education (Independent School Standards) Regulations 2014.
- Children and Social Work Act 2017.
- Education Act 1996.
- Education Act 2002.
- Equality Act 2010.
- SEND Code of Practice: 0 to 25 years.
- Safeguarding Children Policy and Child Protection Procedures.
- PSHE Policy.
- Equality and Diversity Policy.
- SEND Policy.
- Anti-Bullying Policy.
- Building Better Behaviour Policy.
- Online Safety Policy.
- Complaints Procedure.