

**OLD VICARAGE SCHOOL**  
**RELATIONSHIPS AND SEX EDUCATION POLICY**

*This policy, which applies to the whole school, is publicly available on the school website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office.*

**Document Details**

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| <b>Authorised by (if required)</b>  | Proprietors            |
| <b>Responsible Area</b>             | Senior Leadership Team |

This policy applies to all activities undertaken by the school, inclusive of those outside of the normal school hours and away from the school site and is inclusive of all staff (teaching, support and agency staff), pupils on placement, contractors, the Proprietors and volunteers working in the school.

**Availability:** All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours, including activities away from school. All new employees and volunteers are required to state that they have read, understood and will abide by this policy and its procedural documents and confirm this by signing the *Policies Register*.

**Monitoring and review:** This policy is subject to continuous monitoring, refinement and audit by the Head of School. The Proprietors will undertake a full annual review of this policy and its procedures, inclusive of the implementation and efficiency with which the related duties have been discharged. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the updated/reviewed policy and it is made available to them in either a hard copy or electronically.

Signed:

Date reviewed: September 2026

Kerry Wise  
Head of School

Mrs Jenny Adshead, Mr M Adshead  
Proprietors

**Rationale:** It is recognised that RSE is a cross-curricular area, which impinges on all aspects of pupils' personal and social education and development. At Old Vicarage School, we have a responsibility to provide education on relationships, health and wellbeing and sex education. This education is available to all registered pupils. A whole School approach to RSE is adopted. This incorporates aspects of the School ethos and organisation and enables effective pastoral support.

Old Vicarage School is committed to the teaching of relationships education to provide an understanding and lifelong learning about physical, moral and emotional development. It will provide knowledge about the processes of reproduction and the nature of sexuality and relationships in a responsible and healthy manner. Due to the nature of the subject, this policy should be read and implemented in conjunction with other existing, related policies, including, Teaching and Learning and Equal Opportunities.

### **Alignment with Statutory Guidance (2026)**

This policy has been reviewed against the Department for Education statutory guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education, revised in July 2025 and in force from 1 September 2026. The Proprietors have regard to that statutory guidance in accordance with paragraph 2A of the Education (Independent School Standards) Regulations 2014, as amended.

The school ensures that its RSE provision:

- engages pupils and responds to their needs
- is developed in partnership with parents
- is age-appropriate and carefully sequenced
- supports safeguarding and pupil wellbeing
- is delivered by trained staff
- forms part of a whole-school approach

The school is committed to ongoing review to ensure full compliance with statutory requirements.

**What Is Relationships and Sex Education (RSE)?** RSE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. Effective Relationships and Sex Education does not encourage early sexual experimentation. It teaches young people to understand human sexuality and to respect themselves and others. It enables young people to mature, to build up their confidence and self-esteem and understand the reasons for delaying sexual activity. It builds up knowledge and skills which are particularly important today because of the many different and conflicting pressures on young people.

### **Safeguarding and RSE**

RSE is delivered as a key component of the school's safeguarding responsibilities, in line with Keeping Children Safe in Education (KCSIE) 2026.

Through RSE, pupils are taught:

how to recognise safe and unsafe situations  
the importance of consent (age-appropriate)  
how to seek help and report concerns  
how to recognise coercion and exploitation  
how to stay safe online, including risks of harmful content and contact

Staff are trained to respond appropriately to disclosures and follow safeguarding procedures at all times.

**Relationships Education (KS1-2) – Definition:** Relationships Education is the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, children should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

**Health (Physical and Mental wellbeing) Education (See our PSHEE Policy) – Definition:** The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing, recognise issues in themselves and others and, when issues arise, seek support as early as possible from appropriate sources.

**Status of Health Education at Old Vicarage School** – The statutory Health Education requirement under the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 does not apply to independent schools. However, Old Vicarage School is required under the Independent School Standards to provide personal, social, health

and economic education (PSHEE) which reflects the School's aims and ethos and encourages respect for other people, paying particular regard to the protected characteristics in the Equality Act 2010. The School therefore provides comprehensive, age-appropriate health education as part of its PSHEE provision and has regard, where appropriate, to the Department for Education Health Education content.

### **Principles and Values**

In addition, Old Vicarage School believes that RSE should be:

- an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- an entitlement for all young people
- encourage each pupil to contribute to our community and aim to support each other as they grow and learn
- set within the wider Old Vicarage School context and support family commitment and love, respect and affection, knowledge and openness
- encourage pupils and teachers to share and respect each other's views. The important values are love, respect and care for each other
- generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and pupils, consulting them about the way these topics are delivered at Old Vicarage School and recognise that the wider community has much to offer and aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

### **Relationships and Sex Education at Old Vicarage School has three main elements:**

#### **Attitudes and Values**

- learning the importance of values, individual conscience and moral choices
- learning the value of family life, stable and loving relationships and marriage
- learning about the nurture of children
- learning the value of respect, love and care
- exploring, considering and understanding moral dilemmas
- developing critical thinking as part of decision-making
- challenging myths, misconceptions and false assumptions about normal behaviour

#### **Personal and Social Skills**

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- learning to make choices with an absence of prejudice
- developing an appreciation of the consequences of choices made
- managing conflict

#### **Knowledge and Understanding**

- learning and understanding, at appropriate stages, physical development
- understanding human sexuality, reproduction, sexual health, emotions and relationships
- learning the reasons for delaying sexual activity and the benefits to be gained from such delay

**Aims and Objectives:** The aim of RSE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious and moral dimensions of sexual health. Our RSE programme delivered in a number of ways, aims to prepare pupils for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- have the confidence and self-esteem to value themselves and others
- have respect for individual conscience and the skills to judge what kind of relationship they want
- understand the consequences of their actions and behave responsibly regarding sexual and pastoral relationships

- avoid being exploited or exploiting others or being pressured into unwanted or unprotected relationships
- communicate effectively by developing appropriate terminology for sex and relationship issues
- develop awareness of their sexuality and understand human sexuality
- challenge sexism and prejudice and promote equality and diversity
- understand the arguments for delaying sexual activity
- understand the reasons for having protected sex
- have sufficient information and skills to protect themselves and, where they have one, their partner from unintended pregnancy and sexually transmitted infections including HIV
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- know how the law applies to sexual relationships

**Content:** Teaching materials used reflect ongoing consultation with parents and professional advisers and are regularly reviewed to ensure they are age-appropriate, of high quality and contextually appropriate to our pupils. The School reviews resources for suitability having regard to pupils' age, maturity, SEND and additional vulnerabilities, safeguarding considerations and the requirements of the Equality Act 2010. Examples of proposed teaching materials are made available to parents as part of consultation where appropriate. We also consult pupils in this regard. The age, needs and cultural backgrounds of pupils are taken into account when resources are selected. We ensure that our RSE curriculum is well planned, with opportunities for questions and discussion and effective assessment to monitor understanding.

**Organisation:** Relationships Education, additional primary sex education and the School's health education provision are delivered principally by pupils' class teachers, with appropriate contributions from other suitably trained staff and, where appropriate, external specialists. We look for opportunities to integrate teaching across wider curriculum subjects such as science, computing and PE to promote a whole-school approach to wellbeing and health. Topics are revisited through a spiral curriculum which builds on previous learning and introduces new content at an age-appropriate level. Where justified by the nature of particular sex-education content, pupils may occasionally be taught in single-sex groups. Any such arrangement will be educationally justified, proportionate and consistent with the Equality Act 2010, and pupils will receive equivalent curriculum entitlement.

**Delivery – linking to wider curriculum subjects:** We ensure staff feel confident and informed in the delivery of our RSE curriculum, through our staff training and high-quality planning and resources. Pupils learn at the appropriate level how good relationships can promote mental well-being, how to manage their feelings positively and how to manage changing relationships. Starting with our youngest of pupils, even within our EYFS, we recognise the importance of teaching our pupils how to be tolerant and respectful to all, regardless of the protected characteristics such as sex, race, disability, religion or belief, sexual orientation or gender reassignment to help ingrain these values as early as possible. We emphasise the importance on our older pupils as role-models for our younger pupils with regard to their own role in relaying the correct information around RSE. We recognise that it is often peers and older pupils who pupils will discuss RSE matters with and so we promote our pupils being factual and responsible with the information that they hold.

The school aims to teach in a way which promotes the spiritual, moral, cultural, mental and physical development of the children at the School and prepares them for the changes of puberty and adult life. The RSE programme, outside the Science Schemes of Work where certain topics are dealt with, is conducted using a variety of informal activities which have been built into the programme. Lessons will require pupils to respond in a variety of ways, depending on the content and age-group being taught. Topics which pupils may find particularly difficult to discuss, such as consent, will be given ample time to ensure open discussions can take place.

A set of ground rules, co-created with pupils, help teachers create a safe environment, in which both they and pupils are able to confidently discuss the content being taught. The following are example rules for RSE lessons:

- pupils will be told that staff cannot promise confidentiality where information may indicate that a child is at risk of harm.
- no one (teacher or pupil) will have to answer a personal question;
- no one will be forced to take part in a discussion;
- meanings of words will be explained in a sensible and factual way;

- when answering a specific question which involves information at a level inappropriate to the development of the rest of the pupils, the question may be dealt with individually at another time;
- that any teasing on sexual matters will not be tolerated and will be treated as harassment or bullying. Children are being trusted to use the information gained in lessons in a responsible and mature way and
- where a member of staff is concerned that a child protection issue is arising, it is his/her responsibility to follow the school's Child Protection policy.

Whilst we aim to create a safe and open environment during these sessions, the school recognises that many pupils will feel it difficult to ask questions or share their thoughts. We actively work with our pupils to develop strategies to remove these barriers, including asking pupils who and how they'd like to share questions and thoughts e.g. through anonymous question cards/ web-based app or with specific members of staff / visitors.

**Staff Training:** All staff involved in the teaching of RSE will receive training on how to effectively deliver the RSE curriculum for the age group that they teach which will include on-going updates to keep up to date with changes in vocabulary and current themes. This will include the importance of ground rules and how to set them. Some aspects of training will be delivered by external providers whilst we will also use content developed by the DfE, which can be found in appendix 1 of this policy. Staff are encouraged to identify appropriate training and support to help them deliver effective RSE.

Training is reviewed annually and includes:

- safeguarding updates
- handling sensitive discussions
- emerging issues (e.g. online safety, harmful behaviours)

**Procedures for Relationships and Sex Education:** A coherent programme of RSE has been developed which focuses on the core areas detail above. Facts are presented, and issues considered within a clear moral framework, allowing pupils to recognise the importance of dignity and respect for themselves and others, the values of family life and acceptance of responsibility. Topics are presented in a broad and balanced way, free from sensationalism and personal bias and sensitively geared to the level of pupils, needs and experience.

Within any particular group there is an emphasis on trust, respect for privacy, care and compassion and the necessity of listening to others opinions in a respectful, reflective manner. Sensitivity to religious beliefs is regarded as an important dimension. The School seeks to develop pupils' self-esteem and a sense of responsibility by counteracting prejudice and victimisation. Key elements of RSE, or those which are especially sensitive, may be delivered by specialists. However, the School will ensure that:

- teachers are aware of their legal responsibilities;
- the concerns of teachers never trespass on parental rights;
- pupils are taught how to gain information on a wide range of health-related issues to include information on the provision of specific and individual advice;
- should a teacher believe that a pupil to be in danger or distressed or should questions from pupils cause such concerns, the Designated Safeguarding Lead should be consulted so that the best course of action can be identified;

It is important that all staff and outside visitors taking part in this programme are aware of these ground rules and that a classroom is not the same as a counselling session or clinic. In any one class, there are children from different backgrounds, at varying levels of physical and emotional maturity. Teachers need to be sensitive to the needs of all their children and work in a way which protects their sensibilities. Our programme for Relationships and Sex Education is broken down into the following programmes of study:

### **Relationships Education (EYFS,KS1,KS2) – See our Medium Plans for when this content is taught**

#### **Curriculum Overview and Progression**

The school delivers a structured and progressive RSE curriculum from EYFS to Year 6.

Content is sequenced as follows:

EYFS: relationships, sharing, boundaries, respect

KS1: friendships, families, kindness, safety

Lower KS2: identity, diversity, emotions, respect

Upper KS2: relationships, puberty, reproduction, consent (age-appropriate)

This progression is supported by detailed schemes of work and medium-term planning which identify what is taught in each year group, the prior knowledge on which each unit builds and how content develops from EYFS through to Year 6. The RSE Lead reviews this progression at least annually to ensure that new knowledge builds logically on previous learning and that unnecessary repetition or gaps are identified and addressed.

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| <b>Families and people who care for me</b> | <p>Pupils will be taught</p> <ul style="list-style-type: none"><li>• that families are important for children growing up because they can give love, security and stability.</li><li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li><li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care for them.</li><li>• that stable, caring relationships, which may be of different types, are at the heart of happy</li></ul> |
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|  | <p>families, and are important for children's security as they grow up.</p> <ul style="list-style-type: none"><li>• that marriage/civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li><li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li></ul> |
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| <b>Caring friendships</b> | <p>Pupils will be taught</p> <ul style="list-style-type: none"><li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li><li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties.</li><li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li><li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li><li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed.</li></ul> |
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| <b>Respectful relationships</b> | <p>Pupils will be taught</p> <ul style="list-style-type: none"> <li>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>the conventions of courtesy and manners.</li> <li>the importance of self-respect and how this links to their own happiness.</li> <li>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul> |
| <b>Online relationships</b>     | <p>Pupils will be taught</p> <ul style="list-style-type: none"> <li>that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>how information and data is shared and used online.</li> </ul>                                                                                                                                                                                                                                                                                                 |
| <b>Being safe</b>               | <p>Pupils will be taught</p> <ul style="list-style-type: none"> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.</li> </ul>                                                                                      |
|                                 | <ul style="list-style-type: none"> <li>where to get advice from e.g. family, school and/or other sources.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

#### **Science Curriculum (KS1 and KS2)**

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| <b>The Human Body and Reproduction</b> | <p>Although the National Curriculum does not apply to independent schools, Old Vicarage School's science curriculum includes age-appropriate teaching about the main external body parts and changes to the human body as it grows from birth to old age, including puberty. There is no statutory right to withdraw a pupil from the School's science curriculum.</p> |
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## **Relationships and Sex Education (KS2 – Year 6)**

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| <b>Sex Education</b> | <p>The content of our Sex Education Curriculum in KS2 considers pupils' ongoing emotional and physical development and maturity of our pupils. It is reviewed and adapted in consultation with parents. It is age-appropriate and takes into account the developmental differences of the children, considering religious background and the significance of other factors such as any special educational needs or disabilities.</p> <p>The content includes ensuring that both boys and girls are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle taught through the School's science curriculum. Specifically, separate from the School's science curriculum, the School will teach:</p> <ul style="list-style-type: none"><li>- how a baby is conceived and born.</li></ul> <p>The school will offer parents support in talking to their children about sex education and this will link with what is being taught in the school. This content and resources will be made available to view and discuss with parents prior to being taught.</p> |
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## **Health Education (KS1 and KS2)**

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| <b>Mental wellbeing</b>          | <p>Pupils will be taught</p> <ul style="list-style-type: none"><li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li><li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li><li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li><li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li><li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness.</li><li>• simple self-care techniques, including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests.</li><li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li><li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li><li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li><li>• it is common for people to experience mental ill health. For many people who do, the problems can resolve if the right support is made available and accessed, especially if they access support as early as possible.</li></ul> |
| <b>Internet safety and harms</b> | <p>Pupils will be taught</p> <ul style="list-style-type: none"><li>• that for most people the internet is an integral part of life and has many benefits.</li><li>• about the benefits of balancing time spent on and offline and the impact of positive and negative content online on their own and others' mental wellbeing.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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|                                    | <ul style="list-style-type: none"> <li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>                           |
| <b>Physical health and fitness</b> | <p>Pupils will be taught</p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this, for example a daily active mile or other forms of regular, vigorous exercise.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>                                                                                                                                                                                                                                                           |
| <b>Healthy eating</b>              | <p>Pupils will be taught</p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories, and nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Drugs, alcohol and tobacco</b>  | <p>Pupils will be taught</p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Health and prevention</b>       | <p>Pupils will be taught</p> <ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing.</li> <li>• The facts and science relating to allergies, immunisations and vaccination.</li> </ul> |
| <b>Basic first aid</b>             | <p>Pupils will be taught:</p> <ul style="list-style-type: none"> <li>• know how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first aid, for example dealing with common injuries, including head injuries.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Changing adolescent body</b>    | <p>Pupils will be taught:</p> <ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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| <b>Menstruation</b> | The onset of menstruation can be confusing or even alarming for girls if they are not prepared. As with education about puberty, the programme will include understanding of and preparation for menstruation, for all pupils. The school will also make adequate and sensitive arrangements to help girls manage menstruation and with requests for sanitary protection. |
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**Working with external agencies:** Working with external organisations can enhance the delivery of these subjects by bringing specialist knowledge and different approaches to pupils' learning. As with any visitor, the School will undertake appropriate safeguarding checks and due diligence and will ensure that proposed teaching is consistent with the planned programme of study and this policy. Materials and lesson plans will be requested and reviewed in advance to ensure that they are age-appropriate, accessible and suitable for the pupils concerned. Visitors will be supervised by a teacher, who will remain present during the session. Before any session, the School and visitor will agree explicitly how any safeguarding concern or disclosure arising during the session will be managed, including confidentiality, immediate reporting to the Designated Safeguarding Lead or a Deputy DSL and the information pupils will be given about those arrangements. External visitors enhance, rather than replace, teaching by School staff.

**Senior Leadership and whole school approach:** To ensure effective practice across the school, we have established a curriculum lead for our Relationships Education, Relationships and Sex Education and Health Education who is Mrs. Kerry Wise. They are given dedicated time to lead specialist provision and are responsible for reviewing planning and resources across the school and promoting these subjects across the school.

Alongside this, our senior leadership team will ensure these subjects are set in the context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school. For example, our curriculum on relationships and on sex complement, and are supported by, the school's wider policies on behaviour, inclusion, respect for equality and diversity, bullying and safeguarding (including handling of any reports pupils may make as a result of the subject content). The subjects sit within the context of a school's broader ethos and approach to developing pupils socially, morally, spiritually and culturally; and its pastoral care system. This is also the case for our teaching about mental health within health education. The curriculum on health education similarly complements, and is supported by, the school's wider education on healthy lifestyles through physical education, food technology, science, sport, extra-curricular activity and school food.

The school will consider how its teaching can help support the development of important attributes in pupils, such as honesty, kindness, tolerance, courtesy, resilience and self-efficacy, as well as how those attributes are also developed by other aspects of the school's provision. The Head of School ensures that issues are proactively addressed in a timely way in line with current evidence on children's physical, emotional and sexual development, in line with pupil need, informed by pupil voice and participation in curriculum development

#### **Specific Issues within RSE**

**Child Protection, reporting and confidentiality:** Old Vicarage School has a separate Safeguarding Child Protection Policy. Effective Relationships and Sex Education may bring about disclosures of child protection issues and staff are aware of the procedures for reporting their concerns by informing the Designated Safeguarding Lead. Staff ensure that children are made aware of how to raise concerns or make a report, and how any report will be handled. This includes if they have a concern about a friend or peer.

When teaching the new subjects, the school recognises that children may raise topics including self-harm and suicide. In talking about this content in the classroom, teachers will be aware of the risks of encouraging or making suicide seem a more viable option for pupils and avoid material being instructive rather than preventative. Staff will take care to avoid giving instructions or methods of self-harm or suicide and avoid using emotive language, videos or images.

**Disclosures:** If a member of staff learns that an under 16-year-old is sexually active or contemplating sexual activity the Old Vicarage School will ensure that:

- The young person is persuaded to talk to their parent/carer
- Our Designated Safeguarding Lead is informed;

- The young person receives adequate counselling and information

**Controversial and Sensitive Issues:** Members of staff are aware that views around RSE related issues are varied. However, whilst personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own informed opinions but also respect others that may have a different opinion.

### **Political Neutrality**

The school does not promote partisan political views in the teaching of RSE or any other subject.

Where political or socially sensitive issues arise, pupils are provided with a balanced presentation of opposing views, appropriate to their age and understanding.

**Dealing with difficult Questions:** We recognise that pupils (especially primary-aged) will often ask staff questions pertaining to sex or sexuality which go beyond what is set out for our Relationships Education. We recognise that children of the same age may be developmentally at different stages, leading to different types of questions or behaviours. As such, our teaching methods take account of these differences – including when they are due to specific special educational needs or disabilities – and consider the potential for discussion on a one-to-one basis or in smaller groups. Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil concerned, considering each question and as case-by-case basis. Staff do not have to answer questions directly and can be addressed individually later. Staff will consider with their pupils what is appropriate and inappropriate in a whole-class setting and the school will offer support and training in answering questions which are better not dealt with in front of a whole class. Individual teachers must refer to the Designated Safeguarding Lead if they are concerned by a pupil's questions.

**Sexual Identity and Sexual Orientation including Lesbian, Gay, Bisexual and Transgender (LGBT):** Old Vicarage School believes that Relationships and Sex Education should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Teaching about LGBT will form part of our Relationships and Sex Education Programme of Study; the school will ensure that its teaching is sensitive, age-appropriate and delivered with reference to the law. Homophobic bullying is dealt with strongly yet sensitively.

### **Equal Opportunities and inclusion (Including SEND) in Relationships and Sex Education:**

The school is committed to promoting equality, diversity and inclusion in line with the Equality Act 2010. Through RSE, pupils are taught to respect others regardless of protected characteristics, including: race, religion or belief, sex, sexual orientation, disability and gender reassignment.

**The curriculum promotes understanding, respect and inclusion in an age-appropriate and sensitive way.** The Relationships and Sex Education curriculum has been developed to consider the diversity of the school's population and to meet the needs of the pupils. We are aware of our requirements to comply with the Equality Act 2010 and we review our teaching materials to ensure their suitability for our pupils. Additionally, we consider the makeup of our pupil body and have put in place additional support for pupils with particular protected characteristics, as part of a whole-school approach. All Relationships and Sex Education will be inclusive and meet the needs of all young people, recognising that issues such as sexuality, disability, ethnicity and faith affect attitudes towards sex and relationships. We will address explicit and implicit homophobia in Old Vicarage School, and issues of related bullying.

At Old Vicarage School, we believe Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities as they represent a large minority of pupils. High quality teaching that is differentiated and personalised is our starting point to ensure accessibility. This school is also mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice, when preparing these subjects for those with SEND. Old Vicarage School recognises that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education can also be a particular priority for some pupils, for example some with Social, Emotional and Mental Health needs or learning disabilities. Such factors will be taken into consideration in designing and teaching these subjects.

**Sexual Violence/Harassment and Gender stereotypes:** Old Vicarage School is alert to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and takes positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours and our School pastoral and behaviour policies aim to reinforce our values and support all pupils.

As part of our Safeguarding – Child Protection Policy, the School follows Keeping Children Safe in Education 2026, including Part Five on child-on-child sexual violence and sexual harassment. We recognise the importance of making clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up. Any report of sexual violence or sexual harassment will be taken seriously; staff are aware that statistically it is more likely that females will be the victims of sexual violence and sexual harassment than males, and that it is more likely that it will be perpetrated by males. However, males can also be victims of sexual violence and it can also happen in same-sex relationships. We do not make assumptions about the behaviour of boys and young men or suggest that harmful behaviour is an inevitable part of being male; we recognise that most young men are respectful of young women and each other. An understanding for all pupils of healthy relationships, acceptable behaviour and the right of everyone to equal treatment helps ensure that our pupils treat each other well and go on to be respectful and kind adults. Please see our Policy on Sexual Violence and Sexual Harassment (including Child on Child Abuse) for more details, which includes:

- What is Sexual Violence and Sexual Harassment including online abuse;
- How to minimise the risks of Sexual Violence and Sexual Harassment occurring;
- What the school will do if it receives an allegation or concern of sexual violence or harassment and
- The school's understanding that SV and SH are unacceptable and will never be tolerated.

**Involvement of Parents/Carers:** We recognise the vital role parents play in the development of their children's understanding about relationships. As such, we encourage an active partnership with all parents in the development and the delivery of Relationships Education and RSE, so that parents can feel confident in the programme offered to their children.

The school works in partnership with parents to develop this policy to ensure it meets the needs of pupils and parents and reflects the community the school serves. At an appropriate time (usually every second year), new parents will be given the opportunity to attend a presentation on the approaches used in the Relationships Education and RSE lessons. This also allows parents the opportunity to view examples of the resources the school plans to use as part of its lessons. We encourage parents to discuss what will be taught and look to address any concerns and help support parents in managing conversations with their children on these issues. We actively seek parents and pupils' views on how to develop our RSE curriculum through both parents and pupil forums and through questionnaires. This can be an important opportunity to talk about how these subjects contribute to wider support in terms of pupil wellbeing and keeping children safe.

The School prospectus and website contains additional information about:

- the RSE programme, its content and organisation;
- details of how parents can learn about the programme;
- the procedures to be followed if parents wish to withdraw their child from any or all parts of the school's sex education programme.

#### **Parental Consultation.**

The school consults regularly with parents regarding its RSE provision. Before this policy is made or materially revised, the School will consult parents and give them a meaningful opportunity to view the proposed policy, comment upon it and have their views considered before the revised policy is finalised by the Proprietors. This includes opportunities to:

- review curriculum content
- view teaching materials
- attend information sessions
- provide feedback through surveys and meetings

Parents are informed in advance of key content and are supported in continuing discussions at home.

The school consults annually with parents. Parents do not have the right to withdraw their child from Relationships Education. Where Old Vicarage School provides sex education in primary education beyond that taught as part of the School's science curriculum, a parent may request that their child is withdrawn from some or all of that additional sex education. The Head of School will automatically grant such a request. Before withdrawal takes effect, the Head of School may discuss the request with the parent, explain the purpose and content of the curriculum and consider how best to support the pupil. The School will keep an appropriate record of the request and discussion.

If a pupil is withdrawn from additional primary sex education, the School will ensure that the pupil receives appropriate and purposeful education during the period of withdrawal.

Old Vicarage School believes that all children should be offered an appropriate, comprehensive and well-planned programme of Relationships Education and, where provided, additional primary sex education in accordance with the law and current statutory guidance. Although the National Curriculum does not apply to independent schools, the School's science curriculum includes age-appropriate teaching about the human life cycle, growth, puberty and reproduction. Parents do not have a statutory right to withdraw their child from the School's science curriculum.

The School will provide suitable supervision and appropriate, purposeful alternative education for any pupil who is withdrawn from additional primary sex education. The pupil will not take part in the withdrawn content unless and until the parental request is withdrawn.

**Assessment:** Old Vicarage School maintains the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress. Lessons are planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Pupil learning is assessed, and assessments used to identify where pupils need extra support or intervention. We use a range of methods for assessment, for example, written quizzes, assignments / answering of scenario cards, discussions or self-evaluations, to capture progress.

Assessment is used to identify gaps in knowledge, inform future planning and ensure that all pupils are supported effectively.

**Monitoring and Evaluating the Impact of RSE:** The School will regularly monitor Relationships Education, its additional primary sex education and health education provision to ensure that the curriculum is effective, carefully sequenced and meeting the needs of pupils. This will be carried out by the RSE subject lead with support from the Senior Leadership Team and, where appropriate, parents and pupils. Monitoring outcomes, feedback, identified gaps and resulting actions will be recorded and used to inform curriculum planning, resource selection, staff training and the annual review of this policy. Monitoring will include:

- Reviewing pupils' learning within books and assessments • Reviewing curriculum resources with parents and pupils • Ensuring that vocabulary being used within lessons is appropriate to the current language being used by children e.g. 'sexting'
- Reviewing parent and pupil questionnaire responses to look for developments that can be made.

**Proprietors:** As well as fulfilling their legal obligations, the Proprietors will also make sure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

**Confidentiality:** Teachers conduct Relationships and Sex Education lessons sensitively and with due respect for pupils' privacy. Pupils are told that staff cannot promise confidentiality where information may indicate that a child is at risk of harm. If a pupil makes a disclosure or staff otherwise identify a safeguarding concern, the member of staff will listen, avoid leading questions, make an appropriate factual record and report the concern immediately to the Designated Safeguarding Lead or a Deputy DSL in accordance with the School's Safeguarding – Child Protection Policy. Staff will not investigate the concern themselves. (See also our Child Protection Policy.)

### Legal Status:

Education (Independent School Standards) Regulations 2014, as amended.

- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- Sections 34 and 35 of the Children and Social Work Act 2017.
- Keeping Children Safe in Education 2026 (DfE: September 2026).
- The Equality Act 2010.
- SEND Code of Practice: 0 to 25 years (DfE, January 2015).
- Sexual Offences Act 2003.
- Keeping Children Safe in Education 2026, including Part Five: Child-on-child sexual violence and sexual harassment.
- Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance (DfE; revised July 2025, in force from 1 September 2026).

**Additional links:** This policy has been developed using the following documents, which provide additional information: •

Behaviour and Discipline in Schools - <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

- Mental Health and Behaviour in Schools - [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/755135/Mental\\_health\\_and\\_behaviour\\_in\\_schools.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools.pdf)
- Preventing and Tackling Bullying - [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/623895/Preventing\\_and\\_tackling\\_bullying\\_advice.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf)
- Promoting British Values - [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380595/SMSC\\_Guidance\\_Maintained\\_Schools.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf)

**Appendix A – RSE Resources:** There are many excellent resources available, free of charge, which the school uses to draw on when delivering these subjects. Resources are assessed carefully to ensure they are appropriate for the age and maturity of pupils and sensitive to their needs. When the school consults with parents, we provide examples of the resources planned, as this can be reassuring for parents, and enables them to continue the conversations started in class at home. This is for illustrative purposes and is not an exhaustive list.

### Relationships Education

Safeguarding: NSPCC PANTS rule with film <https://www.nspcc.org.uk/preventing-abuse/keeping-childrensafe/underwearrule/underwear-rule-schools-teaching-resources/>

### Relationships and Sex Education

[Teaching about Relationships, Sex and Health](#) (DfE: March 2021) Provides Teacher training on specific areas of the RSE curriculum.

Sexual health and relationships: range of resources available at <https://sexwise.fpa.org.uk/>

Abuse in relationships: Disrespect NoBody (Home Office and Government Equalities Office) <https://www.psheassociation.org.uk/curriculum-and-resources/resources/disrespect-nobody-teaching-resources-preventing>

Consent: PSHE Association lesson plans <https://www.pshe-association.org.uk/curriculum-andresources/resources/guidanceteaching-about-consent-pshe-education-key>

LGBT inclusivity: Stonewall lesson plans and materials for primary and secondary <https://www.stonewall.org.uk/getinvolved/education/different-families-same-love>

Online and offline relationships and bullying, alcohol, smoking, stress, body image: Public Health England website with videos made by young people and resources tested with teachers [https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview?WT.mc\\_id=RiseAboveforSchools\\_PSHEA\\_EdComs\\_Resource\\_listi ng\\_Sep17](https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview?WT.mc_id=RiseAboveforSchools_PSHEA_EdComs_Resource_listi ng_Sep17)

**Mental health**

Mental health and emotional wellbeing: PSHE Association lesson plans <https://www.pshe-association.org.uk/curriculumandresources/resources/guidance-preparing-teach-about-mental-health-and>

[MindEd educational resources](#) on children and young people's mental health.

**Online safety**

Education for a Connected World: UKCCIS framework of digital knowledge and skills for different ages and stages [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/683895/Education\\_for\\_a\\_connected\\_world\\_PDF.PDF](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683895/Education_for_a_connected_world_PDF.PDF)

Sexting: UKCCIS advice for schools on preventative education and managing reports of sexting.

<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

**PSHE**

PSHE Association Programme of study for KS1-5 <https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935>

**Drugs and alcohol**

Planning effective drug and alcohol education: Mentor-ADEPIS research and briefing papers with ideas for lessons <http://mentor-adepis.org/planning-effective-education/>

**Extremism and radicalisation**

Practical advice and information for teachers, school leaders and parents on protecting children from extremism and radicalisation [www.educateagainsthate.com](http://www.educateagainsthate.com)