The Gleddings Preparatory School

RSE Policy

To Include Early Years Foundation Stage (EYFS)

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**** To be read in conjunction with The Gleddings' PSHE, RE, SMSC, RSE guidance document**

Aim of policy:

The aim of this Relationships & Sex Education (RSE) Policy is to ensure that pupils receive age-appropriate, accurate and balanced education that supports their personal development, wellbeing, safety and preparation for life in modern society. The School is committed to delivering all statutory Relationships Education, Relationships and Sex Education and Health Education requirements in accordance with Department for Education guidance while working in partnership with parents and carers. The School recognises the primary role of parents in educating children about relationships and personal development and seeks to support, complement and reinforce this role through open communication and collaboration.

The School teaches statutory content only. Where pupils require additional information, support or guidance beyond the statutory curriculum, the School may signpost pupils and families to appropriate external sources of support and information. Wherever appropriate, this will be

undertaken in partnership with parents unless there is a safeguarding reason why parental involvement would place a child at risk or be contrary to the child's welfare.

Related Guidance and School Policies

This policy outlines the school's approach to relationships and sex education but is not exhaustive in its scope and should be used in conjunction with the following policies, statutory guidance and advice:

Policies:

- *Safeguarding and Child Protection Policy*
- *Filtering & Monitoring Policy*
- *Artificial Intelligence Policy*
- *Anti-Bullying Policy*
- *Personal, Social, Health & Economic Education (PSHEE) Policy*
- *Curriculum Policy*
- *Political Impartiality Policy*
- *Continuous Professional Development Policy*
- *EDI Policy*
- *SMSC Policy*
- *Visitors, Contractors & Site Security Policy*

Statutory & Regulatory Guidance:

- *Equality Act 2010*
- *The Education (Independent School Standards) Regulations 2014*
- *Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance —July 2025 (for implementation from 1 September 2026*)
- *Keeping Children Safe in Education 2026*
- *Working Together to Safeguard Children 2026*
- *The Independent School Standards: Guidance for Independent Schools — April 2026*
- *SEND Code of Practice: 0 to 25 Years — updated September 2024*
- *Equality Act 2010: Advice for Schools — June 2018*
- *Children and Social Work Act 2017, s.34 — the Act that made Relationships and RSE education statutory*
- *The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019*

Statutory Requirements

The Gleddings delivers Relationships Education, Relationships and Sex Education (RSE) and Health Education in accordance with the Department for Education's statutory guidance, *Relationships*

Education, Relationships and Sex Education (RSE) and Health Education (July 2025, for implementation from 1 September 2026), and all related safeguarding, equality and independent school standards guidance.

In the primary phase, Relationships Education and Health Education are statutory subjects. Sex Education is not statutory in primary schools, although schools may choose to provide age-appropriate learning in this area.

In the secondary phase, Relationships and Sex Education and Health Education are statutory subjects. The curriculum is designed to meet all legal requirements while remaining appropriate to the age, stage of development and needs of pupils.

The School will review its provision regularly to ensure that it remains compliant with current legislation and guidance.

Guiding Principles

The School's RSHE curriculum is designed around the principles set out in the Department for Education's statutory guidance. The curriculum is informed by pupil need, parental engagement, safeguarding considerations and the School's commitment to preparing pupils for life in modern Britain.

The School will:

- Engage with parents regarding curriculum content.
- Consider pupil voice when reviewing provision.
- Ensure teaching remains evidence-informed and age-appropriate.
- Promote wellbeing, safety and healthy relationships.
- Provide a curriculum that reflects current risks and challenges faced by children and young people.
- Maintain transparency regarding curriculum content and resources.

RSE provision supports pupils' physical health, emotional wellbeing, personal safety and understanding of healthy relationships. Teaching materials and curriculum content are regularly reviewed to ensure ongoing compliance and educational suitability.

Development of the Policy

The School recognises the importance of consultation and engagement in the development and review of RSE provision. This policy has been developed through consideration of statutory requirements, educational best practice and the views of the School community.

The School will seek input from:

- Parents and carers.

- Staff.
- Governors.
- Pupils, where appropriate.
- Relevant professionals and specialists.

Feedback from stakeholders is considered during policy reviews and curriculum planning to ensure that provision remains effective, relevant and responsive to pupil needs.

Partnership with Parents

The Gleddings believes that parents are the primary educators of their children in matters relating to relationships, values and personal development. Effective RSE therefore relies upon a strong partnership between home and school.

The Gleddings is committed to maintaining openness and transparency regarding RSHE provision. Parents will be informed about the content and aims of the curriculum and may request information regarding teaching resources and materials used to support learning.

The Gleddings will make reasonable arrangements for parents to understand how RSHE is delivered and how topics are approached at different stages of education. The Gleddings believes that effective communication with parents supports successful outcomes for pupils and strengthens the partnership between home and school.

Where pupils seek support or information regarding relationships, health or personal concerns beyond the statutory curriculum, the School will encourage parental involvement wherever appropriate. However, parental involvement may not occur where there are safeguarding concerns or where involving parents could place a child at risk of harm.

Right to Withdraw

Parents have the right to request that their child be withdrawn from Sex Education elements that fall outside the statutory science curriculum and outside statutory Relationships Education or Health Education requirements.

Parents may not withdraw their child from:

- Statutory Relationships Education.
- Statutory Health Education.
- National Curriculum Science content.

Requests for withdrawal from Sex Education should be made in writing to the Head. The School will discuss the request with parents to ensure they fully understand the nature and purpose of the curriculum and the implications of withdrawal.

In secondary education, requests for withdrawal may be exercised until three terms before a pupil reaches the age of sixteen, after which point the legal rights of the young person apply in accordance with statutory guidance.

Appropriate arrangements will be made for pupils who are withdrawn from Sex Education lessons.

Age-Appropriate and Developmentally Appropriate Provision

RSE is delivered in a manner that reflects the age, maturity, understanding and developmental stage of pupils. Curriculum content is carefully sequenced to ensure that learning builds progressively over time and reflects pupils' evolving needs.

Teachers exercise professional judgement when responding to questions and discussions, ensuring that explanations remain appropriate, factual and relevant to pupils' age and understanding. Sensitive issues are handled carefully, respectfully and in accordance with safeguarding procedures.

Inclusion and Equality

The Gleddings is committed to ensuring that RSE reflects the diversity of modern society and promotes inclusion, respect and equality for all individuals.

Teaching will include appropriate reference to:

- Different family structures.
- Diverse relationships.
- LGBTQ+ people and communities.
- Respect for protected characteristics.
- Equality and human rights.

The School does not promote any particular lifestyle, belief or political viewpoint. Instead, RSE seeks to develop understanding, respect and tolerance while challenging prejudice, discrimination and harmful stereotypes.

Teaching reflects the requirements of the Equality Act 2010 and promotes dignity, respect and understanding of all individuals. Pupils will learn factual information about protected characteristics, diverse families and different life experiences in an age-appropriate manner. The School does not seek to promote any particular political, ideological or personal viewpoint and will ensure that teaching remains balanced, factual and respectful.

Safeguarding

RSE plays an important role within the School's safeguarding framework. Through the curriculum, pupils are supported to recognise risks, understand healthy relationships and know where to seek help if they are worried about themselves or others.

Pupils are taught about:

- Healthy and respectful relationships.
- Personal boundaries.
- Consent and respect.
- Online safety.
- Grooming and exploitation.
- Abuse and neglect.
- Sources of support and help-seeking.

The Gleddings recognises that RSE lessons may lead to disclosures of abuse, neglect or other safeguarding concerns. Any such concerns will be managed in accordance with the School's Safeguarding and Child Protection Policy and relevant safeguarding procedures.

Staff cannot guarantee confidentiality where a safeguarding concern exists.

In addition, the School recognises the importance of addressing harmful attitudes, sexual harassment, sexism, misogyny and behaviours that may place individuals at risk of harm. Through age-appropriate teaching, pupils are supported to understand respectful behaviour, equality, consent, healthy relationships and the impact of prejudice, harassment and discrimination.

Teaching seeks to challenge harmful stereotypes, promote mutual respect and foster safe and inclusive relationships.

Mental Wellbeing and Suicide Prevention

The School recognises the importance of supporting pupils' emotional wellbeing and resilience. Age-appropriate teaching will help pupils understand mental health, emotional wellbeing and strategies for seeking support when challenges arise.

Where appropriate, secondary-aged pupils may receive education regarding suicide prevention and help-seeking behaviours. Such content will be delivered sensitively, safely and by appropriately trained staff in accordance with safeguarding guidance and best practice.

Curriculum Content

The School teaches statutory RSE content only.

Relationships Education

Relationships Education helps pupils develop positive, respectful and healthy relationships with others while understanding the importance of family life, friendship and personal safety.

Teaching includes:

- Families and people who care for them.
- Caring friendships.

- Respectful relationships.
- Online relationships.
- Being safe.
- Bullying and discrimination.
- Communication and empathy.

Sex Education

Where Sex Education is taught, content is delivered in accordance with statutory guidance and only to the extent required by the School's curriculum arrangements.

Teaching may include:

- Puberty and physical development.
- Human reproduction.
- Contraception.
- Sexually transmitted infections.
- Consent and healthy relationships.

The School does not provide non-statutory Sex Education beyond its agreed curriculum provision.

Health Education

Health Education supports pupils in making informed choices about their physical and mental wellbeing.

Teaching includes:

- Mental wellbeing.
- Emotional health.
- Internet safety and online wellbeing.
- Physical health and fitness.
- Healthy eating.
- Personal hygiene.
- Drugs, alcohol and tobacco awareness.
- Healthy lifestyles and risk management.

Online Safety

Pupils will be taught about:

- Online relationships and digital communication.
- Online safety and digital wellbeing.
- The responsible use of social media.
- Online manipulation and exploitation.
- Harmful content encountered online.
- Misinformation and disinformation.
- Artificial intelligence and emerging technologies in an age-appropriate manner.
- Seeking help when online activity causes concern or distress.

Delivery of the Curriculum

RSE is delivered by appropriately trained staff who have the knowledge, skills and confidence required to teach sensitive topics effectively.

Teaching may take place through:

- PSHEE.
- Science lessons.
- Tutor programmes.
- Assemblies.
- Enrichment activities where appropriate.

Learning is delivered within a safe, respectful and supportive classroom environment that encourages questions, discussion and reflection while maintaining professional boundaries.

External Visitors and Resources

External visitors can enhance pupils' understanding by providing specialist expertise and experience. Any external organisations, speakers or providers used by the School must support the aims of the curriculum and comply with safeguarding requirements. As such the school will only allow qualified and recognised health professionals as external speakers or visitors relating to relationships and sex education.

All external visitors are:

- Appropriately vetted.
- Reviewed for educational suitability including prior access for staff and parents to any resources used in the session.

- Required to provide balanced and accurate information that does not go beyond the scope of statutory requirements.
- Supervised by School staff.
- Expected to comply with safeguarding and School policies.

Responsibility for curriculum content remains with the School at all times.

Special Educational Needs and Disabilities (SEND)

The School is committed to ensuring that RSE is accessible to all pupils, including those with special educational needs and disabilities.

Teaching will be adapted where necessary to reflect individual needs, understanding and developmental stages. Reasonable adjustments may be made to resources, teaching approaches and assessment methods to ensure that all pupils can access learning effectively.

Staff work collaboratively with SEND professionals, families and pastoral teams to ensure appropriate support is provided.

Monitoring and Evaluation

The School regularly monitors and evaluates the effectiveness of its RSE provision to ensure that it remains compliant, relevant and effective.

Monitoring activities may include:

- Curriculum reviews.
- Lesson observations.
- Resource evaluations.
- Pupil feedback.
- Parent feedback.
- Staff feedback.
- Governor oversight.

Feedback is used to inform curriculum development and continuous improvement. The policy is reviewed regularly and whenever changes to legislation, statutory guidance or school practice require amendment.

Through effective RSE provision, the School aims to promote wellbeing, safeguard pupils, strengthen partnerships with parents and equip young people with the knowledge and skills required to make informed and responsible choices throughout their lives.