STAHS PREP

Prep Relationship, Sex & Health Education (RSE)

Pastoral Care & Personal Development
Policy Related Document

June 2026

THINK BEYOND

STAHS
PREP SENIOR SIXTH

P03: PASTORAL CARE AND PERSONAL DEVELOPMENT (Related Document)

RELATIONSHIPS, SEX & HEALTH EDUCATION (RSE) (PREP)

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LEGAL FRAMEWORK & REFERENCES

This Related Document has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

A. Section 80A of the Education Act 2002
B. Equality Act 2010
C. Children and Social Work Act 2017
D. DfE (2026) 'Working Together to Safeguard Children'
E. DfE (2025) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
F. DfE 'Keeping children safe in education' (updated annually)
G. DfE (2026) 'EYFS Statutory Framework for group and school-based providers'
H. Online Safety Act (2023)
I. DfE (2025) 'National curriculum in England: science programmes of study'
J. SEND Code of Practice (2015)

This Related Document operates in conjunction with the following school policies:

K. P01 Safeguarding and Child Protection Policy
L. P02 Pupil Mental & Physical Health
M. P03 RD PSHE in the Prep School
N. P04 Pupil Behaviour Policy
O. P05 Anti-bullying Policy
P. P06 RD Special Educational Needs and Disabilities (SEND) Policy
Q. P14 Data Protection Policy
R. P15 RD Online Safety Policy
S. P15 RD Device and Technology Acceptable Use Policy

1. PRINCIPLES

At STAHS, we will provide age-appropriate relationships, sex and health education (RSHE) to all pupils as part of the school's statutory curriculum. This policy applies to all pupil at STAHS Prep, including those in the EYFS (Reception).

Our school aims to assure parents and pupils that all aspects of RSHE will be delivered in a safe space, allowing time and compassion for questions at a level that every pupil understands. Sensitive topics relating to RSHE will be delivered in a sensitive manner as part of a whole-school approach where parents and teachers work in partnership.

Relationships and Health Education is compulsory in all primary schools in England. The key topics applicable for all key stages have been carefully planned in consultation with responses from parents, young people, schools and experts. Parents are given the opportunity to discuss this policy at any time and staff will be provided with accurate training and further resources to deliver lessons to pupils.

We understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships

education, which is required to be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education.

Relationships education focuses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and ensures can talk to a trusted adult if there is anything worrying them. Health education focusses on equipping pupils with the knowledge they need to make informed decisions about their own health and ensures they receive factual information about the changes they will experience emotionally and physically during puberty.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health education (RSHE) for all our pupils. This policy sets out the framework for our RSHE curriculum, providing clarity on how it is informed, organised and delivered. Any sex education included within the curriculum consists of age-appropriate content which covers how babies are conceived and how they are born. Sex education does not go above and beyond the focus of reproduction.

2. ROLES AND RESPONSIBILITIES

The Head of Prep is responsible for:

- Playing an active role in monitoring, developing and reviewing the Related Document and its implementation in school.
- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well-led, effectively managed, and well-planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring that teaching is delivered in ways that are accessible to all pupils with SEND.
- Ensuring RSE is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Ensuring that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RSHE.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

The Deputy Head Pastoral (Prep) is responsible for:

- The overall implementation of this Related Document.
- Ensuring that all staff receive ongoing training on issues relating to PSHE and RSHE and how to deliver lessons on such issues.
- Providing support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RSHE to pupils; for example, if staff do not feel that their training has been adequate or that aspects of the curriculum conflict with their religious beliefs.
- Ensuring that parents are fully informed of this policy and the RSHE resources are available to parents beforehand.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.

- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.

The Skills for Life Coordinator is responsible for:

- Overseeing the delivery of relationships, sex and health education.
- Ensuring that staff values and attitudes will not prevent them from providing a balanced RSHE in school.
- Providing the agreed vocabulary to be used during the lessons to ensure a consistent approach.
- Ensuring the subjects are age-appropriate and high-quality and up-to-date.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, and health curriculum.
- Ensuring the relationships and health curriculum, as well as any optional sex education, is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Liaising and working in partnership with parents and carers to support further conversations at home and to share the resources ahead of teaching upon request.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Deputy Head Pastoral (Prep).

All form teachers are expected to deliver RSHE to the children in their class. On occasion, other members of staff of the teaching body will deliver specifics surrounding sex and puberty.

Teachers of RSHE are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENDCO to identify and respond to individual needs of pupils with SEND.
- Working with the Skills for Life Coordinator to evaluate the quality of provision.

Parents are responsible for:

- Enabling their children to grow and mature and to form healthy relationships.
- Supporting their children through their personal development and the emotional and physical aspects of growing up.

- Ensuring that they are aware of aspects of the curriculum, including when it is going to be delivered and the content.
- Supporting their children's personal, social and emotional development, by working with the school to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school PSHE.
- Seeking additional support in this from the school where they feel it is needed.

3. ORGANISATION OF THE CURRICULUM

Every primary school is required to deliver statutory relationships education and health education. At STAHS Prep, these are delivered as part of the school's PSHE curriculum.

Although it is not statutory to deliver sex education outside of the science curriculum at primary level, the DfE recommends that all primary schools should have a sex education programme in place. At STAHS Prep, sex education is taught to the pupils and this is tailored to the age, and physical and emotional maturity of pupils, and should ensure that pupils are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle.

For the purpose of this policy:

- "**Relationships education**" is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online.
- "**Health education**" is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.
- "**Sex education**" is defined as teaching pupils about developing healthy sexuality, and will cover issues, beyond those covered in the science and health curricula, that will be determined in response to the needs of the relevant cohort.

The school has organised a curriculum that is appropriate for the age and developmental stages of pupils within each year group. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

The School is dedicated to ensuring our curriculum meets the needs of the whole-school community; therefore, the curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs.

The School always considers the age and development of pupils when deciding what will be taught in each year group. The school implements a progressive curriculum, in which topics are built upon prior knowledge taught in previous years as pupils progress through school, with a view to providing a smooth transition to secondary school.

Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by emailing their child's form teacher and/or the PSHE Coordinator, who will in turn, inform the Deputy Head Pastoral (Prep).

4. WORKING WITH PARENTS

The School understands that parents' role in the development of their children's understanding about relationships, sex and health is vital and will, therefore, engage parents as far as possible in their children's learning through open communication and collaboration.

Parents will be consulted during the development and periodic review of this policy and will be provided with opportunities to understand the School's approach to Relationships, Sex and Health Education (RSHE), including the curriculum content and resources used. This will include providing parents with opportunities to understand and ask questions about the school's approach to RSHE through parent seminars and workshops.

The School recognises that some aspects of the RSHE curriculum may be sensitive or may give rise to questions from parents. If parents have concerns or questions regarding RSHE, they should submit these to the Deputy Head Pastoral (Prep).

The School aims to build positive relationships with parents by engaging with them to discuss what will be taught, address any concerns, and help parents in managing conversations with their children on the issues covered by the curriculum.

5. RELATIONSHIPS EDUCATION OVERVIEW

By the end of their time at STAHS Prep, pupils will know:

Families and people who care for me

- That families are important for them growing up because they can give love, security and stability.
- 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.
- 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.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.

- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, but that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- 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 conflict.
- How to manage different situations and how to seek help from others if needed.

Respectful relationships

- 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.
- Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and 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.
- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

- That people sometimes behave differently online, including pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise risks, harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

Being safe

- What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
- About the concept of privacy and the implications of it for both children and adults.
- That it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

- How to respond safely and appropriately to adults they may encounter, including online, who they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves and others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to seek advice, for example, from their family, their school and other sources.

6. HEALTH EDUCATION OVERVIEW

Independent schools are required to teach health education as part of PHSE education and there is no right of withdrawal. The focus of health education at primary level is teaching the characteristics of good physical health and mental wellbeing. This is delivered through Skills for Life, Science and PE lessons and by the end of their time at STAHS Prep, pupils will know:

Mental wellbeing

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
- The scale of emotions that humans experience in response to different experiences and situations.
- 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.
- How to judge whether what they are feeling, and how they are behaving, is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
- How isolation and loneliness can affect children, and that it is very important they seek support and discuss their feelings with an adult.
- That bullying, including cyberbullying, has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support, including recognising the triggers for seeking support, extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

- That for most people, the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online.

- The risks of excessive time spent on electronic devices.
- The impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others.
- How to recognise and display respectful behaviour online.
- The importance of keeping personal information private.
- Why some social media, some computer games and online gaming are age-restricted.
- 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.
- How to be a discerning consumer of information online, including understanding that information, inclusive of that from search engines, is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

Physical health and fitness

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle, including obesity.
- How and when to seek support, including which adults to speak to in school, if they are worried about their health.

Healthy eating

- What constitutes a healthy diet, including an understanding of calories and other nutritional content.
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on health.

Drugs, alcohol, tobacco and vaping

- Age-appropriate facts about legal and illegal harmful substances and associated risks, including nicotine addiction, alcohol use and drug-taking.

Health protection and prevention

- How to recognise early signs of illness, such as weight loss or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs, including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

Personal safety

- Recognising hazards and reducing risks; road, water and rail safety; when and how to seek help in emergencies.

Basic first aid

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes (noting that whilst average age of menstruation is 12, it can begin from age 8, so we teach this content before girls experience menstruation)
- About menstrual wellbeing and key facts relating to the menstrual cycle.

7. SEX EDUCATION

Sex education is not compulsory in primary schools, however the Department for Education recommends that all primary schools teach age-appropriate sex education to ensure children are prepared for the changes adolescence brings and understand how human life begins.

At STAHS Prep, Sex Education is part of Skills for Life and is subject to parental withdrawal. Our approach to sex education is:

We teach age-appropriate sex education in Years 5 and 6 as part of our PSHE curriculum, going beyond the statutory content about puberty to include factual information about human reproduction. We believe this information is important for children before they leave primary school, particularly as children naturally become more aware and curious about how life begins, and may seek information from less reliable sources if we do not provide age-appropriate, factual teaching.

We define sex education as learning about human reproduction. It is defined as those lessons covering conception, the stages of pregnancy and birth. It includes the emotional impact of having a baby as well as the physical facts. Sex education is not learning about different types of sexual activity.

This is distinct from the statutory Health Education content about puberty and menstruation, and from Science curriculum content about life cycles and reproduction in mammals, from which children cannot be withdrawn.

The following Jigsaw lessons in the Changing Me Puzzle contain non-statutory sex education content:

Year 5: Conception

Year 6: Babies: Conception to Birth

We inform parents about sex education content by: sending curriculum information at the start of the Trinity term, holding parent information sessions, and making all materials available for viewing on request.

8. WITHDRAWING FROM THE SUBJECTS

Parents have the right to request that their child be withdrawn from some or all of sex education taught as part of Skills for Life. Parents do NOT have the right to withdraw children from:

- Relationships Education (statutory)
- Health Education, including puberty education (statutory)
- Science curriculum content, including content about reproduction (statutory)

Relationships and Health education are statutory at primary and parents do not have the right to withdraw their child from these subjects.

As sex education is not statutory at primary level, other than what must be taught as part of the Science curriculum, parents have the right to request to withdraw their child from all or part of the sex education curriculum.

Parents must state their request in writing to the Deputy Head Pastoral (Prep). Parents will be invited to discuss the request with the Deputy Head Pastoral (Prep) and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The Deputy Head Pastoral (Prep) will discuss with the parent, the benefits or receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.

The Deputy Head Pastoral will keep a record of the discussion between themselves, the pupil and the parent. Where a pupil is withdrawn from sex education, the Deputy Head Pastoral will work with the child's form teacher to ensure that the pupil receives appropriate alternative education.

All pupils must be taught the aspects of sex education outlined in the primary Science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

At STAHS Prep, we teach pupils sex education beyond what is required of the Science curriculum.

Parents are fully consulted in the organisation and delivery of our sex education curriculum, in accordance with the 'Organisation of the curriculum' and 'Consultation with parents' sections of this policy. Parents are given the opportunity to advise on what should be taught through sex education.

The age and development of pupils is always considered when delivering sex education.

Reception

To consider the difference between appropriate and inappropriate touch

Year 1

I can tell you how my body has changed since I was a baby

I can identify the parts of the body that make boys different to girls and can use the correct names for these

I understand areas of the body that are private to me

Year 2

I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old

I can recognise the physical differences between boys and girls, use the correct names for parts of the body (including external genitalia)and appreciate that some parts of my body are private

I understand there are different types of touch and can tell you which ones I like and don't like

Year 3

I understand that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby

I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. I can identify how boys' and girls' bodies change on the outside during this growing up process

I can identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up

I understand that as boys' and girls' bodies change at puberty, they need to think more about keeping clean and healthy

I understand that I have autonomy and the right to protect my body from inappropriate and unwanted contact.

Year 4

I can describe how a girls' body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this

I know there are trusted people I can turn to if I need help and support as I grow up and go through puberty.

Year 5

I can explain how a girl's body changes during puberty and understand the importance of looking after ourselves physically and emotionally

I can describe how boys' and girls' bodies change during puberty

I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby

Year 6

I can explain how girl's and boys' bodies changes during puberty and understand the importance of looking after myself physically and emotionally

I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born

9. DELIVERY OF THE CURRICULUM

The relationships, sex and health curriculum is delivered as part of our Skills for Life curriculum.

The school will ensure that keeping children safe and preventative education is embedded across the curriculum, including Science, PE and ICT.

Through effective organisation and delivery of the subject, the school will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional development. The school will ensure that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND. Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.

Curriculum organisation

Pupils will receive their entitlement for learning PSHE through a spiral curriculum which demonstrates progression. The RSHE programme is delivered through a variety of opportunities including:

- Designated Skills for Life time as part of a spiral curriculum
- Form time
- Circle time
- Use of external agencies and/or services
- School ethos
- Small group work
- Cross curricular links
- Assemblies
- Enrichment days and weeks
- Residential trips
- House Families and the House System

Terminology

In recognition of the fact that the use of code names for body parts can facilitate the normalisation of child sexual abuse, teaching staff will use and teach pupils the anatomically correct names for body parts.

Dealing with difficult questions

We recognise that children may ask questions beyond the planned curriculum. The school will support teaching staff to feel comfortable to answer questions from pupils, by providing regular CPD training in how to deliver sex education, including sessions on confidentiality, setting ground rules, handling controversial issues, responding to 'awkward' questions and an introduction to the rationale of why teaching RSHE is so important. The school will encourage teaching staff to refer questions they feel ill-equipped to answer to the Skills for Life Coordinator for advice or support in handling the question.

Teachers will stop full class discussions where pupils begin to reveal personal, private information related to sensitive issues. If teachers feel concerned about anything shared by a pupil, they will follow the appropriate response as laid out in the Child Protection and Safeguarding Policy.

The programme will be designed to incorporate all pupils, and activities will be planned to ensure all are actively involved.

Teachers will focus heavily on the importance of healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.

If a withdrawn child asks questions about sex education content, teachers will sensitively explain this is something their parents would like to discuss at home. We will inform parents so they can follow up.

Assessment

Whilst there are no formal examinations for the relationships, sex and health curriculum, the School will undertake informal assessments to determine pupil progress and to monitor and evaluate our RSHE provision is meeting children's needs. These can include, but are not limited to, the following:

- Baseline and/or End of Unit Tests or Quizzes
- Written assignments
- Group presentations
- Observations of discussions and role play
- Group tasks

10. WORKING WITH EXTERNAL AGENCIES

The school may invite guest speakers into school to talk on issues related to RSHE, e.g. an expert or experienced health professional who can challenge pupil's perceptions. A member of staff will be present throughout these lessons.

Visitors will be given a copy of this policy and expected to comply with the guidelines outlined within it. Any resources used by guest speakers will be available to parents to view prior to lesson delivery if requested.

Before delivering the session, the school will:

- Ensure the lesson the external expert has planned fits with the school's planned curriculum and this policy.
- Ensure the expert's credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.
- Discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- That procedures for confidentiality are in place; this includes ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.
- The school will use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.

11. EQUALITY AND ACCESSIBILITY

The school understands its responsibilities in relation to the Equality Act 2010; specifically, that it must not unlawfully discriminate against any pupil based on their protected characteristics.

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school will ensure that RSHE programme is inclusive, and caters to the needs, of pupils with SEND or other support needs, such as those with SEMH needs.

Teachers will understand that they may need to adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other support needs.

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence of sexual harassment.

When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

In order to foster healthy and respectful peer-to-peer communication and behaviour between all pupils, the school implements a robust Behaviour Policy, as well as a Child Protection and Safeguarding Policy, which sets out expectations of pupils.

The school understands that RSHE may include topics which are triggers for teaching staff, and could relate to historic, recent, or current trauma. If this is the case, the school encourages staff to approach the Deputy Head Pastoral to discuss this.

12. CURRICULUM LINKS

The School seeks opportunities to draw links between RSHE and other curriculum subjects wherever possible to enhance pupils' learning. RSHE will be linked to the following subjects in particular:

- **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty. The also learn legal and illegal substances and their effects on the body.
- **Computing and ICT** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles. They also learn basic first aid and water safety in these lessons.
- **PSHE** – pupils learn about respect and difference, values, characteristics of individuals, the requirements of the law, their responsibilities and the possible consequences of their actions.

13. CONFIDENTIALITY AND SAFEGUARDING

The school will aim to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the school's Child Protection and Safeguarding Policy should be followed.

Pupils will be informed prior to delivery of RSHE lessons that confidentiality will remain unless school staff feel that a child is at risk of harm. This information will need to be passed on to the Deputy Head Pastoral (Deputy DSL) and the pupils will be informed of the procedure. Staff who breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so will be dealt with under the school's disciplinary procedures.

14. QUALITY OF EDUCATION

The Skills for Life Coordinator is responsible for monitoring the quality of teaching and learning for the subject and will report on the quality of the curriculum delivery, evaluating its effectiveness and implementing any changes as they feel it is necessary.

15. STAFF TRAINING

All staff members at the school will undergo regular training to ensure they are up-to-date with the RSHE programme and associated issues. Members of staff responsible for teaching the subjects will undergo further training as and when it is required in order to ensure they are fully equipped to teach the subjects effectively. Training of staff will also be scheduled around any updated guidance on the programme and any new developments, which may need to be addressed in relation to the programme.

16. MONITORING AND REVIEW

This policy will be reviewed by the Deputy Head Pastoral (Prep) and Skills for Life Coordinator on an annual basis.

Any changes needed to the policy, including changes to the programmes of study, will be implemented by the Skills for Life Coordinator and/or the Deputy Head Pastoral (Prep). Any changes to the policy will be clearly communicated to all members of staff and, where necessary, parents and pupils involved in the RSE and Health Education curriculum.

The next scheduled review date for this Related Document will be September 2027.