



## Relationships and Sex Education Policy

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Independent  
Thinkers



Honest



Community



Resilient



Kind



Communication

## **Statutory requirements**

This policy covers our whole school approach to Relationships and Sex Education. This policy is applicable to all pupils, staff and parents/carers. This school policy will be made available via the school website and hard copies are available from the school office on request.

We define 'Relationships, Health and Sex education' as learning which equips children and young people with the information, skills and values they need to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and well-being as they move forward.

The school meets the requirements to teach RSE as set out in the statutory guidance which can be found at: [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#).

1. Every pupil up to and including Year 6 is provided with relationships education (although the requirement does not apply to a pupil who is under compulsory school age);
2. Pupils in years 7 and 8 are provided with relationships and sex education unless a pupil has been formally withdrawn from these lessons (see below);
3. The school has due regard to any guidance under section 80A of the Education Act 2002;
4. The school will consult parents of registered pupils before making or revising this policy
5. The school will ensure that where a pupil's parent requests that the pupil is wholly or partly excused from sex education provided as part of relationships and sex education, the pupil is so excused **until** the request is withdrawn, unless or to the extent that the Head considers that the pupil should not be excused;

The school's RSE policy will be reviewed and updated by **January 2026** to reflect the updated statutory guidance published in July 2025 for introduction 1st September 2026.

This can be found: [Relationships and sex education \(RSE\) and health ... - GOV.UK](#)

This policy should be read in conjunction with the following documents:

- [Safeguarding Policy](#)
- [Anti-Bullying Policy](#)
- [Behaviour Policy](#)
- [E-Safety Policy](#)
- [Health & Safety Policy](#)
- [Equal Opportunities Policy](#)
- [MH PSHEE+ SMSC Policy 2025](#)

## **Policy Development**

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – Head of Department has conducted a review using information including relevant national and local guidance
2. A meeting with DSL and LAG Trustee to review the draft policy allowing the opportunity to make recommendations
3. Staff consultation – All teaching staff were given the opportunity to look at the policy and make recommendations
4. Parent/stakeholder consultation – we wrote to all parents to inform them of our policy and curriculum and invited any comments. A copy of this policy is published on the school's website. We ensure our consultation is on-going with regular updates and an open narrative with parents/stakeholders.
5. Pupil consultation – we investigated what exactly pupils want from their RSE
6. Termly evaluation by HoD

In preparing this policy, we have not only taken advice from DoFE, but have been guided by the PSHE Association's SEND Planning Framework. This has helped map the SEN and disability code of practice from the PSHE Association Programme of Study within Mowden's own programme of study and identifies the following broad areas;

1. Self-awareness (Me, who I am, my likes, dislikes, talents and interests)
2. Self-care, support and safety (Looking after myself and Keeping safe) includes aspects of Relationships and sex education
3. Relationships: Managing Feelings (Understanding feelings and that how I feel and how others feel affects choices and behaviour) includes aspects of Relationships and sex education
4. Relationships: Changing and Growing (How I and others are changing; new opportunities and responsibilities) includes aspects of Relationships and sex education
5. Healthy lifestyles (Being and keeping healthy on the 'outside' and on the 'inside')
6. The world I live in (Living confidently in the wider world).

Documents that inform the school's RSE policy include:

Education Act (1996)  
Learning and Skills Act (2000)  
Education and Inspections Act (2006)  
Equality Act (2010),  
Keeping children safe in education – Statutory safeguarding guidance (2019)  
Children and Social Work Act (2017)  
Northumberland Children and Young People's Plan (2019-2022)

## **Definitions**

### **Primary - up to and including Year 6**

*The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. (RSHE Guidance)*

Relationships education is learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life.

In the Radley Schools Group we use a gender equality and human rights framework for Relationships Education. To cover the curriculum content in the RSHE Guidance, we will equip our pupils to build positive and respectful relationships on and offline. We seek to ensure that it gives pupils the knowledge, skills, attitudes and values that will help them to:

- realise their health, wellbeing and dignity;
- build self-esteem and self-worth;
- explore and value their personal identity and the identities of others;
- explore a range of family structures, including LGBT+ families and other family structures;
- understand and make sense of the real-life issues they are experiencing in the world around them;
- manage and explore difficult feelings and emotions;
- consider how their choices affect their own wellbeing and that of others;
- develop as informed and responsible citizens;
- understand and ensure the protection of their rights throughout their lives.

### **Secondary - Years 7 and 8**

Relationships and Sex Education (RSE) is learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life.

Sex Education is learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health. We take the approach that Relationships and Sex Education are best approached in an integrated way and using a gender equality and human rights framework. We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content. Simultaneously, we will seek to nurture children's curiosity about the world around them, supporting their development and their respect for themselves and each other.

To cover the curriculum content outlined in the RSE Guidance, we will equip our pupils to build positive and respectful relationships online and offline. We seek to ensure that it gives pupils the knowledge, skills, attitudes and values that will help them to:

- realise their health (including sexual health), wellbeing and dignity;
- build self-esteem and self-worth;
- explore and value their personal and sexual identity and the personal/sexual identities of others;
- understand family structures, committed relationships and the legal status of different types of long-term relationships;
- understand and make sense of the real-life issues they are experiencing in the world around them;
- manage and explore difficult feelings and emotions;
- consider how their choices affect their own wellbeing and that of others;
- develop as informed and responsible citizens;
- understand and ensure the protection of their rights throughout their lives.

We believe that high quality, comprehensive RSE does not encourage early sexual experimentation but in fact builds young people's confidence and self-esteem and helps them understand the reasons for delaying sexual activity.

### Subject Content

Mowden Hall School has a spiral RSE programme within the JIGSAW PSHE curriculum map. The programme plays an integral part of our whole school PSHE provision and covers relationships, including online relationships, health and healthy lifestyles, puberty and body changes, contraception, reproductive and mental health. The curriculum is designed to regularly touch upon and gradually revisit and reintroduce topics at a deeper and more complex level for each key stage or year group, whilst rehearsing, emphasising and embedding the essential skills and attributes young people need to manage their lives

Our curriculum map is designed and updated as necessary, and the content may change as society changes. We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

RSE is usually taught within the personal, social, health and economic (PSHEE) education curriculum. Biological aspects of RSE may be taught within the science curriculum.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health
- Growing and changing, including puberty
- Personal hygiene
- Changing feelings
- Becoming more independent
- Consent
- Developing self-esteem and confidence

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them.

The school will take into consideration and be sensitive to those of differing faith perspectives and ensure that the curriculum complies with the provisions for protected characteristics in the Equality Act 2010.

The curriculum is accessible to all including those with SEND and the school acknowledges that those with additional learning needs may be more vulnerable. Teaching Assistants may be deployed to support SEND students and to work alongside teaching staff to ensure the content will be made accessible to all pupils. Resources and materials will be adapted according to the pupils' learning needs. Any pupils identified as vulnerable or with a specific concern or need will receive specialist lessons where deemed appropriate. Consent from parents will be asked for.

Furthermore, with regard to LGBT, the school ensures that the needs of all its pupils are met, taking into consideration sexual orientation and gender reassignment. The delivery of the curriculum is sensitive and age appropriate and any content on LGBT is delivered as part of the curriculum rather than in isolation.

## **Monitoring arrangements**

The delivery of RSE is monitored by the Head of PSHEE through:

- Pupil evaluation sheets will be distributed either in hard copy or via Google classroom to see how RSE can be developed. Staff will also be surveyed in order to secure their views at regular intervals;
- End of term assessments will be completed to check the pupils' understanding of topics.
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems, for example Book scrutinies

Assessment in RSE ensures learning needs are revisited and reinforced to secure strong messages about being safe and healthy, as pupils move towards adulthood and independence. An overview of assessment at each stage can be found in the pupils journals as well as in the JIGSAW curriculum map.

A working support party is made up of Phil Sturt (Head Teacher), Sarah Thompson-Halsey (HOD/Teacher), Leonie Serbrock (DDSL), Kirsten Knight (DDSL) and Gareth Townley (DSL).

We work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources and support through our contacts and partners if requested.

Parents will be informed about the Mowden Hall's RSE policy through engagement and potential meetings. The policy will be available to parents via the school website .

We are committed to working with parents and carers by offering information events, training and targets within a pupil's and families own needs. We work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources and support through our contacts and partners if requested.

## **Roles and Responsibilities**

### **The Board of Trustees**

The Board of Trustees will approve the RSE policy and hold the Head to account for its implementation.

### **The Head**

The Head will hold the Head of Department to account for its implementation. The HoD of PSHEE is responsible for ensuring that RSE is taught consistently across the school, and for managing requests (alongside the Head) to withdraw pupils from non-statutory non-science components of RSE (see below).

### **Staff**

Staff are responsible for:

- Delivering RSE in a sensitive and non-judgemental way;
- Ensuring they follow the schools safeguarding policy;
- Modelling positive attitudes to RSE;
- Monitoring progress;
- Responding to the needs of individual pupils;
- Responding appropriately to pupils whose parents wish them to be withdrawn from the nonstatutory/non-science components of RSE

Staff who have concerns about teaching RSE are encouraged to discuss this with the HOD or the Head in advance.

### **Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

### **Parents' right to withdraw**

Parents will not be able to withdraw their child from any aspect of Relationships Education or Health Education. Parents have the right to withdraw their children from the non-statutory / non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. Any parent considering this course of action should carefully consider the course content before committing their request to the Head in writing.

Requests for withdrawal should be put in writing and addressed to the Head.

A copy of withdrawal requests will be placed in the pupil's record on ISAMs. The Head of PSHE will discuss the request with parents and take appropriate action. Appropriate alternative work will be given to pupils who are withdrawn from sex education.



## **Safe and Effective Practice**

We will ensure a safe learning environment by ensuring pupils' have every opportunity to have their questions, concerns and issues addressed.

We respond to children's curiosity, and provide safe learning opportunities to respond to searches carried out on the school's IT network. We use the programme Securly to keep pupils safe online. Pupils may show emotional concerns or require guidance about relationships or sexual health.

Mowden Hall seeks appropriate training and guidance for parents and carers when we learn of RSE related learning needs that we have not yet addressed through our curriculum.

All staff teaching RSE will be supported by regular, quality assured input from specialist and professional experts in their field, for example, JIGSAW Programme, The Sex Education Forum, The PSHE Association or The National College.

## **Safeguarding**

Teachers are aware that effective RSE brings an understanding of what is and what is not appropriate in a relationship, that it can lead to a disclosure of a child protection issue and always follow the school's safeguarding protocol. If visiting speakers or external agencies are engaged by Mowden Hall to help deliver RSE, they are asked to apply the same sensitive, contextualised approach as our staff.