



RELATIONSHIPS AND SEX EDUCATION POLICY

Reviewed: May 2026
Next Review: September 2027
Policy Owner: PSHCE Lead
Approved by: Gill Sommers, SG Governor

Introduction and Statement of Compliance

This policy sets out the school's approach to Relationships and Sex Education (RSE). It has been written in reference to:

- The Department for Education statutory guidance on Relationships, Sex and Health Education (2019, as updated in 2025 and effective from September 2026)
- Keeping Children Safe in Education (KCSIE current edition)
- The Education (Independent School Standards) Regulations (ISSR)
- The Equality Act 2010
- Moor Park Safeguarding and Child Protection Policy September 2026
- Moor Park Equal Opportunities Policy and SEND Policy
- Moor Park PSHCE Policy September 2025

This policy has been written by the the school's PSHCE Lead and approved by Senior Leadership. Parents and staff have been consulted and comments and suggestions considered. It is freely available to Parents and Staff and is published on the school website. The policy will be reviewed and sent to Parents annually.

The school also delivers statutory Health Education, including teaching on mental wellbeing, physical health, the impact of online behaviours, and the importance of maintaining a healthy lifestyle. This is integrated within the PSHCE curriculum and delivered in an age-appropriate manner.

Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. Moor Park is committed to providing high-quality, age-appropriate RSE (Relationships and Sex Education) that promotes the wellbeing, safety and personal development of all our pupils, preparing them for the opportunities and responsibilities of adult life. We endeavour to provide effective teaching that will support our pupils to cultivate positive characteristics including resilience, self-worth, self respect, honesty, integrity, courage, kindness and trustworthiness in accordance with our school values and Christian ethos. Our programme of RSE and PSHCE (Personal, Social, Health, Citizenship and Economic Education) aims to give them the education and tools needed to stay healthy and safe now and in the future.

We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities.

Through our teaching we are committed to promoting the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance. We are also committed to developing respect for our differences regarding the protected characteristics as laid out in the Equality Act of 2010: age, disability, gender reassignment,



pregnancy and maternity, marriage and civil partnership, race, religion, sex and sexual orientation. This respect for difference is taught in an age-appropriate, factual and sensitive manner, within the context of relationships and respect.

Relationships and Sex Education

The Department for Education statutory requirements make relationships education compulsory for all pupils receiving primary education and relationships and sex education compulsory for all pupils receiving secondary education. Personal, social, health and economic education (PSHE) continues to be compulsory in independent schools.

We therefore teach relationships education to all our pupils, teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe. Pupils will learn about:

- Families and People who care for Me
- Caring Friendships
- Respectful, kind Relationships
- Online safety, including understanding risks such as inappropriate content, online exploitation (including online grooming, sextortion and coercion), AI and how to seek help
- Being Safe

Topics are taught from Reception to Year 8, reflecting the developmental needs of our pupils. These topics are not addressed solely in PSHCE lessons. Moor Park has a whole school approach to helping pupils to build respectful, kind, healthy relationships with their friends, family and community. This kindness and respect is also expected to extend beyond our school, preparing pupils for their future as world citizens.

As part of the health and wellbeing curriculum, and supporting the work covered in those years in the Science curriculum, Year 5 and 6 pupils will cover Puberty and Adolescence during PSHCE lessons.

During Year 8 pupils are taught a module on relationships and sex education. Parents are informed in advance and made aware of lesson content. Parents have a right to request that their children are withdrawn from sex education. These lessons will cover:

- healthy relationships, relationship values and expectations
- recognising harmful relationship behaviours
- online relationships and digital behaviour
- communication skills (expressing boundaries, handling rejection and resolving conflict)
- consent
- respect and protected characteristics
- the law in relation to relationships, sex, consent, sharing of sexual images and forced marriages
- the choice to delay sex and the right to enjoy intimacy without sex
- contraception and its role in preventing pregnancy and sexually transmitted infections
- how to access help and support

Staff consider the needs of each year group and the age at which sex education is taught will continue to be evaluated. Parents will be consulted in advance if it is considered that this should take place before Year 8.



Roles and Responsibilities

- Board of Governors: Ensures compliance and approves the policy.
- Headteacher and Deputy Head: Oversee implementation, staffing and resources.
- PSHE Lead: Designs curriculum, liaises with parents.
- Teaching Staff: Deliver RSE safely and effectively.
- Designated Safeguarding Lead (DSL): Ensures RSE aligns with safeguarding.

Curriculum Design

Moor Park has developed a RSE curriculum with the following key principles in mind:

- Engagement with pupils
- Engagement and transparency with Parents
- Positivity
- Careful sequencing
- Relevance and responsiveness
- Skilled delivery of participative education, delivered in a factual, balanced and non-judgemental manner, enabling pupils to develop their own informed views within a safe and supportive environment.
- A whole school approach

RSE is an integral part of our whole school PSHCE education provision. It is age-appropriate, inclusive, SEND-accessible, evidence-based and follows a spiral curriculum. Lessons link to learning in other curricular areas where appropriate, especially Science, Citizenship and RS. The PSHCE Lead works closely with colleagues in other curriculum areas to ensure concepts introduced in RSE are reinforced in other subject lessons. Local or school data will inform teaching, when necessary, as will any current behaviour or concerns within school. Curriculum content may vary slightly from year to year to best reflect the needs of our pupils at the time.

Our RSE curriculum has been designed in line with all statutory requirements after consultation with Teachers, Parents, pupils, and Governors.

Individual lessons will be planned and delivered by the PSHCE teacher using a range of teaching methods and interactive activities.

The school may invite external providers who are specialists in a particular topic to help deliver elements of the curriculum. Currently we have a specialist who visits school annually to deliver online safety talks. The school doctor also speaks to Year 8; covering health and wellbeing as well as some aspects of relationship and sex education. Parents are informed in advance of these talks and visitors are vetted in line with the school's Safeguarding and Child Protection Policy.

We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND). Resources may need to be differentiated and, in some cases, pupils may need information talked



through individually. Staff teaching RSE liaise with the Head of Learning Support to ensure all pupils can access lessons successfully.

Learning is assessed and evidenced in various ways. Pupils may complete baseline activities that are then repeated at the end of a module to assess progress. The use of baseline activities also helps to inform teacher planning and to dispel any misconceptions revealed by the pupils' initial thoughts. Discussions, roleplay, short quizzes, tests and written work are also examples of how pupils' understanding is assessed. Assessment in RSE is formative and used to support learning. It does not seek to assess or judge pupils' personal beliefs or values.

Safe and Effective Practice

Lessons are delivered in safe, respectful environments with clear ground rules. Staff handle questions sensitively and follow safeguarding procedures. As with all PSHCE lessons, teachers and pupils will agree ground rules for working together in class. These will be revisited before lessons with sensitive relationship or sex education content. Distancing techniques are used to create a safe, depersonalised space for students to discuss sensitive topics by using scenarios, characters, or role-play instead of direct "I" statements.

Pupils may ask questions about topics which go beyond any sex education covered by the school or relate to sex education from which they have been withdrawn. In these cases, the teacher will use professional judgment to decide whether the question should be answered immediately, at a later date or not at all. The emphasis is on supporting the child. This may include asking a pupil to speak to their parents or a trusted adult, signposting to support services where needed, and recognising that children whose questions go unanswered might instead turn to inappropriate sources of information, including online.

Pupils are able to ask questions anonymously by writing questions anonymously in class or using the school Worry Box.

Openness and Engagement with Parents and Stakeholders

This policy has been produced through consultation with Governors, Teachers and Parents and is published for Parents on the school website. Parents are informed about relationship topics being taught via the PSHCE Programme of Study and the termly Curriculum Map published for Parents.

At Parents' Evenings, PSHCE folders are available for parents to see work completed in class and resources used. This is a good opportunity for parents to speak to the PSHCE Lead and gain a clear understanding of what is being covered in lessons. The PSHCE Lead is happy to provide copies of any teaching materials on any topics for parents to view if requested.

Year 8 parents are informed by email before teaching of the relationship and sex education topic. The importance of RSHE for wellbeing and safety is stressed and parents are invited to discuss any concerns with the PSHCE Lead. Year 8 Parents are sent copies of the resources to be used and details of lesson content.

Right to Withdraw from Sex Education



Parents may withdraw their child from sex education that goes beyond Science. They cannot withdraw from relationships or health education. Requests should be made in writing to the Headteacher. Before granting any request for withdrawal of a child from sex education, the Headteacher will discuss the request with Parents, to understand the request and to clarify the nature and purpose of the curriculum. This is likely to include discussing the benefits of sex education, and any detrimental effects of withdrawal, including social and emotional impacts on the child, and the likelihood that the child will hear their peers' version of what was said in class, which may not be accurate. This process will be documented to ensure a record is kept.

In Years 7 and 8, Headteachers may refuse request in exceptional circumstances, for example because of safeguarding concerns or a pupil's specific vulnerability. Any such decision would be made in the best interests of the child and recorded.

If a pupil is withdrawn from sex education, the pupil will receive appropriate, purposeful education during the period of withdrawal, often by joining another class for the duration of the RSE lessons.

Safeguarding

The curriculum is delivered by school staff who have the knowledge, skills and confidence to create a safe and supportive environment and to facilitate participative and interactive education which aims to support and not to alarm pupils. Pupils are taught how they can report any concerns and seek help, including to external services if they do not feel comfortable talking to school staff. They are also taught that AI and chatbots are not reliable or appropriate sources of personal advice or support, particularly in respect to relationships, health or emotional wellbeing. The school will emphasise that pupils should seek help from a trusted adult at home or in school when they have concerns or need support. Staff are aware that pupils with SEND may be more vulnerable than their peers.

RSE reinforces safeguarding by teaching consent, boundaries and safety. The teaching of RSE upholds the school's child protection, safeguarding and confidentiality protocols. Staff follow KCSIE and the school's Safeguarding and Child Protection Policy.

The teachers of RSE are aware that effective RSE can at times lead to a disclosure of a child protection issue and the teachers are clear how to report any concerns or disclosures to the DSL. Staff cannot guarantee confidentiality where there are safeguarding concerns. If staff have any concerns about a child's welfare, they should act on them immediately.

The DSL and PSHCE Lead work closely together to ensure that lesson content and delivery is appropriate for our pupils and strive to ensure that the needs of all our pupils are met.

Specialists who help deliver elements of the curriculum are vetted in line with the school's Safeguarding and Child Protection Policy. Lesson plans and resources will also be checked in advance to ensure that they are age and stage appropriate. Visitors or external agencies delivering RSE content who are not on the school's Single Central register will be fully supervised by a Moor Park staff member during the entirety of their visit. Those on the Single Central Register will have undertaken appropriate safeguarding/child protection training from the Designated Safeguarding Lead. Irrespective of the visitor's safeguarding status, a staff member will always be present during the RSE lesson delivery.

Staff Development



Staff receive RSE-specific training, safeguarding updates and curriculum guidance. The school is a member of the PSHE Association and benefits from their curriculum and teaching guidance to remain up to date with current legislation and good practice.

Monitoring, Reporting and Evaluation

The school's RSE provision is monitored and evaluated through observations, feedback and pupil voice. Pupil voice is influential in adapting and amending planned learning activities.

Assessment of RSE contributes to evaluation; adapting the curriculum and teaching to the needs of all pupils.

The PSHCE Lead will provide a report for the governors' board meeting at least once a year.

Policy Review

This policy is reviewed annually to ensure it remains compliant with current legislation and reflects best practice, as well as the needs of our pupils.

Next review: September 2027