



ASHVILLE

Relationships and Sex Education Policy

Member of staff responsible:

Head of PSHE

ISI Code 2

Last reviewed: January 2026

Next review due: January 2029

The policy requires Governor approval

Location: Every/Parent Portal/Website

Definition of Terms

AIDS	Acquired Immune Deficiency Syndrome
Citizenship	Citizenship education develops knowledge, skills and understanding that pupils need to play a full part in society as active and responsible members.
College	Ashville College, including the Boarding Houses, Ashville Acorns Pre-Prep (including Reception), Prep School, Senior School and Sixth Form
DfE	Department for Education
EYFS	Early Years Foundation Stage
FGM	Female Genital Mutilation
HIV	Human Immunodeficiency Virus
IVF	In Vitro Fertilisation
LGBT+	Lesbian, Gay, Bisexual and Transgender
PSHE	Personal Social and Health education
RSE	Relationships and Sex Education
STI	Sexually Transmitted Infection
Twinkl	PSHE Scheme in Prep School
Wellbeing	The state of being comfortable, healthy or happy

Policies to be read in conjunction with this policy

- Safeguarding and Child Protection Policy
- Anti-bullying Policy
- Equality and Diversity Policy
- Online Safety Policy
- Staff Code of Conduct
- PSHE Policy
- Intimate Care Policy
- Confidentiality Policy
- Keeping Children Safe in Education (KCSIE) (added for consistency with digital safeguarding emphases) 2025 (and subsequent annual updates)

This document updates the January 2025 policy to align with the Department for Education's revised RSHE guidance (published July 2025, effective September 2026).

Summary of Key Changes

- Alignment with DfE RSHE statutory guidance (July 2025) for implementation from September 2026.
- Added emphasis on preventing misogyny, sexual harassment and violence (VAWG).
- Expanded online safety: pornography, AI-generated deepfakes, scams, financial exploitation.
- Introduced suicide prevention content for secondary pupils (delivered safely by trained staff).
- New Personal Safety strand: roads, rail, water, and public spaces.
- Clarified LGBT content: primary encouraged to include same-sex parents; secondary integrates healthy same-sex relationships; facts and law on biological sex and gender reassignment.
- Strengthened openness with parents: proactive consultation and access to curriculum materials.
- Safeguarding updates aligned with KCSIE 2025 (online harms, image-based abuse, deepfakes).
- The policy review cycle updated: now every three years with interim technical updates.

1. Introduction

This policy is produced with regard to the Department for Education's statutory guidance *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (updated July 2025) and prepares for its introduction from 1 September 2026 and through consultation with staff, governing body, and with our pupils and parents.

The College will continue to review this policy regularly, consulting parents and pupils, and will ensure full alignment with the 2026 requirements; we will publish any material changes and share curriculum resources with parents on request (see 'Openness with parents' in Section 7).

This update emphasises new national priorities in RSHE, including preventing misogyny and sexual harassment/violence, strengthening online safety (e.g., pornography, AI-generated 'deepfakes', scams and data use), suicide prevention (secondary), and enhanced personal safety education (roads, rail, water, public spaces).

To ensure its use, this policy will be available for staff to refer to and to parents to read through the College website.

Ashville College is a caring community based on Christian principles whose purpose is to enable each pupil to develop their full potential both individually and in society 'as a person of infinite



worth to God'. The aim is consistent with establishing a caring community based on our core values, which are to be Valued, Open Minded, High Achieving, Confident, Inspired, Community Minded, Resilient and Prepared for Life. Further information can be found in the Mission Statement entitled 'Becoming better versions of ourselves'. This policy reflects the College's vision and values for our pupils.

The College has regard to the RSHE statutory guidance (2019, revised 2025) and relevant legislation, including the Children and Social Work Act 2017 and the 2019 Regulations. As an independent school, we also meet the Independent School Standards for PSHE and adopt the Health Education content as best practice.

Aims - Intent

This policy covers the College's approach to Relationship and Sex Education not only in lessons but through our College ethos, approach and commitment to equality both within and outside of the classroom. The College recognises that our pupils are living in an increasingly complex world and live their lives both on and offline seamlessly. This presents many positive and exciting opportunities, but also certain challenges and risks. The College will ensure that in this environment, pupils know how to be safe and healthy and how to manage their academic, personal and social lives in a positive way.

The College will teach Relationships and Sex Education sensitively and inclusively, with respect to the backgrounds and beliefs of all pupils and parents, always with the aim of providing pupils with the knowledge they need of the law and the legal implications of their actions.

Across the College, we will put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts including online. Senior School teaching will build upon the knowledge acquired in Prep School and develop further pupils' understanding with an increased focus on risk areas such as intimate relationships and sex.

We acknowledge that for children to embrace the challenges of creating a happy and successful adult life, they need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. We understand that high quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils to develop resilience, to know how and when to ask for help if needed.

We believe that this culture will help allow children to fulfil their potential in all aspects of their life: physically, academically, socially, morally and spiritually.

Secondary content integrates healthy same-sex relationships; primary is strongly encouraged to include same-sex parents when discussing families. Schools should avoid teaching contested views as fact.

We recognise that as a College we have a legal responsibility to provide a comprehensive Relationship Education and Health Education for all pupils receiving an education at Ashville College.

As part of the Education Act 2002 all schools must provide a balanced and broad-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the College whilst also preparing pupils for the opportunities, responsibilities and experiences of later life.

We recognise that we have a responsibility under the Equality Act 2010 to ensure the best for all pupils irrespective of, for example, disability, educational needs, race, nationality, ethnic or national origin, sex, gender reassignment, pregnancy, maternity, religion, sexual orientation or whether they are looked after children. As a result, the RSE policy for Ashville College must be sensitive to the different needs of individual pupils and may need to adapt and change as the pupils of the College change. Not only does the teaching need to be sensitive to these needs, but also to help the pupils realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours or prejudice-based language.

Relationships and Sex Education remains accessible for all pupils, with high-quality, differentiated provision for SEND.

Inclusivity is integral to our approach and LGBT+ matters will not be a stand-alone item but embedded in programmes of study and cross curricula.

Whilst as a College we are aware we need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive; equally it is essential that young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals. This must include clear, impartial scientific and factual information on matters such as: naming their body parts, puberty, menstruation, masturbation, the variety of family structures, gay marriage, gender reassignment, gender equality, sexuality, contraception, forced-marriage and FGM. Furthermore, all teaching should reflect the law as it applies to relationships, marriage, adoption and care.

The College acknowledges that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

In line with the 2025/26 guidance, our aims now explicitly include:

- Challenging online misogyny and the 'manosphere', including incel culture; building sexual ethics that go beyond consent to kindness, respect and positive masculinity/femininity.
- Addressing pornography critically and safely, with a safeguarding focus.
- Expanding online safety to include AI-generated deepfakes, fake/AI accounts, data use, online scams/fraud and gaming monetisation.
- Introducing personal safety education (roads, rail, water, public spaces) as a new strand within Health/Wellbeing.

Teaching suicide prevention safely in secondary

The College will consider how to safely address suicide prevention.

The College will consult mental health professionals and put in place high quality, evidence-based staff training before addressing suicide directly with secondary aged pupils, to ensure that staff have the knowledge and skills to do this safely. College teachers will use language and content that is accurate, straightforward and appropriate to the level of understanding of the class.

The College will ensure that teachers take particular care not to discuss instructions or methods of self-harm or suicide and avoid using emotive language, videos or images in order to avoid signposting pupils towards dangerous ideas and online content of which they may not previously have been aware.

The College will consider carefully when it is suitable to deliver suicide prevention content, taking into account the age, maturity, and personal experiences of pupils as well as the views of parents and the confidence and skills of teachers, recognising that pupils' emotional and cognitive maturity to understand this material increases across the early secondary years.

The College will take a similar approach to addressing eating disorders and self-harm.

Biological sex and the protected characteristic of gender reassignment

At Ashville we continue to promote respect for all; in line with the updated guidance, pupils are taught the facts and law about biological sex and the protected characteristic of gender reassignment. This will recognise that people have legal rights by virtue of their biological sex which are different from the rights of those of the opposite sex with the protected characteristic of gender reassignment. Pupils will also be taught to recognise that people with the protected characteristic of gender reassignment, as with the other protected characteristics, have protection from discrimination and should be treated with respect and dignity.

In teaching this, the College will be mindful that beyond the facts and the law about biological sex and gender reassignment there is significant debate, and the College will be careful not to endorse any particular view or teach it as fact. For example, the College will not teach as fact that all people have a gender identity. The College will avoid language and activities which repeat or enforce gender stereotypes. The College will avoid any suggestion that social transition is a simple solution to feelings of distress or discomfort.

The College will not use materials, whether produced by the College or provided by a third party, that use cartoons or diagrams that oversimplify this topic, that could be interpreted as being aimed at younger children, or that perpetuate stereotypes or encourage pupils to question their gender. The College will consult parents on the content of external resources, or those resources produced by the College, on this topic in advance and make all materials available to them on request.

3. Defining Relationships Education at Ashville College

Relationships and Sex Education is learning about the emotional, social and physical aspects of growing up, relationships, gender, sexuality and sexual health.

- It supports pupils gaining accurate information and forming positive beliefs, values and attitudes.
- It also gives pupils essential skills for building positive, enjoyable, respectful, loving and non-exploitative relationships, understanding consent and staying safe both on and offline.
- It enables them to take responsibility for their body, relationships, reproduction, sexual health and wellbeing.

- Additions reflecting 2026 guidance:
 - Primary: we cover different family structures and are encouraged to include same-sex parents when discussing families.
 - Secondary: we integrate healthy same-sex relationships across RSHE; pupils are taught about the facts/law on biological sex and gender reassignment, and the need to treat everyone with dignity and respect.

The Department for Education defines relationships education as, teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults. It is designed to build self-esteem and to explore personal identity.

Relationships Education helps pupils to understand the fact every human being is unique and has the right to be respected and feel safe. It helps children build their own support networks and have the confidence to ask for help when they feel unsafe. This is a required element of the Health Education Guidance.

In the Prep School, Relationships and Sex Education teaches children about the differences between a healthy and unhealthy relationship, different types of relationships, family structures, emotions, behaviours and interacting with others. RSE helps children to understand how different relationships work and teaches them how to have positive and satisfying relationships.

In EYFS, children are taught about consent; knowing how to ask for permission and that saying 'yes' or 'no' is OK. We teach about different types of families, how to look after ourselves and how to name external body parts. Discussing emotions is crucial in EYFS as children begin to build their emotional literacy skills and their own relationships. All lessons in EYFS are planned in response to the children's needs and topics/themes are regularly revisited. PSHE in EYFS is planned in a way to ensure that children meet the statutory Early Learning Goals, specifically the objectives for Personal, Social and Emotional Development and Physical Development.

4. Sex Education at Ashville College

Sex education is an opportunity to answer pupil's questions about where they came from, an opportunity to explore their own stories and to be clear about how a baby is conceived and formed as set out in the human life cycle. Furthermore, it should ensure that all children are prepared for both the physical and emotional changes of puberty including menstruation. Pupils need to understand how both male and female body's function and change as they grow into adults.

Sex Education is not compulsory for pupils in primary schools but in Prep School we choose to deliver this as part of our RSE curriculum. We continue to provide primary sex education (non-statutory) as part of a coherent RSE curriculum, ensuring content is age and stage appropriate and sequenced preventatively. Our main focus is on the biology of the human body, which is covered in Science and RSE lessons across the Prep School, covering topics such as external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals; in Year 6 we deliver sexual relationships, STIs, conception and contraception. Parents are informed the half term before our 'Growing up' topics, informing them about its content. Sex education in the Prep School is covered in five lessons throughout its scheme and parents have the right to withdraw their child from any of these five lessons. See Parents and Parental Right to Withdraw below. The Prep School uses the accurate terminology for genitalia and is used from EYFS. This allows children to learn the accurate names for their intimate

body parts helping them to understand the difference between good and bad secrets, how to set their own personal boundaries and what inappropriate touching is.

Delivered well, an RSE programme contributes to:

- a positive ethos and environment for learning
- safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school
- a better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships
- helping pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice
- reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying

In Senior School, we recognise that some parents may be uncomfortable with the thought of their children receiving sex education. Equally, we recognise it is completely natural for children to have questions about sex, their bodies and to be curious about where they came from. In the age of information where children have access to the internet through mobile technology, we believe it is better that they receive age-appropriate answers from us than it being left to their peers or the internet. Secondary provision strengthens teaching on sexual ethics, consent and the prevention of sexual harassment/violence, linked to national efforts to reduce VAWG. Online sexual harms (pornography, AI/deepfakes, sharing of intimate images) are treated as safeguarding issues and addressed explicitly and safely.

The College will give our pupils the learning that will enable them to live safe, fulfilled and healthy lives. This includes ensuring that they have the skills to keep themselves safe from harm and develop positive and healthy relationships, free from exploitation pressure or abuse.

5. Subject Content - Implementation

At Ashville we follow the statutory RSHE guidance (2019; revised July 2025 for introduction from 1 September 2026). With a whole-College approach. Programmes are sequenced using the guidance's *seven guiding principles* (engagement with pupils; engagement and transparency with parents; positivity; careful sequencing; relevant and responsive; skilled, participative delivery; and a whole school- approach). Further details regarding the subject content can be found in Appendix 2 of this document.

At Ashville College Relationships and Sex Education (RSE) will cover

- Families and People who Care for Me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe
- Intimate and Sexual Relationships including Sexual Health (Year 6 and Senior School only)
- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness

- Healthy Eating
- Drugs, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- Changing Adolescent Body (puberty)

Curriculum coverage (updated emphases):

- Relationships (Primary and Secondary): respectful relationships, including challenging misogyny and harmful gender stereotyping; healthy same-sex relationships (secondary); families (primary encouraged to include same-sex parents).
- Online relationships & wellbeing online: misogynistic influencers, pornography, AI deepfakes, fake/AI accounts, data use, scams/fraud, gaming monetisation/addiction, and the law on sharing indecent images.
- Health & Wellbeing: mental health with additional emphasis on grief, loss and loneliness; suicide prevention (secondary) taught safely by trained staff.
- NEW – Personal Safety: risks around roads, rail (incl. level crossings), water (incl. Water Safety Code), and public spaces.

Relationships, Sex and Health Education is delivered through Wellbeing lessons by a dedicated team of teachers who are confident in this role. In Prep School, RSE forms part of PSHE and is delivered as a discrete 45-minute lesson by class teachers. The order in which our PSHE topics are delivered in Prep School can change depending on maturity and need.

Ashville College works with its community to deliver Relationships and Sex Education to its pupils, and where relevant, age-appropriate guest speakers and external agencies are invited to share their knowledge and experience either directly with pupils or to support teachers. This includes Ashville's Medical Centre staff. All guest speakers and external agency staff are subject to safeguarding background checks and the College will take steps to ensure they have the appropriate knowledge and skills to deliver Relationships and Sex Education safely and in accordance with this policy.

We believe that by tackling children's questions around sex as part of a wider programme focused around relationships, family, self-awareness, emotional literacy, consent and personal boundaries, children will feel better able to engage in discussion and ask questions without embarrassment. Equally, tackling sex and reproduction in this way helps to promote positive messages and values around sex as well as children's relationship with their own bodies without shame or guilt and will develop respect for other people's body autonomy.

Pupils will be taught in mixed groups. By keeping children together in mixed groups, children will learn to talk openly without embarrassment in front of each other and we can foster better understanding and build positive relationships and respect for each other, regardless of gender.

There are regular opportunities to learn about E-safety and healthy relationships online. This is because boundaries, rights and responsibilities etc. It does not tackle online and offline as two separate entities. For children, growing up in a digital world there is an ever-increasing blurring of the lines between the two, the curriculum integrates online behaviours as it explores relationships, secrets, personal. This is now strengthened with explicit units addressing online misogyny, pornography, AI/deepfakes, and financial exploitation, in line with the updated guidance and KCSIE.

Teaching about the Law

There will be a range of opinions regarding some topics within RSE. The College will ensure that the applicable law will be taught in a factual way so that pupils are clear about their rights and responsibilities.

Pupils, at the appropriate age, will be made aware of the relevant legal provisions when relevant topics are being taught, including for example those relating to:

- [marriage, including forced marriage and civil partnerships
- consent, including the age of consent
- domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty
- sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour
- the Online Safety Act
- online behaviours including image and information sharing (including sexual imagery, youth-produced sexual imagery, nudes, etc, and including AI-generated sexual imagery and deepfakes). Pupils should understand the law about online sexual harassment and online sexual abuse including grooming and sextortion
- pornography
- abortion
- protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation)
- alcohol, smoking, vaping and nicotine products and illicit drug use
- gambling
- carrying knives and weapons
- extremism/radicalisation
- grooming or exploiting children into criminal activity, which can include gang involvement and county lines drug running
- hate crime
- the age of criminal responsibility
- medical consent, Gillick competence and parental responsibility.]

Openness with Parents

The College will take steps to pro-actively engage parents and make sure they are aware of what is being taught. These steps will include inviting parents into the College to discuss the curriculum content and the importance of relationships, sex and health education for wellbeing and safety, inviting them to discuss any concerns, and supporting parents in managing conversations with their children about these topics.

The College will show parents a representative sample of the resources that they plan to use, enabling them to continue conversations started in class, and will ensure that parents are able to view all curriculum materials used to teach on request. While parents cannot veto curriculum content, the College will consult with parents when developing this policy and they should be able to see what their children are being taught, especially in relation to sensitive topics, and the College will respond positively to requests from parents to see material.

There is a public interest in parents being given the opportunity to see materials used in relationships, sex and health education if they would like to. Therefore, when contracting with external providers, the College will not agree to any contractual restrictions on showing parents any content that the College will use.

6. Answering Children's Questions

At Ashville we recognise that an RSE/PHSE can be: (Twinkl 2021)

- a disclosing classroom
- an emotional classroom
- an opinionated classroom
- an embarrassing classroom

Policies: If at any time, you have concerns about a child's safety or wellbeing, consult the College's Safeguarding and Child Protection policies.

Rules: Remind children of their class agreement and ground rules for discussion.

Expect: Anticipate sensitive issues and plan how you will respond in the event of a spontaneous disclosure, so you are prepared to protect children from revealing personal information to others, while not discouraging them from seeking support.

Procedures: Ensure that all children know what steps to follow to seek help and support if they feel uncomfortable or anxious during or after the lesson, within and outside of school.

Ask: Encourage children to ask any questions they may have, before, during or after the lesson, and provide a Question box for children to submit questions anonymously if they prefer.

Respond: Always set aside time to explore any questions that are raised, either with the whole class, or separately if more appropriate.

Enable: Be aware of any individual circumstances that may mean that children need extra support to enable them to participate in the lesson.

At Ashville, we are aware that children are likely to have many questions that may occur at any time. Children tend to ask whatever is on their mind. We see this as a positive point and a sign that we have created a safe environment where children feel empowered to feed their natural curiosity and learn about themselves, their bodies and the world around them. However, we acknowledge that some parents may feel uncomfortable about how particular questions may be dealt with in class.

We believe that if children ask a question, they deserve an answer. If ignored they merely build unnecessary barriers, making children think they have done something wrong; they are unlikely to ask again, and are instead left to seek their answers from less reliable or child friendly sources, due to shame. However uncomfortable the question may be, the thought is already in their head. It is much better that we, as safe adults, take responsibility and tackle the question safely and age appropriately.

Dealing with children's questions age appropriately will be done as follows:

- Children will be praised for asking questions. We wish to encourage children to seek answers from safe adults.



- If a question is relevant to the whole class, we will answer it to the whole group.
- However, as with any other subject, there may occasionally, be the need to differentiate depending on children's knowledge and experience. Some children may need additional information or support compared to others.
- If a child asks a question that is not necessarily suitable for the entire class, we will respond, by saying: 'that is a fantastic question, hold that thought, I am going to set everyone some work and I will come and talk to you and answer your question in a minute when everyone else is working'.
- If the member of staff doesn't have an answer or doesn't know, they will say so. There is no shame in not knowing the answer, but the member of staff should make an effort to help the child to find the answer later.
- If the member of staff is not sure how best to answer a particularly tricky question, our suggested response is: 'That is a brilliant question, I would like to give you an equally brilliant answer, so let me have a think about it and once I know the best way to explain it clearly, I will come back to you'.
- This will allow teaching staff time to think, seek help, advice or support from colleagues, or to speak to a member of the Senior Leadership Team.
- If a child asks a question, we know parents may be uncomfortable with, staff may choose to delay answering the question (as above) until they have spoken to the parent/guardian if possible and talk through their response.
- Teachers will answer questions, openly, honestly, scientifically and factually without relying on their own personal beliefs. Teachers will not be expected to answer personal questions about themselves or to ask direct personal questions of their pupils that could make either party vulnerable.
- Pupils will be able to ask questions anonymously if they prefer, via a question box located in the classroom.
- Pupils may also ask a question at the end of the lesson if they do not feel comfortable speaking in front of the class.
- Staff will use safe messaging- principles for topics such as suicide prevention and sexual violence; content is delivered by trained staff with clear signposting.
- Where online sexual harms (e.g., deepfakes or sharing intimate images) are disclosed, these are treated as safeguarding concerns and managed under KCSIE.

7. Parents and Parental Rights to Withdraw

We believe that successful teaching around RSE can only take place when parents and the College work together. Especially, considering we both want children to grow up safe and happy in healthy relationships, with the ability to manage their emotions and speak up when they feel unsafe.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Before granting any request for withdrawal of a child from sex education, the Head will discuss the request with parents, and the child if appropriate, to understand the request and to clarify the nature and purpose of the curriculum. This will 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. The College will document this process to ensure a record is kept.

The College recognise under the guidance for Relationship Education, Relationship & Sex Education and Health Education (DfE 2025), the statutory position remains that primary relationships education and secondary RSE are compulsory, with parents retaining the right to request withdrawal from sex education that goes beyond the science curriculum (secondary), and from elective primary sex education where offered. In Prep School, parents have the right to withdraw from any of the five sex education lessons but not from the Relationships, PSHE or Science curriculum, which covers human development, plant and animal reproduction or relationships. Any parent wanting to remove their child from this lesson should contact the Deputy Head of Prep School, who will find suitable work for the child to complete at this time

For the avoidance of doubt, the Head will automatically grant a request to withdraw a pupil from primary sex education, other than content that is taught as part of the science curriculum. In secondary, the Head can refuse a request in exceptional circumstances, for example because of safeguarding concerns or a pupil's specific vulnerability.

From three terms before the pupil turns 16, a pupil can choose to opt back into sex education even if their parent has requested withdrawal. For example, if a pupil turns 16 during the autumn term, the pupil can opt back into sex education at any time after the start of the previous autumn term. The College will ensure that pupils know they have this option.

If a pupil is withdrawn from sex education, it is the College will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Parents do not have the right to withdraw their pupils from relationships and health education, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction.

Everyone has relationships with others, and most pupils will develop sexual relationships at some point in their lives. Relationships education should equip pupils with the knowledge and skills they need to act with kindness and respect in all their relationships as they grow into adulthood, to enjoy their relationships, and to keep themselves and others safe.

Relationships education will focus on how to form and sustain positive relationships but will also help children identify risks and harms. Relationships education may therefore include topics related to preventing sexual abuse, for example, or avoiding sharing inappropriate material online. This can be done without describing the detail of any sexual activity involved. Similarly, good safeguarding practice requires young people to understand the correct terms for different parts of the body and to be able to confidently use these terms. This can be provided as part of health education in primary, without describing any detail of sexual activity.

Openness with parents: In line with the updated guidance, we will proactively consult parents, publish our RSE policy on the College website, and provide access to the materials we use upon request.

https://assets.publishing.service.gov.uk/media/68b8499e11b4ded2da19fd92/Relationships_education_relationships_and_sex_education_and_health_education_-_statutory_guidance.pdf

8. Policy on Menstruation

The College recognises that the onset of menstruation can be a confusing or distressing time for children if they are not prepared. As a College we acknowledge we have a responsibility to prepare children for menstruation and make adequate and sensitive arrangements to help children manage their period. We address menstrual wellbeing within Health Education, ensuring teaching takes place before the likely onset of puberty, and signpost support sensitively.

As part of these lessons all children will be told about menstruation and there will be discussion of what periods are, explanation of other symptoms associated with periods, how they can be managed hygienically, and sensitively.

Menstruation is a healthy biological function. It should not be something that a person is made to feel embarrassed, shameful or be teased about.

During lessons where puberty and menstruation are discussed, we will take the opportunity to highlight the location of sanitary bins available in College, and how these are to be used. Children are informed about the different ways they are able to manage their periods, and these include more sustainable options such as period pants, reusable sanitary pads and tampon applicators, and menstrual cups alongside the disposable kind.

In College we always have menstruation essentials available, such as sanitary products, spare underwear and plastic bags to wrap up underwear if necessary. Children will be made aware of where these are kept and how they can be accessed through designated members of staff.

When school trips or residential visits are arranged, provision to deal with a child's period needs to be considered and added to the risk assessment.

9. Safeguarding Children

The College recognise that discussions about sensitive topics in relationships, sex and health education can lead to increased safeguarding reports. All staff should follow the College's Safeguarding and Child Protection policy and Keeping Children Safe in Education (KCSIE) if they have concerns that a pupil is being neglected or abused, including those who have seen, heard or experienced the effects of domestic abuse.

The College's Safeguarding and Child Protection policy and KCSIE provides a strong safeguarding framework and is clear on the actions the College should take if there are any concerns about a child or young person's wellbeing and/or safety.

College staff are aware of mandatory reporting duties, including relating to FGM, and that virginity testing and hymenoplasty became illegal in 2022. The College is also mindful that the Government is also introducing a new law which will create a legal requirement for anyone in regulated activity relating to children in England, including teachers, to report if they are made aware a child is being sexually abused. If any lessons are delivered by external agencies, the College will agree in advance of the session how a safeguarding concern would be dealt with by the external visitor.

Where College staff have any concerns about a child's welfare, they must act on them immediately. Part 1 of KCSIE, and the College's Safeguarding and Child Protection policy set out the process staff should follow when they have concerns about a child. College staff should handle personal information with due care and know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or deputy). College Staff should never

promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child. The College will ensure that pupils understand how confidentiality will be handled in a lesson and what might happen if they choose to make a report, about themselves or a peer. The College will also ensure pupils understand where they can report any concerns and seek help, including to external services if they do not feel comfortable talking to College staff.

If staff at the College have a concern about a risk of pupils experiencing or perpetrating harms, they should follow the College's Safeguarding and Child Protection policy and speak to the designated safeguarding lead (or a deputy). The designated safeguarding lead will have knowledge of trusted, high-quality local support that could be engaged, links to the police and other agencies and awareness of local issues which it may be appropriate to address in lessons.

The College is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable, how they can keep themselves safe, how to share a concern and make a complaint. All pupils are informed that we have a Designated Safeguarding Lead (DSL) as well as Deputy DSLs with responsibility for child protection and who these staff are. We inform pupils of whom they might talk to, both in and out of College, their right to be listened to and heard, and what steps can be taken to protect them from harm. (Please refer to our Child Protection Policy for further details).

When teaching any sensitive topic, such as RSE which deals with family life, safe and appropriate touching, personal body parts and healthy relationships, we recognise the potential to uncover incidents of abuse through children's disclosures.

All members of staff who deliver any of our Relationship or Sex Education Programme, have statutory training around safeguarding children and are all aware of our College's Child Protection Policy and procedures in the case of a disclosure or suspicion of a safeguarding concern.

It is our practice to review safeguarding procedures regularly. Furthermore, if relevant, there may be conversations around protecting and supporting children for whom some of this work may make them vulnerable due to previous safeguarding concerns, past child protection investigations, ongoing concerns or changes in family or living situations if these may be triggered by scenarios or topics in their planned lessons.

We recognise that for children who may be vulnerable due to past or present abuse or changes in family situations, there may be a need to adapt the programme or offer additional support. It is also a protective factor in preventing further abuse, to help them make sense of their experiences and essential to help them develop skills and resilience to keep them safe in future.

Digital safeguarding

- We align with KCSIE 2025 on online harms, including pornography, online misogyny, misinformation/disinformation, and AI generated- deepfakes, recognising these as safeguarding concerns.
- Reports of sexual harassment/violence (including online abuse and image based- abuse/deepfakes) are handled under Part 5 of KCSIE and our Child Protection and Online Safety policies.

- Our curriculum and staff training support the government's wider mission to prevent violence against women and girls (VAWG), including strengthened RSHE content and teacher development announced in December 2025.

10. Assessment and Evaluation - Impact

Assessment of PSHE, which includes RSE is not about assessing someone's 'character or behaviour' but the extent to which they are progressing in their learning, their on-going learning needs and the impact the learning is having on the pupils. It is important that the children's learning is assessed because assessment increases 'motivation and improves learning; it provides feedback about pupils' progress and achievements, and how their learning might be improved; it helps pupils to reflect on and identify what they have learned and what they need to do to continue their learning; it allows the leadership team, governors and school inspectors to see the impact the provision is having for pupils and whole College outcomes' (PSHE association 2016).

Assessment in RSE needs to establish: What children already know and understand? What have they misunderstood? What gaps they have in their knowledge and what preconceptions/prejudices may have to be challenged.

The PSHE association argues that the model of assessment that is most meaningful for PSHE/RSE is 'ipsative assessment' when a pupil compares their own results against their previous results in a similar way to an athlete measuring today's performance against their own previous performance.

Regular, formative assessment of pupils' progress against the intended learning outcomes is important to ensure that learners are making expected progress and to inform planning for subsequent lessons and units of work. Pupils are continually assessed against the intended learning outcomes. The North Yorkshire Entitlement Framework is structured in such a way that each concept is revisited at least on an annual basis, in an age-appropriate way (a spiral approach) which allows for all children's needs to be addressed effectively based on previous assessment information.

In the Prep School, children's work is captured (where possible) in individual PSHE exercise books and children are encouraged to reflect on their learning using pre- and post-assessment as part of each unit of work. Progress of children's knowledge and understanding is tracked by class teachers, but this does not assess a child's character or behaviour.

We will quality assure new/updated strands (e.g., online misogyny, personal safety, suicide prevention) through baseline/post- learning- measures and pupil/parent feedback, and report to governors annually during the transition to the 2026 guidance.

There are no external examinations for Wellbeing, PSHE or RSE.

11. References

<https://pshe-association.org.uk/resources-home>

nyes@northyorks.gov.uk Claire Barrowman

www.nyeducationalservices.co.uk

[Relationships and Sex Education \(RSE\) \(Secondary\) - GOV.UK \(www.gov.uk\)](#)

[Relationships and sex education \(RSE\) and health education - GOV.UK](#)



[Relationships Education, Relationships and Sex Education and Health Education guidance](#)

[Written statements - Written questions, answers and statements - UK Parliament](#)

[Sex and relationships education: The main changes for 2026](#)

[New RSHE guidance: everything schools need to know | Tes](#)

[Statutory RSHE Curriculum Guidance for Schools \(1\).pdf](#)

[Keeping children safe in education 2025](#)