

MEADOWCROFT SCHOOL POLICY

Relationships and Sex Education Policy

Date Approved	September 2025
Next Review	September 2026
Owner Name	Nicola Browning
Owner Job Title	Head of Education: Upper School

Relationships and Sex Education Policy

Intent

This policy supports a whole-school approach to RSHE within the curriculum and throughout the life of the school and its community. It is consistent with:

- The Children and Social Work Act 2017
- The statutory RSHE guidance (DfE 2025, effective September 2026)
- The **Independent School Standards (ISS) framework**
- The **Independent Schools Inspectorate (ISI) framework**, which requires RSHE and PSHE to support pupils' spiritual, moral, social and cultural development (SMSC).

Our intent is to provide a curriculum that:

- Equips pupils with the knowledge, skills and values to build healthy, respectful relationships both online and offline.
- Develops resilience, wellbeing and the capacity to manage risk.
- Promotes personal safety and safeguarding awareness in line with statutory and inspection frameworks.
- Is responsive to **individual pupil flightpaths**, ensuring that progression is personalised and outcomes can be measured against starting points.
- Provides cross-curricular and thematic learning opportunities in upper secondary, supporting preparation for life beyond school.

Aims & Objectives

The aims of RSHE at our school are to:

- Provide a safe and respectful framework for sensitive and age-appropriate discussion.
- Prepare pupils for puberty, reproductive health and gynaecological wellbeing (including menstruation, menopause and related conditions).
- Develop confidence, empathy, resilience and respect for self and others.
- Equip pupils with skills to manage peer and online pressure, harassment, and harmful attitudes.
- Ensure pupils can recognise and challenge discrimination, sexism, misogyny and VAWG (Violence Against Women and Girls).
- Develop digital literacy to identify online risks, misinformation, deepfakes, and sextortion.
- Provide knowledge of the law in relation to relationships, consent, sexual health, and online safety.

Statutory and Regulatory Frameworks

This policy is guided by:

- The Children and Social Work Act 2017
- The statutory RSHE guidance (DfE 2025)
- The **Independent School Standards (ISS)**, which require schools to support the welfare, personal development, and preparation of pupils for adult life.
- The **ISI framework**, which evaluates PSHE and RSHE delivery, ensuring it is appropriate, age-sensitive, inclusive, and prepares pupils for the opportunities and responsibilities of adult life.

Definition

RSHE is about the emotional, social, cultural and physical development of pupils. It covers:

- Relationships and families in all their forms
- Sexual health and reproduction (secondary)
- Mental wellbeing, resilience, bereavement and coping strategies
- Healthy lifestyles, substance use and vaping
- Personal safety and safeguarding (including travel, fire, water and rail safety)
- Digital behaviours and online safety (including risks from AI, scams, sextortion and deepfakes)

RSHE is not the promotion of sexual activity.

Implementation

Delivery of RSHE

- RSHE is taught within the **Personal, Social, Health and Economic (PSHE)** curriculum.
- In **upper secondary sites**, RSHE and PSHE are delivered **cross-curricularly** under the subject name **“Personal Development”**. Lessons are:
 - Planned using a **thematic approach**
 - Designed to connect key subjects (RSHE, PSHE, Citizenship, Careers, Safeguarding) in a **concrete, practical and relevant** way for pupils.
 - Aligned with pupils’ **individual flightpaths** to ensure teaching is tailored, accessible and measurable in terms of personal progress.
- Biological aspects of RSHE are delivered through science.
- Staff delivering RSHE are trained and supported with clear frameworks and resources.
- External providers are carefully vetted to ensure compliance with statutory guidance and safeguarding.

Secondary Focus Areas

- Families and respectful relationships
- Online and media influences (including AI, privacy and deepfakes)
- Being safe (harassment, exploitation, grooming)
- Intimate and sexual relationships, including sexual health and contraception
- Mental health, loss and change
- Gynaecological health (including menstruation and menopause)
- Substance use, including vaping and smoking
- Gender, biological sex, and the law (taught factually, without endorsing contested views)

Roles and Responsibilities

Governing Board

- Approves and monitors this policy.
- Ensures RSHE complies with statutory and ISS/ISI expectations.

Headteacher

- Ensures RSHE is consistently delivered, resourced, and aligned with ISS and ISI requirements.
- Manages withdrawal requests.

Staff

- Deliver RSHE sensitively, inclusively and factually.
- Align teaching with pupils' **flightpaths**.
- Respond to safeguarding disclosures appropriately.

Lead RSHE Teacher

- Oversees the thematic and cross-curricular delivery of RSHE in upper secondary.
- Provides guidance and CPD for staff.

Pupils

- Expected to engage respectfully and contribute positively.

Parents' Right to Withdraw

- Parents may withdraw their child from non-statutory sex education in secondary up to three terms before the child's 16th birthday.
- After this, pupils may opt-in themselves.
- Requests must be made in writing to the Headteacher.

Safeguarding and Sensitive Issues

- RSHE supports the school's safeguarding responsibilities under KCSIE.
- Staff will handle disclosures sensitively and refer concerns to the DSL.
- Topics such as mental health, self-harm and suicide are taught with safe messaging protocols.

Impact & Assessment

Assessment methods include:

- **Personal Development Tracker** baselines at the start of the year, revisited annually.
- Progress measured against **individual pupil flightpaths**.
- Formative and summative assessment built into the RSHE programme.
- Pupil self-assessment and reflective activities.
- Tracking attendance/engagement for those absent.

Impact is monitored through:

- Lesson observations, learning walks and scrutiny
- Pupil voice and surveys
- Review of individual progress against flightpaths

Monitoring and Review

- This policy will be reviewed every two years, or sooner if required by statutory or inspection changes.
- Next review: **July 2026**.
- Governors, staff, parents and pupils will be consulted in policy development.

Appendix 1: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	<i>Include notes from discussions with parents and agreed actions taken.</i>