



RSE (Relationships and Sex Education) Policy

Conquest School



Policy Author:	Simon Reynolds, Headteacher
Date:	June 2025
Ratified by Chair of Proprietors:	June 2025
Review Date:	September 2026



Contents

1. Introduction and Context	3
2. Legal Framework	3
3. Scope:	4
4. Guiding Principles.....	4
5. Curriculum Content and Age-Appropriate Delivery.....	5
5.1 Phase 1: Primary Phase (Ages 7-11).....	5
5.2 Phase 2: Secondary Phase (Ages 11-16)	7
5.3 Phase 3: Post-16 Phase (Ages 16-1G).....	9
6. Differentiation and SEND Considerations	10
6.1 Our approach across all age phases includes:	10
6.2 Age-Specific SEND Considerations Primary Phase (7-11):	11
6.3 Secondary Phase (11-16):	11
6.4 Post-16 Phase (16-1G):.....	11
7. Teaching Methods and Resources.....	11
7.1 Delivery	11
7.2 Age-Appropriate Resources	12
7.3 External Visitors	13
8. Parental Engagement and Right to Withdraw.....	13
8.1 Parental Engagement	13
8.2 Right to Withdraw	13
9. Post-16 Phase (Ages 16-1G):	14
10. Our Process (All Phases):	15
11. LGBTQ+ Content.....	15
12. Age-Appropriate Delivery:	15
13. Safeguarding	16
14. Age-Specific Safeguarding Considerations:	16
15. Staff Training and Support	17
15.1 Staff Training:	17
15.2 Staff Support:	17



16.	Monitoring and Evaluation	18
16.1	Success Criteria:	18
17.	Roles and Responsibilities.....	18
17.1	Headteacher:.....	18
17.2	RSE Lead:	18
17.3	Phase Leaders:	19
17.4	All Staff:	19
17.5	Governors/Proprietors:	19
17.6	Parents/Carers:	19
17.7	Pupils:	19
18.	Transition Between Phases	19
18.1	Primary to Secondary Transition (Ages 10-12):	20
18.2	Secondary to Post-16 Transition (Ages 15-17):	20
19.	Complaints Procedure	20
	Appendix A: Curriculum Overview by Age Phase	20
	Appendix B: Parent Consultation Record	20
	Appendix C: Key Contacts RSE Lead:	21

1. Introduction and Context

This Relationships and Sex Education (RSE) policy sets out Conquest Schools approach to delivering high-quality, evidence-based RSE that meets the needs of our pupils aged 7-19 years and complies with statutory requirements.

As an independent school, we must follow the new guidance from September 2026, but we can begin implementing it earlier if we wish. This policy reflects the requirements of the updated statutory guidance published in July 2025.

High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness. Relationships and Sex Education Statutory Guidance

Given our unique age range spanning primary through post-16, our curriculum is carefully sequenced to ensure age-appropriate, developmentally suitable content that builds progressively from age 7 through to 19.



2. Legal Framework

As an independent school, all the requirements for RSE apply, except health education isn't compulsory, because we're already required to provide PSHE.

This is statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. Schools must have regard to the guidance, and where they depart from those parts of the guidance which state that they should (or should not) do something they will need to have good reasons for doing so.

3. Scope:

We must have an RSE policy in place and we must:

- Proactively engage and consult parents/carers when we develop and review it
- Publish our RSE policy on our school's website, and provide a copy to anyone who asks for one

This policy has been developed in consultation with:

- Parents and carers across all age groups
- Pupils (using age-appropriate consultation methods)
- Staff members teaching across the 7-19 age range
- Governors/Proprietors
- Relevant external agencies and specialists, including those with expertise in SEND

4. Guiding Principles

Our RSE curriculum is developed with the following key principles in mind:

- a. **Engagement with pupils.** An inclusive and well-sequenced RSHE curriculum should be informed by meaningful engagement with pupils to ensure that the curriculum is relevant and engaging.
- b. **Engagement and transparency with parents.** Schools should engage with parents on the content of RSHE and be transparent with parents about all materials used in RSHE.
- c. **Positivity.** Schools should focus on building positive attitudes and skills, promoting healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health.
- d. **Careful sequencing.** Schools should cover all statutory topics, recognising that young people can start developing healthy behaviour and relationship skills as soon as they start school. Schools should sequence teaching so that pupils are supported and



equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms.

- e. **Relevant and responsive.** Schools should develop the curriculum to be relevant, age and stage appropriate and accessible to pupils in their area.
- f. ****Skilled delivery of Relationships and Sex Education Statutory Guidance**

Additional principle for our 7-16 age range:

- g. **Developmental appropriateness.** Given our wide age range, we ensure content is carefully differentiated and sequenced to meet the developmental needs of pupils from early primary through to post-16, with clear progression pathways that build on prior learning.

5. Curriculum Content and Age-Appropriate Delivery

Our RSE curriculum is structured into three key phases to reflect the developmental stages of our pupils:

Phase 1: Ages 7-11 (Primary Phase)

Phase 2: Ages 11-16 (Secondary Phase) Phase 3: Ages 16-16+ (Post-16 Phase)

5.1 Phase 1: Primary Phase (Ages 7-11)

For pupils in this age group, we focus on Relationships Education as the foundation for later learning.

Families and People Who Care for Me

Pupils will learn:

- That families are important for children growing up safe and happy
- The characteristics of safe and happy family life
- That the families of other children sometimes look different from their family, but that they should respect those differences
- That stable, caring relationships are at the heart of safe and happy families
- That marriage and civil partnerships represent a formal and legally recognised commitment
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help

Caring Friendships

Pupils will learn:

- How important friendships are in making us feel happy and secure
- That healthy friendships are positive and welcoming towards others
- That not every child will have the friends they would like at all times



- The characteristics of friendships that lead to happiness and security
- That most friendships have ups and downs
- How to manage conflict
- How to recognise when a friendship is making them feel unhappy and how to get support

Respectful, Kind Relationships

Pupils will learn:

- How to pay attention to the needs and preferences of others
- The importance of setting and respecting healthy boundaries
- How to communicate effectively and manage conflict with kindness and respect
- That they can expect to be treated with respect by others
- Practical steps they can take to improve or support their relationships
- The conventions of courtesy and manners
- The importance of self-respect
- The different types of bullying and how to get help
- What a stereotype is and how to challenge stereotypes
- How to seek help when needed

Online Safety and Awareness

Pupils will learn:

- That people should be respectful in online interactions
- How to critically evaluate their online relationships and sources of information
- How to recognise harmful content or harmful contact, and how to report this
- That there is a minimum age for joining social media sites (currently 13)
- The importance of exercising caution about sharing information online
- Online risks, including that material provided online might be circulated
- That the internet contains inappropriate and upsetting content

Being Safe

Pupils will learn:

- What sorts of boundaries are appropriate in friendships
- The concept of privacy and its implications
- That each person's body belongs to them
- How to respond safely and appropriately to adults they may encounter
- How to recognise when a relationship is harmful or dangerous
- How to report abuse, concerns or feelings of being unsafe
- How to ask for advice or help for themselves or others

Sex Education (Optional for Primary)



Sex education is not compulsory in primary schools, but we recommend that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. Relationships and Sex Education Statutory Guidance

For pupils aged 9-11 (Years 5-6), we will teach age-appropriate sex education covering:

- The main changes which take place in males and females during puberty
- The facts about puberty and the changing body
- Basic facts about menstruation and preparation for periods
- That puberty is a natural part of growing up

Parents will be consulted about this content and have the right to withdraw their child from sex education (but not from relationships education or science curriculum content).

5.2 Phase 2: Secondary Phase (Ages 11-16)

RSE in secondary should provide a clear progression from primary relationships education. RSE should provide young people with the information they need to develop healthy, safe and nurturing relationships of all kinds. This should include the knowledge they need in later life to keep themselves and others safe, and how to avoid sexually transmitted infections and unplanned pregnancies.

Relationships and Sex Education Statutory Guidance

Pupils will continue to develop knowledge from the primary phase and additionally cover:

Families

- That there are different types of committed, stable relationships
- How these relationships might contribute to wellbeing
- Why marriage or civil partnership is an important relationship choice for many couples, including the legal status
- That 'common-law marriage' is a myth
- That forced marriage and marrying before the age of 18 are illegal
- How families and relationships change over time
- The roles and responsibilities of parents with respect to raising children
- How to judge when a relationship is unsafe and where to seek help

Respectful Relationships

- The characteristics of positive relationships of all kinds, including romantic relationships
- How to evaluate their impact on other people and treat others with kindness and respect
- The importance of self-esteem, independence and having a positive relationship with oneself
- What tolerance requires
- The practical steps pupils can take to support respectful and kind relationships



- The different types of bullying and how to get help
- Skills for ending relationships with kindness
- The role of consent, including in romantic and sexual relationships, and that ethical behaviour goes beyond consent
- How stereotypes, particularly based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage
- How inequalities of power can impact behaviour within relationships
- How pornography can negatively influence sexual attitudes and behaviours
- How some sub-cultures (including "involuntary celibates" or incels) might influence understanding of sexual ethics

Online Safety and Awareness

- Rights, responsibilities and opportunities online
- Online risks and how to protect personal information
- The characteristics of social media, including fake accounts and AI-generated content
- That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves
- What to do when concerned about material that has been circulated
- About the prevalence of deepfakes including videos and photos
- That the internet contains inappropriate and upsetting content
- How to identify when technology is used as part of bullying or abusive behaviour
- That pornography often presents a distorted picture of people and their sexual behaviours
- How information and data is generated, collected and shared online
- About risks of sextortion and how to seek support
- About AI chatbots and the importance of critical thinking

Being Safe

- How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships and early sexual relationships
- That kindness and care for others requires more than just consent
- How to identify and resist pressure in relationships, including sexual pressure
- How to determine whether other people or sources of information are trustworthy
- How to increase personal safety in public spaces
- What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable
- That sexual harassment includes unsolicited sexual language, attention and/or touching, taking and/or sharing intimate images without consent, and upskirting
- The concepts and laws relating to sexual violence, including rape and sexual assault
- The concepts and laws relating to harmful sexual behaviour
- The concepts and laws relating to domestic abuse
- That fixated, obsessive, unwanted and repeated behaviours can be criminal



- The concepts and laws relating to harms which are exploitative, including sexual exploitation and grooming
- The concepts and laws relating to forced marriage
- The physical and emotional damage caused by FGM, virginity testing and hymenoplasty, and the law around these
- That strangulation and suffocation are criminal offences
- That pornography presents some activities as normal which many people do not engage in, some of which can be harmful
- How to seek support for worrying or abusive behaviour
- Intimate and Sexual Relationships, including Sexual Health
- That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive
- The law about the age of consent
- Sexual consent and their capacity to give, withhold or remove consent at any time
- That kindness and care for others require more than just consent
- That all aspects of health can be affected by choices in sex and relationships
- That some sexual behaviours can be harmful
- The facts about the full range of contraceptive choices, efficacy and options available
- Information on pregnancy options (with medically and legally accurate, impartial information on all options)
- How STIs including HIV/AIDS are transmitted and how risk can be reduced through safer sex
- The use and availability of PrEP and PEP and how to access them
- About the prevalence of some STIs and key facts about treatment
- How the use of alcohol and drugs can lead to risky sexual behaviour
- How and where to seek support for concerns around sexual relationships

5.3 Phase 3: Post-16 Phase (Ages 16-1G)

For our older pupils, RSE builds on previous learning and prepares them for adult life and independence. Content is delivered with greater depth and maturity, recognising pupils' developing capacity for independent decision-making.

Advanced Relationship Skills

- Developing and maintaining healthy adult relationships
- Understanding power dynamics in relationships
- Recognising and addressing unhealthy relationship patterns
- Skills for conflict resolution and relationship repair
- Understanding the legal and emotional aspects of cohabitation, marriage and civil partnerships
- Preparing for potential future parenting responsibilities

Sexual Health and Wellbeing

- Comprehensive understanding of contraception options and sexual health services



- Accessing sexual health services independently and confidentially
- Understanding consent in adult relationships, including ongoing consent
- Recognising and responding to coercive and controlling behaviour
- Understanding the impact of pornography on expectations and relationships
- Developing a positive and healthy approach to sexuality

Safeguarding and Support

- Recognising domestic abuse and where to get help
- Understanding stalking and harassment laws
- Supporting friends who may be experiencing abuse
- Accessing adult support services
- Understanding legal responsibilities regarding sexual behaviour
- Preparing for independent living and personal safety

Online Safety for Young Adults

- Managing digital footprint and online reputation
- Understanding data privacy and protection
- Recognising online scams and exploitation targeting young adults
- Healthy use of dating apps and online platforms
- Understanding the permanence of online content
- Critical evaluation of online information about relationships and sex

Transition to Adulthood

- Accessing adult healthcare services, including sexual health clinics
- Understanding rights and responsibilities in adult relationships
- Managing relationships in workplace and social settings
- Understanding the law as it applies to adults
- Developing independence in decision-making about relationships and sexual health

6. Differentiation and SEND Considerations

Teaching should be developed to ensure these subjects are accessible for pupils with SEND and prepare pupils for adulthood, as set out in the SEND code of practice: 0 to 25 years. Schools should be aware that pupils with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other issues. RSHE can be particularly important for these pupils, particularly those with social, emotional and mental health needs or learning disabilities. Relationships and Sex Education Statutory Guidance

6.1 Our approach across all age phases includes:

General SEND Adaptations

- Individualised learning plans reflecting each pupil's developmental stage, not just chronological age



- Use of visual aids, social stories, Makaton, and concrete examples
- Repetition and reinforcement of key concepts across multiple sessions
- Collaboration with parents/carers to ensure consistency between home and school
- Additional support from specialist staff (e.g., SENCO, speech and language therapists, occupational therapists)
- Adapted resources suitable for different learning styles, communication needs and abilities
- Small group or 1:1 teaching where beneficial
- Extended time for processing and understanding concepts
- Use of assistive technology where appropriate

6.2 Age-Specific SEND Considerations Primary Phase (7-11):

- Concrete, play-based learning approaches
- Heavy use of visual supports and hands-on activities
- Focus on body autonomy and personal safety appropriate to understanding level
- Simplified language and repeated key messages
- Close partnership with families to reinforce learning

6.3 Secondary Phase (11-16):

- Developmentally appropriate content that may differ from chronological age
- Increased focus on puberty education, which may need to start earlier or continue longer
- Practical skills for managing personal care during puberty
- Social stories about changing bodies and relationships
- Clear, explicit teaching about consent and boundaries using concrete examples
- Preparation for increased independence

6.4 Post-16 Phase (16-1G):

- Focus on preparing for adulthood outcomes
- Practical life skills related to relationships and sexual health
- Understanding appropriate behaviour in different social contexts
- Accessing adult services and support
- Safeguarding awareness with emphasis on recognising exploitation and abuse
- Developing self-advocacy skills for relationships and personal safety
- Understanding rights and responsibilities in adult relationships
- Transition planning that includes relationship and sexual health goals

7. Teaching Methods and Resources

7.1 Delivery

RSE will be delivered through:

- Dedicated PSHE lessons (differentiated by age and ability)
- Cross-curricular links (e.g., science, citizenship, computing, life skills)



- Assemblies and themed days/weeks
- External visitors and workshops (where appropriate and with safeguarding procedures in place)
- Individual or small group sessions for pupils with specific needs
- Transition programmes between phases (primary to secondary, secondary to post-16)
- Life skills sessions for post-16 pupils preparing for independence

7.2 Age-Appropriate Resources

We check that external resources are accurate, age and stage appropriate and unbiased. Schools should be particularly cautious about using resources from organisations that have a broader interest in promoting harmful products or that have a strong partisan view on a contested topic.

All resources used will be:

- Age and developmentally appropriate for each phase
- Accessible for pupils with SEND across all age ranges
- Reviewed and approved by the RSE lead and senior leadership
- Shared with parents/carers upon request
- Compliant with the Equality Act 2010
- Differentiated to meet the wide range of needs across our 7-19 age range

Phase-Specific Resources:

Primary Phase (7-11):

- Picture books and age-appropriate stories
- Visual aids and social stories
- Interactive games and activities
- NSPCC PANTS resources
- Age-appropriate videos and animations

Secondary Phase (11-16):

- Age-appropriate educational videos
- Case studies and scenarios for discussion
- Interactive online resources
- Peer education opportunities
- Resources addressing online safety and social media

Post-16 Phase (16-19):

- Real-life case studies
- Resources on accessing adult services
- Information about local support services
- Materials on independent living skills



- Transition-focused resources preparing for adulthood

7.3 External Visitors

Working with external organisations can enhance delivery of these subjects, but schools always remain responsible for the content and the way in which children are taught. It is important to agree how confidentiality will work in any lesson, and that any visitor understands how safeguarding reports should be dealt with in line with school policy.

When using external visitors, we will:

- Check credentials and qualifications thoroughly
- Review materials and lesson plans in advance
- Ensure alignment with our policy and values
- Ensure content is appropriate for the specific age group being taught
- Clarify safeguarding procedures and reporting mechanisms
- Have a staff member present during all sessions
- Ensure visitors understand the needs of pupils with SEND
- Brief visitors on individual pupil needs where appropriate

8. Parental Engagement and Right to Withdraw

8.1 Parental Engagement

We will:

- Make parents/carers aware of what we're teaching in RSHE at each phase, including inviting parents into school to discuss the curriculum
- Hold separate information sessions for parents of pupils in different age phases
- Show parents a representative sample of the resources we plan to use for their child's age group
- Allow parents to view all curriculum materials used to teach RSHE, if they request them
- Provide guidance to parents on how to support their child's learning at home, appropriate to their age

We will share materials through:

- An online parent portal with age-phase specific sections
- Presentations at parent meetings (differentiated by phase)
- Paper copies available on request
- Individual meetings where appropriate, particularly for pupils with SEND

8.2 Right to Withdraw

Primary Phase (Ages 7-11):



In primary schools, parents/carers must be allowed to withdraw their child from part or all of sex education (where taught).

We will meet with parents/carers to discuss:

- The social and emotional effect of being left out
- The pupil hearing an account of what happened in lessons from their peers, which might be inaccurate

We must honour parents'/carers' request to withdraw their child, even if they don't want to discuss it.

Parents/carers cannot withdraw their child from:

- The relationships education in RSE
- Health education (if taught)
- Content that's taught as part of the science curriculum, e.g. puberty

Secondary Phase (Ages 11-16):

Parents and carers have the right to request that their child be withdrawn from part or all of the sex education delivered as part of RSE. They can do this up until 3 terms before their child turns 16. After that point, it's the child's decision.

The headteacher should meet with parents/carers to discuss:

- The social and emotional effect of being left out
- The pupil hearing an account of what happened in lessons from their peers, which might be inaccurate
- The particular importance of this education for pupils with SEND who may be more vulnerable

We should also discuss the withdrawal with the pupil to make sure their wishes are heard. Make sure they know they can 'opt back in' 3 terms before they turn 16.

Headteachers can refuse a request in 'exceptional circumstances', for example because of safeguarding concerns or if a pupil is particularly vulnerable.

9. Post-16 Phase (Ages 16-1G):

Pupils aged 16 and over have the right to make their own decisions about receiving sex education.

Parents/carers cannot withdraw pupils from sex education once they reach 16.

However, we will:

- Continue to engage with parents/carers about the RSE curriculum for post-16 pupils



- Respect the wishes of pupils aged 16+ regarding their participation
- Provide alternative arrangements if a pupil aged 16+ chooses not to participate
- Encourage participation given the importance of this education for transition to adulthood

10. Our Process (All Phases):

1. Parents/carers submit a written request to withdraw their child (or pupil self- withdraws if 16+)
2. The Headteacher arranges a meeting to discuss concerns
3. The pupil's views are sought (where appropriate to age and understanding)
4. A decision is made, considering exceptional circumstances and the pupil's best interests
5. If granted, alternative provision is arranged that is appropriate and purposeful
6. The decision is documented and reviewed as needed
7. For pupils approaching 16, we ensure they understand their right to opt back in
8. If a pupil is withdrawn, it's our responsibility to make sure they receive appropriate, purposeful education during the withdrawal period.

11. LGBTQ+ Content

Our RSHE covers:

- The "facts and the law" about biological sex and gender reassignment, including that legal rights may differ based on biological sex
- That all people with protected characteristics, including sexual orientation and gender reassignment, have protection from discrimination

We do not:

- Use materials that use cartoons or diagrams that oversimplify gender identity, or perpetuate stereotypes
- Endorse any particular view or teach it as fact, e.g. we don't teach as fact that all people have a gender identity
- Suggest that social transition is a simple solution to feelings of distress or discomfort
The Key Leaders

12. Age-Appropriate Delivery:

Primary Phase (7-11):

- Teach about healthy loving relationships and include same-sex parents/carers when discussing families
- Use age-appropriate language and examples
- Focus on respect and inclusion

Secondary Phase (11-16):



- Make sure there is equal opportunity to explore the features of stable and healthy same-sex relationships
- Cover all facts about sexual health in a way that is relevant for LGBTQ+ pupils
- Make sure same-sex relationships are integrated into RSHE, not taught as a standalone unit or lesson
- Address bullying and discrimination based on sexual orientation or gender reassignment

Post-16 Phase (16-1G):

- Provide comprehensive information about LGBTQ+ relationships and sexual health
- Ensure access to appropriate support services
- Address specific challenges LGBTQ+ young adults may face
- Promote understanding of legal rights and protections

13. Safeguarding

Discussions about sensitive topics in RSHE can lead to increased safeguarding reports. All staff should know what to do 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.

If staff have any concerns about a child's welfare, they should act on them immediately. 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). 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.

Our safeguarding procedures include:

- Clear reporting lines to the Designated Safeguarding Lead
- Age-appropriate staff training on recognising signs of abuse across all age phases
- Procedures for handling disclosures from pupils of all ages
- Links with external agencies including adult safeguarding for post-16 pupils
- Regular review of safeguarding practices
- Specific consideration of vulnerabilities related to SEND and age

14. Age-Specific Safeguarding Considerations:

Primary Phase (7-11):

- Focus on body autonomy and recognising unsafe situations
- Simple, clear language about who to tell
- Regular reinforcement of safety messages
- Close liaison with parents/carers



Secondary Phase (11-16):

- Understanding of more complex safeguarding issues
- Recognition of online grooming and exploitation
- Peer-on-peer abuse awareness
- Understanding of consent and healthy relationships

Post-16 Phase (16-1G):

- Transition to adult safeguarding procedures where appropriate
- Understanding of domestic abuse in adult relationships
- Financial abuse and exploitation awareness
- Support for independent living and personal safety

Children should 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. Pupils should also understand where they can report any concerns and seek help, including to external services if they do not feel comfortable talking to school staff.

15. Staff Training and Support

The lead teacher will need to work closely with colleagues in related curriculum areas to ensure the subjects complement and do not duplicate content covered in national curriculum subjects such as citizenship, science, computing and PE.

15.1 Staff Training:

Staff training will include:

- Understanding of the statutory requirements for all age phases
- Knowledge of appropriate resources and teaching methods for ages 7-19
- Safeguarding procedures and handling disclosures from different age groups
- Supporting pupils with SEND across all developmental stages
- Responding to difficult questions appropriate to different ages
- Understanding of relevant legislation (e.g., Equality Act 2010)
- Differentiation strategies for our wide age range
- Understanding developmental stages from childhood through to young adulthood
- Transition support between phases

15.2 Staff Support:

Staff support will include:

- Regular team meetings to discuss delivery across different age phases
- Access to specialist advice and external training
- Opportunities to observe good practice in different phases



- Mentoring for less experienced staff
- Phase-specific planning time
- Collaboration between primary, secondary and post-16 staff to ensure progression

16. Monitoring and Evaluation

This policy and the RSE curriculum will be monitored and evaluated through:

- Regular review by the RSE lead and senior leadership
- Feedback from pupils across all age phases (using age-appropriate methods)
- Feedback from parents/carers
- Feedback from staff teaching across different phases
- Lesson observations and work scrutiny across all age groups
- Analysis of safeguarding reports and incidents
- Governor/proprietor oversight
- Comparison with statutory requirements and best practice
- Tracking progression across phases
- Review of transition arrangements between phases

16.1 Success Criteria:

- Pupils demonstrate age-appropriate knowledge and understanding at each phase
- Clear progression is evident as pupils move through the school
- Pupils can identify trusted adults and know how to seek help appropriate to their age
- Pupils show respect for themselves and others
- Reduction in incidents of harmful behaviour across all age groups
- Positive feedback from stakeholders
- Compliance with statutory requirements
- Successful transition between phases
- Post-16 pupils demonstrate readiness for independent adult life

17. Roles and Responsibilities

17.1 Headteacher:

- Overall responsibility for policy implementation across all age phases
- Ensuring staff are appropriately trained to teach across the 7-19 age range
- Handling parental withdrawal requests
- Liaison with governors/proprietors
- Ensuring appropriate progression between phases

17.2 RSE Lead:

- Day-to-day coordination of RSE delivery across all phases
- Curriculum planning and resource management for ages 7-19



- Ensuring progression and continuity across phases
- Staff support and training
- Monitoring and evaluation across all age groups
- Parental engagement
- Liaison between phase leaders

17.3 Phase Leaders:

- Implementing RSE within their phase (Primary/Secondary/Post-16)
- Ensuring age-appropriate delivery
- Supporting smooth transitions between phases
- Monitoring progress within their phase

17.4 All Staff:

- Delivering RSE in line with this policy and appropriate to the age group they teach
- Maintaining appropriate boundaries
- Following safeguarding procedures
- Promoting a culture of respect
- Differentiating for pupils' developmental stages and SEND needs

17.5 Governors/Proprietors:

- Approving the policy
- Ensuring statutory compliance
- Monitoring implementation and effectiveness across all age phases
- Understanding the unique challenges of delivering RSE across a 7-19 age range

17.6 Parents/Carers:

- Supporting their child's learning appropriate to their age
- Engaging with the school about RSE
- Reinforcing messages at home
- Understanding their rights regarding withdrawal

17.7 Pupils:

- Engaging with RSE learning appropriate to their age and understanding
- Treating others with respect
- Seeking help when needed
- (For pupils 16+) Making informed decisions about their participation in sex education

18. Transition Between Phases



Given our unique 7-19 age range, we recognise the critical importance of smooth transitions between phases. We will ensure:

18.1 Primary to Secondary Transition (Ages 10-12):

- Review of prior learning in relationships education
- Preparation for more detailed sex education content
- Introduction to secondary-phase topics in an age-appropriate way
- Liaison between primary and secondary RSE teachers
- Information sharing with parents about changes in content

18.2 Secondary to Post-16 Transition (Ages 15-17):

- Preparation for adult-focused content
- Understanding of rights and responsibilities at 16+
- Introduction to accessing adult services
- Focus on independent decision-making
- Preparation for adulthood outcomes

19. Complaints Procedure

Any complaints about the content or delivery of RSE should be directed to the Headteacher in the first instance, following the school's standard complaints procedure. Complaints will be handled sensitively, recognising the personal nature of RSE content and the diverse age range of our pupils.

Appendix A: Curriculum Overview by Age Phase

Age Range	Phase	Key Focus	Main Topics
7-11 years	Primary	Relationships Education	Families, friendships, respectful relationships, online safety, being safe, (optional sex education in Years 5-6)
11-16 years	Secondary	Relationships & Sex Education	All primary topics plus: consent, sexual health, intimate relationships, online sexual content, exploitation awareness
16-19 years	Post-16	Preparation for Adulthood	Advanced relationship skills, independent access to services, adult safeguarding, transition to adult life

Appendix B: Parent Consultation Record

[To be completed during policy development and review]

Date of consultation: _____

Methods used: _____



Number of parents consulted: _____

Key feedback: _____

Changes made as a result: _____

Appendix C: Key Contacts RSE Lead:

Simon Reynolds, Headteacher, Designated Safeguarding Lead

Karen Joel, Deputy Headteacher, Deputy Designated Safeguarding Lead