

POLICY:

RELATIONSHIPS AND SEX EDUCATION (RSE)

Context

Claremont Fan Court School is aware that pupils are growing up in an increasingly complex world and live their lives both on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

The aim of relationships and sex education (RSE) is to equip young people with the information, skills and values they need to help them develop safe, respectful and enjoyable relationships of all kinds, empowering them to take responsibility for their sexual health and well-being, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other types of committed relationship. It should teach what is acceptable and unacceptable behaviour in a relationship. It should also cover contraception, develop intimate relationships and resist pressure to engage in sexual activity (and not applying pressure to do so). This will help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

Our RSE policy is designed to promote gender equality through challenging gender stereotypes and sexism and sexual harassment in schools. We take these issues seriously and ensure that we embed content on gender equality throughout the curriculum.

Policy produced by

This policy applies to all areas of the school including Early Years Foundation Stage (EYFS). It has been produced and ongoingly updated by the deputy head (pastoral), the head of PSHEE, the assistant head (pastoral) of the junior school through consultation with pupils, parents, pastoral staff and governors.

Rationale

This policy covers our school's approach to the delivery of relationships and sex education (RSE).

RSE is learning about the emotional, social, legal and physical aspects of growing up, relationships, sex, human sexuality, sexual health and reproduction. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

Sex education encompasses three overlapping themes: body functioning, human sexuality and relationships.

This policy is rooted in the framework of the school's PSHEE policy. Claremont Fan Court School is concerned with the education of the whole person – the physical, intellectual, emotional, cultural, moral and spiritual dimensions. The relationship between home and school is important and sex education should be provided to complement teaching at home and to lay foundations for a healthy and responsible adult life. Sex education will be presented in the context of family life, of loving relationships and respect for others.

The prime responsibility for bringing up children rests with parents. Claremont Fan Court School recognises that parents are key figures in helping their children cope with the emotional and physical aspects of growing up and in preparing them for the challenges and responsibilities which sexual maturity brings. The teaching we provide should be seen as complementary and supportive to the role of parents. To achieve this, the 1988 Education Reform Act (Section 1) states that all pupils should be offered the opportunity of receiving a comprehensive, well-planned programme of sex education during their school careers through a curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at school and of society; and
- prepares such pupils for the opportunities, responsibilities and experiences of adult life.

We recognise that sex education is a difficult issue which places demands on the school and its teachers. However, the purpose of sex education should be to provide knowledge about loving relationships, the nature of sexuality and the processes of human reproduction. At the same time, it should lead to the acquisition of understanding and attitudes which prepare pupils to view their relationships in a responsible, healthy and enjoyable manner.

It is important that we provide an educational framework:

- to support personal social and healthy development in all pupils
- to help pupils enjoy relationships based on respect and mutual responsibility free from any abuse
- To build self-esteem and self-worth
- that encourages respect for other people, paying regard to the protected characteristics set out in the 2010 Equality Act
- that gives a balanced view of relationships, including same-sex relationships
- that explores and values their personal and sexual identity and the personal / sexual identities of others
- to reassure children of their value and self-worth including aspects of dignity, self-respect and self-restraint
- to provide support and information for all pupils and their parents
- To understand family structures, committed relationships and the legal status of different types of long-term relationships
- to inform children on matters of personal hygiene and related health issues
- to teach sex, sexuality and sexual health
- to understand the changes that puberty will bring and how their bodies will change.
- to develop an understanding of the potential dangers of online relationships and how to stay safe.
- to understand and make sense of the real-life issues they are experiencing in the world around them
- to manage and explore difficult feelings and emotions
- to consider how their choices affect their own wellbeing and that of others
- to develop as informed and responsible citizens
- to understand and ensure the protection of their rights throughout their lives.

It is also important that an environment is provided that is supportive of frank and confidential discussion that educates against discrimination and prejudice.

Each section of the school and each year group will deal with specific issues that are appropriate to the pupils' age.

The junior school use Jigsaw and the PSHE Association, both nationally recognised PSHEE resource platforms, with a series of planned lessons ensuring appropriate progression from Reception up to Y6. The relationships side is delivered through the year within PSHEE lessons and assemblies. The sex education is delivered in the summer term, through the Jigsaw lessons. No teacher will teach content beyond the defined year group planned content, but they are encouraged to review previous learning so that there are not any gaps in knowledge.

The senior school's spiral RSE curriculum uses age appropriate, accredited resources by the PSHE Association and is predominantly integrated into the PSHEE curriculum. This is supplemented by assemblies, form activities and subject-specific curriculums (such as science, computing and PE) to ensure a holistic and joined up approach. All the content is delivered in a timely way and is age and developmentally appropriate to meet the needs of our students, including those with additional needs.

A detailed RSE scheme of work for all year groups can be viewed in the school's PSHEE policy (available on the website or on request from the school).

Moral and values framework

All of our teaching is based on our appreciation of each pupil's limitless potential. It is important that an environment is provided where that identity is recognised and developed. This will enable the teacher to raise the child's sense of self-worth which will lead to high expectations and moral standards.

The sex education teaching will seek to demonstrate and encourage the following attitudes and values:

- Respect for self.
- Respect for others.
- Responsibility for one's own actions.
- Responsibility for one's family, friends, school and wider community.

Opportunities will be explored to link RSE, where appropriate, to our Educating for Character Policy and Procedure.

Equality Act 2010

Schools are required to comply with the relevant requirements of the Equality Act 2010. The school will make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning and delivering RSE and PSHEE lessons.

Roles and responsibilities

The RSE programme will be led by the pastoral leads in all three sections of the school.

In Fan Court RSE will be delivered by class teachers, as part of the PSHEE curriculum.

In Stable Court, RSE will be delivered by class teachers or head of PSHEE, as part of the PSHEE curriculum.

In the senior school, RSE will be delivered mainly by PSHEE specialists or pastoral staff, including the deputy head (pastoral), PSHEE teachers, the heads of house and their assistants. When this isn't possible, by teachers who have been selected for the role. RSE will be predominantly delivered as part of the PSHEE curriculum, but the content may be reinforced through the science curriculum, computing, religious studies and form tutor sessions. The programme from KS3-5 will also be supplemented, where appropriate, by visiting guest speakers who are experts in the field.

Appropriate training will be made available to all staff delivering RSE and delivered in a factual, non-judgmental way using the correct medial terms where appropriate (eg for body parts). School staff will not express or be expected to express their personal views or beliefs when teaching RSE. The school is a member of the PSHE Association, Teen Tips and the Wellbeing Hub and has access to their extensive resources and training courses.

The content of the RSE curriculum allows pupils an open forum to discuss potentially sensitive issues. It is important that lessons create a learning space that feels safe and supportive for discussions that can be sensitive or difficult. We do this by using a set of working ground rules and distancing techniques. However, inevitably some students could disclose information which may lead to a safeguarding concern. Should a disclosure or concern be raised, the staff will follow the procedure for pastoral concerns, such as not promising confidentiality, recording the concern on CPOMS and sharing on a 'need to know' basis only. We also recognise that some children may be vulnerable to some of the content delivered in RSE due to a previous safeguarding concern, ongoing concerns or changes to their personal life. For those children, additional support will be given to prevent them being affected by the scenarios or topics in their planned lessons.

Legislation (Statutory Regulations and Guidance)

We are required to teach relationships education in the junior school (Fan Court and Stable Court) and sex and relationships education in the senior school as set out in the statutory guidance [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education \(DfE June 2019\)](#). The statutory requirement to provide Health Education does not apply to independent schools – PSHEE is already compulsory as independent schools must meet the Independent School Standards as set out in the Education (Independent School Standards) Regulations. From September 2026, we are required to teach Relationships, Health, and Sex Education that aligns with [updated statutory guidance](#).

Health education is incorporated into our PSHEE curriculum.

Documents that inform the school's RSE policy include:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education – Statutory guidance (2019)
- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (September 2025)
- Children and Social Work Act (2017)

Right to be excused from sex education (commonly referred to as the right to withdraw)

Junior school

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. Parents cannot therefore withdraw their child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

This statutory guidance also gives parents the right to withdraw their children from any or all parts of the school's programme of sex education other than those elements which are required by the National Curriculum Science Order. It is realised that, under exceptional circumstances, a very small number of parents may wish to exclude their children from this programme. In this case, parents should write to the head of the relevant school, stating their objections. The head will consider this request and may wish to discuss it further with parents. At primary level, the head must grant this request. Arrangements for alternative lesson provision will be made in this situation.

In the Junior School, the assistant head, pastoral, provides parents with an opportunity each year to review the curriculum being covered within their child's year. There is an open meeting, either online or in person, where the rationale of the whole curriculum is presented to parents. This gives all parents that have any concerns the opportunity to understand more about what is taught and why at each age.

The science curriculum also includes content on human development, including reproduction, which there is no right to withdraw from.

Senior school

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. Parents cannot therefore withdraw their child from the Health Education or the Relationships Education element of Relationships and Sex Education, because it is important that all children receive this content, covering topics such as friendships and how to stay safe. We take the approach that Relationships and Sex Education are best approached in an integrated way and using a gender equality and human rights framework. We believe that high quality, comprehensive RSE does not encourage early sexual experimentation but, in fact, builds young people's confidence and self-esteem and helps them understand the reasons for delaying sexual activity. Evidence shows that effective RSE plays a role in behaviour change, including reducing unprotected or unwanted sex and reducing harmful behaviour, including sexual harassment and sexual violence.

We define relationships education as learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life. This includes topics such as consent, sexual exploitation, online abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM and how these can affect current and future relationships.

We define health education as enabling pupils to make well-informed, positive choices for themselves and includes teaching about the impact of puberty. The curriculum covers mental health and supports pupils to recognise and manage any wellbeing issues as well as how they can seek support as early as possible.

We define sex education as learning about conception and contraception, safer sex, sexually transmitted infections and sexual health.

If parents do not want their child to take part in some or all of the Sex Education lessons delivered in the senior school, they can ask that they are withdrawn. The DSL or Head of PSHEE will consider this request and discuss it with parents, and will grant this in all but exceptional circumstances, up until three school terms before a child turns 16. At this age, a child can choose to receive sex education if they would like to, and the school will arrange for the child to receive this teaching in one of those three terms (unless there are exceptional circumstances). The PSHEE curriculum highlights lessons that contain what we define as sex education. Where a pupil has been withdrawn from sex education, alternative lesson arrangements will be made. The science curriculum also includes content on human development, including reproduction, which there is no right to withdraw from.

Parent information

Each year in the junior school, a parent information evening will be held to give all parents the opportunity to see and discuss the content of lessons. This will include detailed information on way this topic is delivered. Parents will be given written notice of when the information evening will occur and when the lessons will be held, allowing them the opportunity to make an informed decision on their child's participation. This will also be recorded and shared as a video for parents to view at home. An overview of what is covered will be shared with all parents and if the wish to, parents are welcome to view the content of lessons in more detail.

In the senior school, parents are informed about the PSHEE curriculum in information evenings and via the PSHEE overview. At the start of the Autumn Term, all parents will receive a letter that outlines the PSHEE curriculum plan for that academic year. Parents can request to view RSHE materials delivered in lessons.

Monitoring and evaluation

The RSE policy will be reviewed as part of the school's policy review cycle and in the light of national and local changes. Consultation and associated feedback with staff, pupils and parents will inform the future development of this policy. Evaluation of our programme is crucial to ensure that we can continue to improve on provision and teaching effectiveness and pupil, staff and parent feedback is actively sought.

Equal opportunities

Claremont Fan Court is committed to ensure relevant sex and relationship education provision to all our children and young people, having regard to their ability, social and cultural background, religion, sexual orientation, physical and emotional needs.

We ensure RSE is inclusive and meets the needs of all our pupils, including those with individual needs (IN) and disabilities, by maintaining an up-to-date individual needs register which staff refer to when planning the delivery of lessons, including PSHEE and RSE.

We ensure RSE fosters gender equality and LGBT+ equality by ensuring staff have access to specialist training and resources.

Monitoring and assessment of pupil progress

All contributions (written and verbal) will be acknowledged and valued by the teacher. . Some tasks may be assessed when appropriate and self-assessment is actively encouraged. In the senior school, assessment may be via the use of pupil quizzes and student reflection tasks in their PSHEE book. The staff delivering PSHEE may be asked to contribute to the pastoral reporting process and regularly check students; work for understanding and progress.

Confidentiality and child protection

Please refer to our confidentiality policy and our safeguarding policy which incorporates child protection.

If a child asks for personal help following a lesson the tutor/class teacher will keep the appropriate pastoral line manager/designated safeguarding lead fully briefed as appropriate.

Links to other policies

Because of the nature of PSHEE, this policy has links to other school policies:

- Safeguarding policy, incorporating child protection
- PSHEE policy
- Anti-bullying policy
- Behaviour, rewards and sanctions policy – senior and junior schools
- Technology usage for pupils and parents policy and procedure
- Equal opportunities for pupils policy
- Educating for character policy

Policy review process

This policy will be reviewed annually by the education committee and SLT and at other times where deemed necessary by a change in legislation. The school will consult with parents if an amendment is made to this policy.