

POLICY:

RELATIONSHIPS AND SEX EDUCATION (RSE)

Context

Claremont recognises that pupils are growing up in a rapidly changing and increasingly complex world, in which their relationships, choices and sources of influence are shaped both online and offline. Digital communication, social media, artificial intelligence and wider cultural pressures can offer positive opportunities for connection, learning and self-expression, but they can also expose children and young people to misinformation, harmful content, unhealthy expectations and risks to their safety and wellbeing. In this context, high-quality, age-appropriate relationships and sex education (RSE) is an essential part of our safeguarding, pastoral and PSHEE provision. It helps pupils to develop the knowledge, confidence, language and skills they need to make informed decisions, seek help when needed, and manage their academic, personal and social lives in a safe, healthy and positive way.

The aim of RSE at Claremont is to equip pupils with the information, values and practical skills they need to build safe, respectful and fulfilling relationships of all kinds. This includes friendships, family relationships, online relationships, professional relationships and, at the appropriate stage, intimate and committed relationships. RSE enables pupils to understand what healthy relationships look like, how respect, consent, kindness, equality and personal boundaries are expressed in practice, and how to recognise and respond to behaviour that is harmful, coercive, discriminatory or abusive. It also supports pupils to understand sexual health and wellbeing, including puberty, contraception, reproduction, sexually transmitted infections, safer choices, and how to resist pressure or avoid placing pressure on others. Through this learning, pupils develop the confidence to value themselves and others, understand the positive impact of healthy relationships on mental wellbeing, and know how to access trusted support when relationships or situations are not right.

Our RSE policy is underpinned by the school's commitment to dignity, respect, equality and inclusion. In line with the statutory guidance for introduction from September 2026, our curriculum helps pupils to challenge stereotypes, prejudice, sexism, misogyny, sexual harassment and other harmful attitudes or behaviours, including those encountered online. We embed this learning throughout the curriculum so that pupils understand their rights and responsibilities, respect the protected characteristics set out in the Equality Act 2010, and are supported to develop positive attitudes, healthy norms and respectful relationships within school and beyond.

Roles and responsibilities

The RSE program is overseen by the Head of PSHEE who has responsibility for ensuring that the curriculum is age-appropriate, inclusive and aligned with statutory guidance.

In Fan Court, RSE is delivered by class teachers as part of the PSHEE curriculum, supported by planned resources and guidance to ensure consistent, sensitive and developmentally appropriate teaching.

In Stable Court, RSE is delivered by class teachers and, where appropriate, the Head of PSHEE, as part of the PSHEE curriculum. Delivery is coordinated to support progression from upper KS2 into the senior school.

In the senior school, RSE is delivered by the PSHEE Department that includes the Head of PSHEE and pastoral staff, such as the deputy head (pastoral), heads of house and assistant heads of house. Where other staff are involved, they are selected and supported to deliver the curriculum effectively. RSE is taught predominantly through PSHEE, with relevant content reinforced through other areas of the curriculum, including science, computing and religious studies. The KS3 to KS5 program is also supplemented, where appropriate, by carefully selected external speakers with relevant expertise.

External speakers are used only where they enhance the planned curriculum and are appropriate to pupils' age, developmental stage and needs. They are selected and briefed in advance so that their contribution aligns with school values, statutory guidance, safeguarding expectations and the agreed learning objectives. A member of school staff remains present during sessions.

Curriculum

The RSE curriculum is delivered progressively from KS1 to KS5 as part of the school's wider PSHEE provision. Lessons in KS1 and KS2 are supported by Jigsaw, while upper KS2 and the senior school are further supported by resources and guidance from the PSHE Association; these are approved PSHE resources which help ensure that content is structured, evidence-informed and carefully sequenced. PSHEE and RSE are also reinforced through assemblies, external speakers and subject-specific curriculums, including computing, biology and PE, to ensure a holistic and joined-up approach across the school. All content is delivered through a spiral curriculum, enabling pupils to revisit key themes with increasing depth and maturity as they move through the school. Teaching is age and developmentally appropriate, responsive to emerging needs and adapted where necessary to meet the needs of all pupils, including those with additional needs.

Safe and effective practice

RSE lessons are designed to provide a safe, respectful and supportive learning environment in which pupils can explore sensitive topics appropriately. Staff establish clear ground rules, use distancing techniques where helpful, and encourage pupils to ask questions in ways that protect privacy and wellbeing. Pupils are reminded that staff cannot promise confidentiality if a safeguarding concern arises. Any disclosure or concern will be managed in line with the school's safeguarding and pastoral procedures, including recording the concern on CPOMS and sharing information only with those who need to know.

The school recognises that some pupils may be more vulnerable to particular RSE topics because of previous or current safeguarding concerns, personal circumstances or additional needs. Where appropriate, staff will consider how best to prepare and support these pupils before, during and after relevant lessons, while maintaining access to essential learning. All staff involved in delivering RSE are provided with appropriate training, guidance and resources so that lessons are taught confidently, factually and in a non-judgmental manner. The school's membership of the PSHE Association, Teen Tips and The Wellbeing Hub provides access to specialist resources, guidance and training to support high-quality delivery.

Staff manage questions sensitively and professionally. Pupils may use anonymous question boxes or other agreed methods to raise questions safely. Teachers answer questions honestly, factually and in an age-appropriate way, while using professional judgement to defer or follow up questions that are not suitable for whole-class discussion. If a question or comment suggests a safeguarding concern, misconception, harmful attitude or need for additional support, staff respond in line with the school's safeguarding and pastoral procedures.

Openness and engagement with parents

Before sex education is delivered to pupils in the Summer Term of Year 5, parents are provided with a recorded video explaining the curriculum and outlining the content covered in PSHEE lessons. Parents may request to view the lesson content in more detail. All lesson materials are drawn from approved resources provided by the PSHE Association.

In the senior school, parents are kept informed about the PSHEE curriculum through regular letters and updates sent via Parent Post. These communications include an overview of how PSHEE is delivered to pupils and a curriculum overview setting out the lessons taught. Parents may request to view the RSE materials used in lessons.

The school is committed to openness with parents and carers. Curriculum information and this policy are made available to parents, and parents are consulted when the policy is reviewed. Feedback from parents and carers is considered alongside pupil voice, staff reflection, safeguarding themes and statutory guidance when reviewing curriculum content and delivery.

Right to withdraw from sex education

In line with the statutory guidance for introduction from September 2026, parents and carers may request that their child is withdrawn from some or all of sex education, but not from Relationships Education, Health Education or any content that forms part of the National Curriculum for science. At primary level, any sex education beyond the science curriculum is non-statutory and the head of the relevant school will grant a parental request to withdraw.

At secondary level, parents and carers may request withdrawal from sex education delivered as part of RSE. Requests should be made in writing to the head of PSHEE or deputy head (pastoral), who will discuss the request with parents and, where appropriate, the pupil, to ensure that the decision is informed and understood. The school will grant a request except in exceptional circumstances, up to and until three school terms before the pupil turns 16. After that point, if the pupil wishes to receive sex education, the school will plan for this to take place during one of those three terms.

Where a pupil is withdrawn, appropriate alternative supervised provision will be arranged. Parents and carers are provided with information about the RSE curriculum through curriculum overviews, information events and access to lesson materials on request, so that they understand what is taught, when it is taught and why it is age and developmentally appropriate.

Safeguarding

Safeguarding is integral to the delivery of PSHEE and RSE. Lessons are planned and taught in a way that enables pupils to explore sensitive topics within a safe, respectful and age-appropriate environment, while also helping them to understand how and where to seek support if they are worried about themselves or someone else. Staff make clear to pupils that they cannot offer

absolute confidentiality where a safeguarding concern is raised, and any concern or disclosure will be handled in accordance with the school's Safeguarding Policy, incorporating Child Protection, and its confidentiality procedures.

If a pupil seeks personal help following a PSHEE or RSE lesson, or if a member of staff becomes aware of a concern during or after a lesson, the member of staff delivering the lesson will follow the school's safeguarding procedures. This may include recording the concern on CPOMS and sharing information with the Head of House, tutor, or the designated safeguarding lead, as appropriate.

Monitoring, reporting and evaluation

Assessment in PSHEE and RSE is planned as an integral part of teaching and learning, so that staff can check pupils' knowledge, understanding, confidence and ability to apply learning in age-appropriate ways. Assessment is not based on personal disclosure; instead, teachers use approaches such as baseline and end-point activities, questioning, discussion, quizzes, scenario-based responses, reflective tasks, mind maps, role-play, group work and written activities to identify what pupils know, what misconceptions may need addressing and where further teaching or support is required.

Monitoring of PSHEE and RSE takes place through curriculum review, lesson resources, pupil work, teacher feedback, pupil voice, pastoral intelligence, safeguarding themes and feedback from parents where relevant. The Head of PSHEE, working with pastoral leads and senior leaders, reviews the curriculum at least annually to ensure that it remains developmentally appropriate, inclusive, responsive to pupils' needs and aligned with current statutory guidance. Pupil feedback is gathered at least twice during the academic year and is used alongside staff evaluation and emerging local, national and online safeguarding themes to inform curriculum planning.

The school reports on pupils' engagement with PSHEE through grade cards and, where appropriate, through pastoral communication with parents and carers. Monitoring information is used to support quality assurance, staff development and curriculum improvement. Senior leaders and governors maintain oversight of statutory RSE and health education provision through regular policy review, curriculum scrutiny and consideration of pupil, parent and staff feedback, ensuring that the school can demonstrate how it has had regard to statutory guidance and how pupils' learning is reviewed over time.

Links to other policies

This policy should be read alongside, and is supported by, the following school policies and procedures:

- 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

Governors maintain strategic oversight of the school's statutory RSE provision. This includes reviewing and approving the policy through the appropriate committee, considering how the curriculum meets statutory expectations, and ensuring that the school has effective processes for parental engagement, safeguarding, inclusion, assessment, monitoring and review.

This policy applies to all areas of the school, including the Early Years Foundation Stage (EYFS). It has been produced and is kept under regular review by the senior deputy head (pastoral), the Head of PSHEE and the assistant head (pastoral) of the junior school, in consultation with pupils, parents, pastoral staff and governors. The policy is reviewed annually and may be updated sooner where required in response to changes in statutory guidance, legislation, school practice or the needs of the school community.