# Relationships and Sex Education Policy Including EYFS

**Abbotsford Preparatory School**

## Document control

| Field | Details |
|---|---|
| School | Abbotsford Preparatory School |
| Policy owner | K Cahillane, Headteacher |
| Approved by | A Khan, Proprietor |
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# 1. Purpose, status and scope

This policy explains how the school plans, teaches, monitors and reviews Relationships Education and Relationships and Sex Education (RSE). It also explains how the related health, safety and wellbeing content is delivered through the independent-school PSHE curriculum. It applies to curriculum planning, teaching, external providers, parent engagement, withdrawal requests, safeguarding responses and proprietor oversight.

Relationships Education is compulsory for all pupils receiving primary education.

Relationships and Sex Education is compulsory for all pupils receiving secondary education.

- The policy is based on the Alpha Schools principle that pupils are entitled to responsible, relevant, factual and age-appropriate education about relationships, safety, growing up and preparation for adult life.
- The curriculum will support, rather than replace, the safeguarding, pastoral and parental roles that help pupils develop healthy, respectful relationships.
- A safeguarding concern disclosed or identified during teaching will be acted on immediately and will not wait for completion of a lesson, parent consultation or complaint process.

# 2. Legal and regulatory position

| Requirement | Application to this school |
|---|---|
| Relationships Education | Mandatory for pupils receiving primary education. |
| Relationships and Sex Education | Mandatory for pupils receiving secondary education. |
| Health Education | The 2019 statutory Health Education duty does not apply to ordinary independent schools. Relevant health content is nevertheless delivered through compulsory PSHE and the wider curriculum. |
| Written policy | Must define provision, content, teaching, responsibility, monitoring, withdrawal arrangements and review. |
| Parent consultation | Parents must be consulted in developing and reviewing the policy. Consultation informs the final decision but does not give any individual a veto over lawful curriculum content. |
| Publication | The current policy must be published and supplied free of charge to anyone who asks for it. |
| Equality and accessibility | Teaching must be accessible, non-discriminatory, age-appropriate and supported by reasonable adjustments where required. |
| Safeguarding | Curriculum and classroom practice must be consistent with KCSIE 2026 and the school safeguarding policy. |

# 3. Definitions

| Term | Meaning in this policy |
|---|---|
| Relationships Education | The compulsory primary subject covering families, friendships, respectful relationships, online relationships and being safe. |
| RSE | The compulsory secondary subject covering healthy relationships, intimate relationships, sex, consent, sexual health, reproductive health, law and safety. |
| Sex education | Teaching about human sexual activity, intimate relationships and sexual health beyond biological or scientific content. The withdrawal right applies only to this element. |
| PSHE / PSHCE | Personal, Social, Health and Economic Education, including Citizenship where the school uses PSHCE terminology. |
| Parent | A parent, carer or person with parental responsibility, as appropriate. |

| Term | Meaning in this policy |
|---|---|
| Pupil | A child or young person registered at the school. A child is anyone under 18 for safeguarding purposes. |
| Age-appropriate | Suitable for the pupil group having regard to age, development, prior learning, maturity, vulnerability and likely exposure to risk. |
| Developmentally appropriate | Adapted to the pupil's communication, cognitive, emotional and social development, including where chronological age and developmental stage differ. |
| External provider | A visitor, organisation, speaker, programme or digital service contributing to teaching or resources. |
| Right to be excused | The statutory parental right to request withdrawal from some or all sex education, subject to the rules in section 28. |

## 4. Aims and intended outcomes

The school intends pupils to acquire accurate knowledge, practical skills and confidence so they can form healthy relationships, recognise risk, make informed decisions and seek help.

- understand the characteristics of healthy families, friendships, committed relationships and respectful communities;
- respect themselves and others, including people with different experiences, beliefs, identities and protected characteristics;
- recognise boundaries, privacy, consent, coercion, exploitation, harassment, abuse and unsafe behaviour;
- communicate clearly, manage disagreement, resist pressure, avoid pressuring others and end relationships safely;
- understand puberty, reproduction, fertility, contraception, pregnancy, sexual health and available support at the appropriate stage;
- navigate online relationships, harmful content, pornography, image sharing, manipulation and AI-generated content safely;
- understand relevant law and the difference between legal rights, safeguarding expectations, personal beliefs and contested opinions;
- know how and where to report concerns and keep seeking help until they are heard;
- develop resilience, empathy, self-worth and the ability to make safe and responsible decisions.

## 5. Roles and responsibilities

- The proprietor will ensure that the policy and curriculum meet the Independent School Standards, statutory RSE guidance, equality duties and safeguarding requirements.
- The Headteacher will approve curriculum implementation, lead the withdrawal process, ensure parent consultation and provide resources, time and trained staff.
- The RSE / PSHE Lead will maintain the curriculum map, schemes of work, resource register, staff guidance, assessment evidence and parent information.
- The DSL will advise on safeguarding content, disclosures, external resources, vulnerable pupils and the safe management of sensitive topics.
- The SENDCO will ensure accessibility, reasonable adjustments and developmentally appropriate planning for pupils with SEND.
- Teachers will follow the agreed curriculum, use approved resources, establish safe learning conditions, answer questions appropriately and report safeguarding concerns immediately.
- External providers supplement but do not replace accountable teaching by school staff. The school remains responsible for content and safeguarding.

## 6. Policy development, consultation and review

- The school will consult parents when developing and reviewing this policy and will give them sufficient information to understand the proposed content, sequence and teaching approach.
- Consultation will include examples of materials or a clear route for parents to inspect planned resources.
- Staff and pupil views will also inform review, while safeguarding, equality and statutory requirements remain non-negotiable.
- The school will record the consultation method, dates, participation, themes raised, decisions and reasons.
- The final curriculum decision rests with the school, acting lawfully and in pupils' educational and safeguarding interests.

## 7. Curriculum design, sequencing and delivery

- Core knowledge will be broken into manageable, carefully sequenced units, revisited and extended as pupils mature.
- Planning will identify prior learning and coordinate content across PSHE, science, computing, physical education, religious education, citizenship, pastoral provision and safeguarding education.
- Teaching will be regular and planned. A one-off awareness day or assembly will not replace a coherent curriculum.
- The curriculum will be factual, evidence-informed, inclusive and linked to real-life situations without inviting pupils to disclose personal experiences publicly.
- Teachers will use direct vocabulary needed for safety, health and reporting, while avoiding unnecessary or premature detail.

The School will maintain a current, age-appropriate curriculum map showing the sequence and timing of Relationships Education and RSE content, including any additional primary sex education. The curriculum map and information about what is taught and when will be made available to parents in accordance with the School's curriculum-transparency arrangements.

## 8. Relationships Education in the primary phase

The primary curriculum will establish the foundations for healthy relationships and safeguarding. It will cover the statutory outcomes by the end of primary, adapted to pupils' starting points and needs. Teaching pupils how to make safe choices must never imply that abuse is the child's fault. Victim blaming is always wrong.

| Area | Minimum curriculum emphasis |
|---|---|
| Families and people who care | Different families, stable care, love, security, trustworthy adults, marriage and other committed relationships, and how to seek help. |
| Caring friendships | Kindness, honesty, trust, sharing, cooperation, managing conflict, repairing relationships and recognising unhealthy friendship. |
| Respectful relationships | Courtesy, self-respect, difference, stereotypes, bullying, bystander responsibility, boundaries and permission seeking. |
| Online relationships | Identity, respectful communication, unsafe contact, harmful content, privacy, data sharing, reporting and support. |
| Being safe | Body ownership, personal space, appropriate and inappropriate contact, secrets, trusted adults, reporting concerns and persistence in seeking help. |

## 9. Sex education in the primary phase

Sex education beyond compulsory Relationships Education and biological or scientific curriculum content is not compulsory in the primary phase. Following consultation with parents, the School has determined its provision as follows:

- Any additional primary sex education will be defined clearly in the school curriculum map and parent information.
- Content will be age-appropriate, factual and linked to relationships, safety, puberty and preparation for the next stage.
- The Headteacher will automatically grant a parent request for withdrawal from additional primary sex education, other than biological or scientific curriculum content.
- A withdrawn pupil will receive purposeful, supervised alternative education and will not be stigmatised.

## 10. Relationships and Sex Education in the secondary phase

Secondary RSE will build on primary Relationships Education and prepare pupils for healthy adult relationships. It will be taught in a non-judgemental, factual and age-appropriate manner, with clear progression.

| Area | Required knowledge and skills |
|---|---|
| Families and committed relationships | Different stable relationships, marriage, legal status, parenting, trustworthiness, unsafe relationships and help seeking. |
| Respectful relationships | Friendship, equality, boundaries, privacy, consent, conflict, stereotypes, bullying, coercive control, sexual harassment and sexual violence. |

| Area | Required knowledge and skills |
|---|---|
| Online and media | Online rights and responsibilities, permanence, image sharing, harmful content, pornography, data use, reporting and support. |
| Being safe | Consent, exploitation, abuse, grooming, coercion, rape, stalking, domestic abuse, forced marriage, so-called honour-based abuse, FGM, virginity testing, hymenoplasty and appropriate support routes.. |
| Intimate and sexual relationships | Healthy intimacy, delaying sex, resisting pressure, contraception, pregnancy choices, fertility, miscarriage, STIs, testing, safer sex and confidential services. |
| Law | Age of consent, sexual offences, equality, marriage, pornography, image sharing, abortion, FGM, exploitation, hate crime and other relevant provisions. |

## 11. Health education and PSHE in an independent school

- The school will use relevant principles and outcomes in the statutory guidance where they support an age-appropriate, broad and balanced PSHE curriculum.
- Health-related content will include mental wellbeing, physical health, puberty, sleep, first aid, drugs, alcohol, tobacco, vaping, healthy lifestyles, internet safety and access to support as appropriate to age and phase.
- The school will be precise when communicating which content is mandatory Relationships Education or RSE, which is compulsory PSHE under the Independent School Standards, and which is additional school provision.

## 12. EYFS provision

The EYFS does not deliver formal RSE as a secondary subject. Provision lays age-appropriate foundations through personal, social and emotional development, communication and language, physical development, safeguarding and daily relationships.

- Children will learn about kindness, turn-taking, feelings, trusted adults, family, privacy, personal space, safe and unsafe touch and how to seek help in developmentally appropriate ways.
- Practitioners will use correct, simple vocabulary where needed for personal care, health and safeguarding.
- Learning will not introduce sexualised content or invite children to discuss private family matters publicly.
- Any concern arising from play, language, behaviour or a child's words will be recorded and referred under the Safeguarding and Child Protection Policy.

## 13. Sixth form and preparation for adult life

- Where the school has a sixth form, personal development will continue to address healthy relationships, consent, sexual health, access to services, coercive control, domestic abuse, digital reputation, workplace relationships and independent living.
- Teaching will recognise that some pupils are legally adults during sixth form while safeguarding duties continue for all pupils under 18.
- The programme will be responsive to emerging risks and pupil need without relying on disclosure of personal behaviour.

## 14. Teaching principles and age appropriateness

- Content will be selected according to age, development, prior learning, maturity, vulnerability and likely exposure to risk.
- The school will not withhold essential safeguarding knowledge merely because a topic is sensitive.
- Equally, the school will not introduce unnecessary sexual detail or age-inappropriate materials.
- Biological facts, legal facts, safeguarding expectations, faith perspectives and contested opinions will be distinguished clearly.
- Teaching will be impartial where political or contested issues arise and will not promote partisan political views.
- Resources and examples will avoid stereotyping, humiliation, sensationalism, victim blaming and language that normalises harmful behaviour.

## 15. Families, friendships and respectful relationships

- Teaching will recognise that families take many forms and that pupils may be cared for by parents, carers, relatives, foster carers, adoptive parents or others.

- The curriculum will teach the importance of stable, caring relationships and will not suggest that one pupil's family is less worthy of respect.
- Pupils will learn practical skills for friendship, disagreement, apology, reconciliation, ending relationships and seeking help.
- Staff will challenge everyday sexism, misogyny, homophobia, racism, ableism, harmful stereotypes and demeaning language through curriculum and whole-school practice.
- Teaching about marriage and other committed relationships will be factual, legally accurate and respectful of lawful faith and personal perspectives.

## 16. Consent, sexual harassment, sexual violence and abusive relationships

- Consent will be taught progressively, beginning with permission, personal space and boundaries and developing into active, ongoing and freely given sexual consent at secondary level.
- Pupils will understand that silence, intoxication, fear, coercion or incapacity do not amount to consent and that consent can be withdrawn.
- Sexual harassment and sexual violence are never acceptable, are not an inevitable part of growing up and will not be dismissed as banter.
- The curriculum will cover grooming, coercive control, exploitation, domestic abuse, forced marriage, honour-based abuse and FGM at appropriate stages.
- Teaching will avoid assumptions about boys, girls or any group. It will challenge harmful behaviour without treating it as inevitable or stigmatising pupils.

Teaching will help pupils understand the relationship between sexism, misogyny and violence against women and girls, while making clear that harmful attitudes or behaviour must not be treated as inevitable characteristics of boys or men. Pupils will be supported to develop positive conceptions of masculinity and femininity, recognise respectful role models and critically evaluate online content or influencers that normalise sexual harassment, coercion, abuse or harmful gender stereotypes. Staff will challenge harmful ideas without unnecessarily stigmatising the pupil expressing them or directing pupils towards specific harmful content or content creators.

## 17. Online relationships, pornography, nudes, AI and deepfakes

- Online content will be integrated throughout the programme because pupils experience relationships, pressure, communication and abuse across online and offline contexts.
- Pupils will learn that images and messages can be copied, altered, redistributed and used for coercion, humiliation, fraud or abuse.
- Secondary pupils will be taught factually that pornography presents a distorted picture of sexual behaviour and can affect expectations, self-image, consent and treatment of partners.
- Teaching will cover the law and safeguarding risks relating to nudes and semi-nudes, including self-generated, digitally altered and AI-generated sexual imagery involving children.
- Pupils will learn about deepfakes, deep nudes, impersonation, image-based abuse, sextortion and reporting or removal routes at an age-appropriate stage.
- Pupils will also learn, at an appropriate stage, that AI chatbots and other emerging technologies can create an impression of intimacy, trust or authority and may provide manipulative, inaccurate or harmful advice. Teaching will develop pupils' ability to question such interactions, protect personal information and seek help from trusted people rather than treating an AI system as a substitute for safe human support.
- The school will not ask pupils to search online for pornography, explicit abuse or other high-risk material as part of a lesson or homework task.
- Any incident involving nudes or semi-nudes, including digitally altered or AI-generated imagery, will be managed under the Safeguarding and Child Protection Policy and current safeguarding guidance. Staff must not intentionally view, copy, print, forward, share, store, save or delete such imagery, or ask a pupil to send, download or display it. Where viewing is unavoidable, the DSL will determine the response in accordance with current guidance.

## 18. Intimate relationships, sexual health and reproductive health

- Secondary teaching will cover healthy intimacy, choices to delay sex, resisting pressure, not pressuring others and intimacy without sex.
- Teaching on contraception, pregnancy, abortion, adoption, miscarriage, fertility, menopause, STIs and confidential services will be medically and legally accurate and impartial.
- Pupils will be told how alcohol and drugs can affect judgement, risk and consent.
- The school will identify trustworthy local and national sources of confidential sexual and reproductive health advice.

- Teachers will not provide individual medical diagnosis or confidential clinical advice beyond their competence.

## 19. Mental wellbeing, body image, self-harm and suicide prevention

- The wider PSHE programme will help pupils understand emotions, mental wellbeing, healthy coping, body image, help seeking and trustworthy support.
- Before addressing suicide directly with secondary-aged pupils, the School will consult appropriate mental-health professionals and ensure that staff delivering the content have received suitable, evidence-based preparation or training. Teaching will use accurate, straightforward and age-appropriate language and will not describe methods or instructions for self-harm or suicide or use graphic, romanticised, sensational or unnecessarily emotive material that could direct pupils towards harmful ideas or content.
- Teachers will not invite public disclosure or present a pupil as a case study.
- A pupil indicating current risk will receive an immediate safeguarding and welfare response; confidentiality cannot be promised.
- Content will consider the interaction between relationships, online comparison, sexual harassment, pornography, body image, eating difficulties and mental wellbeing.
- Where eating disorders are addressed, staff will use similarly careful and evidence-informed approaches and will avoid material that romanticises disordered eating or provides instructions or detailed methods relating to restriction, bingeing or purging.

## 20. Equality, sexual orientation and LGBT inclusion

- All pupils will be taught the importance of equality, respect and lawful treatment of others.
- Sexual orientation and same-sex relationships will be integrated at an age-appropriate and timely point rather than treated as an isolated or exceptional topic.
- Teaching will be sensitive to pupils who are exploring or understanding their sexual orientation and will not require any pupil to disclose or label themselves.
- The school will distinguish the Equality Act duties applying to pupils from broader public-sector duties that do not apply to ordinary independent schools.
- Faith and other perspectives may be explored lawfully, but teaching will not encourage discrimination, harassment or hostility.

## 21. Children questioning gender

Teaching about sex, sexuality, gender identity and the law will be factual, age-appropriate, sensitive and consistent with the statutory RSE guidance. Individual pupils who question their gender will be supported under KCSIE 2026, the Safeguarding and Child Protection Policy and the Non-Discrimination and Inclusion Policy.

- RSE lessons will not be used to diagnose a pupil, direct an individual social transition or conduct a public discussion of a pupil's circumstances.
- Staff will listen carefully, consider safeguarding, wellbeing, family context and individual need, and follow the school's designated decision route.
- No pupil will be bullied, humiliated or denied safeguarding support because they are questioning their gender or hold a particular lawful belief.
- Teaching will distinguish clearly between biological sex, gender reassignment as a protected characteristic, terminology relating to gender identity and matters on which there is significant debate. The School will teach established facts and the applicable law accurately and will not present a contested belief as an established fact, including by teaching that all people necessarily have a gender identity.
- Teaching and resources will not reinforce harmful sex stereotypes or suggest that a child's interests, personality, appearance or non-conformity with stereotypes means that the child should understand themselves as being of a different sex. Social transition will not be presented as a simple or inevitable solution to distress or discomfort.
- Any external resource or provider addressing sex, gender reassignment or gender identity will receive particular scrutiny for age-appropriateness, evidence, balance and safeguarding. Parents will be informed about such planned teaching and will be able to view the materials in accordance with Section 27.

## 22. Religion, belief and the school ethos

- The religious background of pupils will be considered when planning and teaching, while the required core knowledge will still be delivered.
- A school with a religious character may teach its distinctive faith perspective and facilitate balanced discussion of contentious issues.
- Pupils will understand the law and the right of others to hold different lawful beliefs and make their own lawful decisions.

- Faith teaching, legal fact and school safeguarding expectations will be identified clearly so pupils are not confused about their status.

## 23. SEND, EAL and pupils with additional vulnerabilities

- RSE will be accessible to all pupils. High-quality differentiated and personalised teaching is the starting point.
- Content may be revisited, simplified, pre-taught or taught using visual, concrete or communication-supported methods without removing essential safeguarding knowledge.
- Planning will recognise that some pupils with SEND are more vulnerable to exploitation, bullying, coercion, online harm or misunderstanding of boundaries.
- Reasonable adjustments will address sensory, communication, mobility, cognitive, social, emotional and medical needs.
- EAL will not be mistaken for lack of understanding. Vocabulary and reporting routes will be taught explicitly.
- Pupils with trauma, social-care involvement, harmful sexual behaviour, care experience or known family abuse may need advance planning, additional support or alternative delivery.

## 24. Safe learning environments, questions and confidentiality

- Teachers will establish ground rules covering respect, listening, no personal questions, no public disclosure, appropriate language and the limits of confidentiality.
- Distancing techniques, scenarios and anonymous question boxes may be used where appropriate.
- Questions will be answered honestly and at a level appropriate to the class. A question that is too personal, explicit or unsuitable for the group may be deferred and handled privately or through parent information.
- Staff must never promise secrecy. Pupils will be reminded that a concern about safety may need to be shared with the DSL.
- Teachers will not use a pupil's personal experience, family structure, identity or disclosure as a classroom example without a lawful, safeguarding-led reason and appropriate consent.
- A pupil report or indicator of abuse must be handled under the Safeguarding and Child Protection Policy. The classroom is not an investigation forum.

## 25. Safeguarding disclosures and referrals

- RSE is preventative education and may help pupils recognise or report abuse. Staff must be prepared for disclosures and signs of distress.
- A disclosure will be listened to, recorded in the pupil's words and referred promptly to the DSL in accordance with the Safeguarding and Child Protection Policy.
- The teacher will not investigate, ask leading questions or seek corroboration from other pupils.
- Where a planned lesson is likely to be particularly relevant to a known concern, the DSL and teacher will plan support without excluding the pupil unnecessarily.
- Parents will be informed about safeguarding concerns only in accordance with the DSL's decision and statutory guidance.

## 26. External organisations, visitors and resources

- External organisations may enhance teaching but will not replace responsible school staff or the planned curriculum.
- The school will check the provider's competence, safeguarding arrangements, legal status, reputation, approach to equality and suitability for the pupil group.
- Lesson plans, slides, videos, handouts, links and intended language will be reviewed in advance.
- The school will agree who is present, how questions and disclosures are handled, what data is collected and how the session will be evaluated.
- A school staff member with appropriate authority will normally remain present and may stop or redirect content that departs from the approved plan.
- Commercial branding, fundraising or data capture will not be permitted unless expressly approved and lawful.

## 27. Working with parents and curriculum transparency

- Parents are important partners and will be told what will be taught, when it will be taught and how it will be delivered.
- The policy, curriculum map and suitable examples of resources will be available in an accessible form.
- The school will provide reasonable opportunities for parents to ask questions and understand how teaching supports safety and wellbeing.
- Parents may express concerns and propose changes. The school will consider them carefully and explain the final decision.

- Curriculum transparency will not require the school to publish copyrighted materials, disclose confidential pupil information or circulate explicit resources indiscriminately.
- Parents will be provided with clear information about what is taught and when, will be shown representative examples of planned resources during consultation, and may request access to curriculum materials used to teach Relationships Education and RSE. Access will be facilitated in accordance with copyright, safeguarding and data-protection requirements, but copyright will not be used as a reason to refuse reasonable parental access to teaching materials.

## 28. Right to be excused from sex education

| Curriculum element | Withdrawal position |
|---|---|
| Primary Relationships Education | No right to withdraw. |
| Primary additional sex education | The Headteacher will grant a parent request, except for biological or scientific curriculum content. |
| Secondary Relationships Education | No right to withdraw. |
| Secondary sex education within RSE | Parents may request withdrawal from some or all sex education up to three terms before the pupil turns 16, subject to the statutory process. |
| Biological or scientific curriculum content | No right to withdraw under the RSE withdrawal provisions. |
| PSHE health and safeguarding content that is not sex education | No RSE withdrawal right. |
| Pupil opt-in | From three terms before the pupil turns 16, a pupil who wishes to receive sex education must be provided with it during one of those terms. |

- A request must be made in writing to the Headteacher using the School's published contact details
- Before deciding, the Headteacher will normally discuss the request with the parent and, where appropriate, the pupil, explain the curriculum and consider the possible effects of withdrawal.
- Except in exceptional circumstances, a secondary request will be respected until the statutory pupil opt-in point.
- The decision, discussion and dates will be recorded. The pupil will receive purposeful alternative education and will not be penalised or stigmatised.
- The school will review continuing withdrawals as the pupil approaches the three-terms-before-16 point and will seek the pupil's wishes appropriately.

## 29. Assessment, monitoring and evaluation

- Assessment will identify what pupils know, understand and can apply. It will not grade personal values, private experiences or conformity to a particular family or belief.
- Teachers may use baseline tasks, discussion, scenario responses, quizzes, reflection and end-point assessment.
- The RSE / PSHE Lead will review curriculum coverage, sequencing, pupil work, assessment, pupil voice, parent feedback, safeguarding themes and staff confidence.
- Monitoring will identify whether pupils with SEND and other vulnerable groups can access and retain essential knowledge.
- Leaders will respond to gaps, misconceptions, emerging risks and evidence of harmful culture through curriculum, pastoral and behaviour action.

## 30. Complaints and concerns

- A parent should first raise a curriculum question or concern with the RSE / PSHE Lead or Headteacher
- A formal complaint will be handled under the Complaints Procedure. The complaints process does not create a right to remove compulsory Relationships Education or lawful curriculum content.
- A safeguarding concern will be handled immediately under the Safeguarding and Child Protection Policy and must not wait for the complaint outcome.
- A data-protection concern may also use the school's internal data-protection complaints route.

## 31. Information governance and record keeping

- The school will retain the approved policy, curriculum maps, consultation record, resource approvals, withdrawal requests and decisions, monitoring evidence and complaints in accordance with its retention schedule.

- Sensitive pupil information, safeguarding records and health information will be stored securely and accessed only by those with a legitimate need.
- Anonymous question boxes will be managed so that a safeguarding disclosure can be acted upon where the pupil can be identified, while avoiding unnecessary collection of personal data.
- External providers will not collect pupil data, images or survey responses without prior approval, a lawful basis and appropriate parent or pupil information.

## 32. Proprietor oversight and review

- The proprietor will receive assurance that the policy has been consulted on, published, implemented and reviewed and that statutory content is delivered to all applicable pupils.
- Assurance will include curriculum coverage, staff competence, parent information, withdrawal records, accessibility, safeguarding alignment, external-provider controls and actions arising from evaluation.
- The policy will be reviewed at least annually and sooner after legal change, revised guidance, a serious safeguarding issue, inspection finding or significant curriculum concern.
- A change to resources or scheme of work does not always require full policy consultation, but a material change to policy, content or approach will be consulted on appropriately.

## 33. Policies to be read in conjunction

- Safeguarding and Child Protection Policy
- Curriculum Policy
- PSHCE Policy and curriculum map
- Non-Discrimination and Inclusion Policy
- SEND Policy and Accessibility Plan
- Behaviour and Discipline Policy
- Anti-Bullying Policy
- Internet Policy and Acceptable Use Agreements
- Staff Code of Conduct
- Complaints Procedure
- Data Protection Policy, Data Protection Privacy Notice and Records Retention Schedule
- Mental Health and Wellbeing Policy, where applicable
- Preventative Education Policy
- First Aid Policy and Supporting Pupils with Medical Conditions Policy
- EYFS policies and curriculum documentation, where applicable
- Boarding policies and procedures, where applicable
- Educational Visits and External Visitors procedures

## 34. Source register

| Source | Application |
|---|---|
| Children and Social Work Act 2017, sections 34 and 35 | Statutory basis for Relationships Education and RSE. |
| Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 | Mandatory subjects, written policy and withdrawal framework. |
| Relationships Education, Relationships and Sex Education and Health Education statutory guidance, published July 2025 for implementation from 1 September 2026 | Statutory content, curriculum principles, parent engagement and transparency, resources, withdrawal, safeguarding, SEND, equality and delivery requirements applying from 1 September 2026. |
| Education Act 1996, including sections 403 and 405 | Sex education principles and parental withdrawal framework. |
| Education (Independent School Standards) Regulations 2014, as amended | PSHE, RSE, curriculum, teaching, SMSC, information and leadership standards. |
| Independent School Standards Guidance, April 2026 | Current interpretation of the standards and inspection evidence. |
| Keeping Children Safe in Education 2026 | Preventative education, online safety, child-on-child abuse, disclosures and support for children questioning gender. |
| Working Together to Safeguard Children 2026 | Child-centred safeguarding and multi-agency context. |

| Source | Application |
|---|---|
| Equality Act 2010 and EHRC technical guidance for schools | Non-discrimination, protected characteristics and reasonable adjustments. |
| Children and Families Act 2014 and SEND Code of Practice: 0 to 25 years | SEND accessibility and preparation for adulthood. |
| EYFS statutory framework for group and school-based providers, September 2026 | Learning, development and safeguarding foundations for EYFS. |
| Prevent duty guidance and political impartiality guidance | Resilience, controversial issues and lawful, balanced teaching. |
| UK GDPR, Data Protection Act 2018 and Data (Use and Access) Act 2025 | Consultation, pupil, safeguarding, health and provider information. |
| Relevant independent-school inspection framework and guidance (ISI or Ofsted, as applicable) | Evidence of curriculum quality, inclusion, safeguarding and leadership implementation. |