FARRINGTONS
SCHOOL

RSE and PSHE Policy

Author/Role	**SEL and BOK**
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Regulatory References	Relationships Education, Relationships and Sex Education (RSE) and Health Education – DfE Statutory Guidance (2026), Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, Education Act 1996 – Section 403, Education Act 2002 – Section 80A, Children and Social Work Act 2017 – Sections 34 and 35, Equality Act 2010, Keeping Children Safe in Education (KCSIE) 2026, Working Together to Safeguard Children 2026, Prevent Duty Guidance, SEND Code of Practice, Education (Independent School Standards) Regulations 2014, Children Act 1989 and Children Act 2004, Human Rights Act 1998, Data Protection Act 2018 / UK GDPR
Links to other policies	• Safeguarding and Child Protection Policy • Behaviour Policy • Anti-Bullying Policy • Equality, Diversity and Inclusion Policy • Online Safety Policy • Child-on-Child Abuse Policy • Mental Health and Wellbeing Policy • SEND Policy • Prevent Policy • Staff Code of Conduct • Complaints Policy • Curriculum Policy • Teaching and Learning Policy • Mobile Phone Policy • Acceptable Use Policy • Attendance Policy • Medical Conditions Policy • First Aid Policy • Data Protection and Privacy Policy • RSE/PSHE Curriculum and Scheme of Work

Date of next review	**September 2027**

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Revised by: SEL/BKO

Statement of intent

At Farringtons School, we understand the importance of educating pupils about relationships, sex and health so that they can make responsible and well-informed decisions in their lives. Although we have always included elements of relationship and sex education in our curriculum, from September 2020, the law stated that all pupil in secondary education be taught RSE. In addition, guidance was updated in 2025 and we have taken steps to implement changes to the curriculum prior to them becoming mandatory in 2026. Therefore, our school follows the statutory guidance from the Department for Education published in 2019, updated in 2025 with effect from September 2026.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

Equality Act 2010

DfE (2015) 'National curriculum in England: science programmes of study'

Children and Social Work Act 2017

DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019

DfE (2021 'Teaching about relationships, sex and health'

DfE (2024) 'Keeping children safe in education'

SEND (Special Educational Needs and Disabilities) Code of Practice: 0 to 25 years

DfE (2025) Relationships and Sex Education (RSE) and Health Education Updated Statutory Guidance.

This policy should be read in conjunction with the following policies:

Data Protection
ICT (Information Communication Technology)
Management and Retention of Records
Teaching and Learning
Safeguarding and Child Protection

Special Educational Needs
Anti-Bullying
Behaviour
Curriculum
Online Safety

Principles

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. Farringtons School aims to promote the spiritual, moral, social, cultural, mental, and physical development of pupils in school and in wider society. Therefore RSHE is most effective when it:

- Is an identifiable part of our school curriculum; planned, timetabled and taught by qualified staff across Key Stages mainly through PSHE.
- Is supported by external partners and visitors who advise, enhance and supplement the curriculum.
- Works in partnership with parents and carers, informing them about what their children will be learning and sign posting them to useful resources to support them at home.
- Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.
- Promotes safe, equal, caring, and enjoyable relationships and discusses real-life issues **appropriate to the age and stage of pupils**, including friendships, families, consent, relationship abuse, sexual exploitation, and safe relationships online.
- Gives a positive view of human sexuality with honest and medically accurate information so that pupils can learn about their bodies and sexual and reproductive health in ways that are **appropriate to their age and maturity**. Gives pupils opportunities to reflect on their values and influences (such as from peers, media, faith, and culture) that may shape their attitudes to relationships and sex and nurture respect for different views.
- Includes learning about how to get help and treatment from health and advice services including reliable information online.
- Fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination.
- Meets the needs of all pupils with their diverse experiences including those with special educational needs and disabilities.
- Seeks pupils' views about lessons so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.

Responsibilities

The Head will be responsible for:

- The overall implementation of this policy.
- Ensuring there is adequate timetabling to deliver RSHE, mainly through the PSHE curriculum, as a statutory subject and that teaching staff are suitably equipped to deliver the subjects.
- Ensuring parents and carers are fully informed of this policy with opportunities to review and consult on changes.
- Discussing and reviewing all requests to withdraw pupils from non-statutory elements of RSHE and ensuring withdrawn pupils receive appropriate, purposeful education during the period of withdrawal.
- Reviewing this policy on an **annual** basis.
- Reporting to the governing board on the effectiveness of this policy and the curriculum.

The PSHE Lead will be responsible for:

- Planning and overseeing the delivery of RSHE through the curriculum in order to meet statutory requirements.
- Working closely with colleagues in related curriculum areas to ensure that RSHE complements, and does not duplicate, the content covered in other curriculums.
- Ensuring the curriculum is age- and stage-appropriate, inclusive, and high-quality with planned progression between each year group.
- Leading and monitoring the teaching of RSHE, providing support and development of PSHE staff where necessary.
- Using AFL in the classroom to assess pupils' knowledge and understanding.
- Promoting high expectations of engagement to facilitate the development of pupils.
- Regularly evaluating and reporting on the effectiveness of the curriculum, advising improvements, and implementing changes where applicable.
- Updating the department handbook and communicating with subject teachers.
- Liaising with the Head regarding parent and carer enquiries and their right to withdraw.

The DSL will be responsible for:

- Offering advice and consultation for safeguarding-related subjects in RSHE .
- Promoting knowledge and awareness of safeguarding issues amongst staff, including sign-posting vulnerable students who have had adverse childhood experiences or the potential to be distressed by curriculum content.
- Being an appropriate point of contact for staff who have concerns about the welfare of a pupil that have arisen through the teaching of RSHE.
- Organising a safe space for pupils to go should they need additional support or time to talk about RSHE related matters.

Subject teachers will be responsible for:

- Modeling positive attitudes to RSHE and acting in accordance with this policy.
- Delivering PSHE lessons with impartiality, using facts not personal views or beliefs.
- Liaising with the DSL and SENCO to identify and respond to individual needs of pupils.
- Liaising with the school lead on key topics, resources and support for individual pupils.
- Reporting any safeguarding concerns and disclosures to the DSL and non-safeguarding concerns to the subject lead or a member of the SLT.
- Providing a respectful and inclusive approach to their lesson delivery.

The SENCO will be responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs where applicable.

Organisation of the RSHE curriculum

Curriculum links

Although a majority of RSHE is taught through weekly PSHE lessons, there are opportunities to draw links between RSHE and other curriculum subjects wherever possible to enhance pupils' learning. RSHE can be taught, but not exclusively, in the following subjects:

- **Science** – pupils are taught about the main external parts of the body and changes to the human body as it grows, including puberty.
- **ICT and computing** – pupils are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.
- **PE** – pupils can develop competence to excel in a broad range of physical activities, be physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives.
- **Religious Studies** – pupils are taught about how various forms of relationships and sexualities are considered by a range of cultures and religions.

Working with parents and carers

The school understands that parent and carers' role in the development of their children's understanding about relationships, sex and health is vital and will, therefore, engage them as far as possible in their children's learning. This will include providing them with frequent opportunities to understand and ask questions about the school's approach to RSHE. Consulting closely with parents and carers when reviewing content enables us to take into account their views when making decisions about the curriculum. However, they are not permitted to 'veto' curriculum content, and final decisions will be made by the school in the best interest of pupils' development.

When in consultation with parents and carers, the school will provide:

- The curriculum content, including what will be taught and when.
- Examples of the resources the school intends to use to deliver the curriculum.

- Information about parent and carers' right to withdraw their child from non-statutory elements of RSHE.

The school will remain aware that the teaching of some aspects of the curriculum may be of concern to parents and carers. Any concerns regarding RSHE, can be submitted by email to the school office.

External agencies

Working with external agencies can enhance our delivery of RSHE using specialist knowledge and expertise to engage pupils. External experts will be expected to comply with the provisions of this policy and the school will:

• Check the visitor/visiting organisation's credentials of all external agencies.

• Ensure the teaching delivered by the external experts fits with the planned curriculum to enhance teaching, not to replace teaching.

• Request in advance, copies of materials to be used to ensure quality, accessibility and that it meets the needs of all learners appropriately, including those with SEND.

• Agree on how confidentiality will work in any lesson and that the visitor understands how safeguarding reports must be dealt with in line with the Child Protection Policy.

Equality and accessibility

Farringtons School will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of any of the protected characteristics. We recognise that some pupils are more vulnerable to exploitation, bullying and other issues due to their characteristics, e.g. having SEND or being LGBTQ+ and we are proactive in preventing, intervening and supporting pupils in accordance with supporting school policies.

RSHE is planned to be inclusive of all pupils and considerate of their backgrounds, gender, age range and SEND needs. Teachers will understand that they may need to liaise with the SENCO and adapt their planning or work to appropriately deliver the curriculum to pupils with SEND.

Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate and developmentally appropriate, and is delivered with reference to the law.

Safeguarding and confidentiality

All pupils will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum.

To meet the DfE's best practice advice, the DSL will be involved in the formulation of safeguarding-related areas of the curriculum, as their knowledge and resources may help to address safeguarding issues more appropriately and effectively.

When teaching issues that are particularly sensitive, e.g. self-harm, consent or suicide, teachers will be made aware of the risks of inadvertently encouraging or providing instructions to pupils. Teaching of these subjects will always prioritise preventing harm to pupils as a central goal.

Confidentiality within the classroom will be an important component of RSHE, and teachers will be expected to respect the confidentiality of their pupils where the context is appropriate. Our pupils know that if there is a safeguarding concern, staff cannot promise confidentiality and any disclosures made during the teaching of the curriculum will be reported through the channels outlined in the Safeguarding Policy and raised immediately and directly with the DSL. Pupils are also informed and actively encouraged how to raise concerns for themselves or about others in order to get help.

Assessment

The school will have the same high expectations for RSHE as in other curriculum areas. The progress of pupils and quality of classwork is monitored in PSHE and although no formal assessment takes place, pupils are assessed using a range of assessment for learning strategies such as quizzes, discussions, reflections, and learning evaluations. As with other subjects, parents and carers can expect regular communications home about progress and attitude to learning through written PSHE reports and access to teaching staff during consultation evenings and detailed in the Assessment Schedule.

RSHE in the Prep School

The Prep School understands that primary aged pupils must be provided with an education that prepares them for the opportunities, responsibilities, and experiences of adult life. We use the Jigsaw scheme of learning to do this and tailor the curriculum to meet the needs of the pupils. A key part of this relates to relationships and health education (including puberty), which is a statutory requirement and must be delivered to every primary-aged pupil. The delivery of relationships and health education coincide with one another and will be delivered as part of the school's PSHE curriculum.

Prep Schools also have the option to decide whether pupils are taught sex education outside of what must be taught as part of the science curriculum. We believe children should understand these facts to ensure they are given accurate information in an age-appropriate way before they attend senior school. We also teach this in PSHE lessons.

As sex education is not statutory at primary level (other than what must be taught as part of the science curriculum), parents and carers have the right to request to withdraw their child from all or part of the sex education curriculum.

For the purpose of this policy:

- "**Relationships education**" is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.
- "**Health education**" is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.
- **"Sex education"** is defined Sex Education as understanding Human Reproduction.

As we define that sex education refers to human reproduction, we therefore inform parents and cares of their right to request their child be withdrawn from the following PSHE Jigsaw 'Changing Me' lessons:

- *Year 5, Lesson 4 (Conception)*
- *Year 6, Lesson 3 (Conception, birth)*

RSHE in the Senior School

In the senior school, we understand the importance of educating pupils about relationships, sex and their health, for them to make responsible and well-informed decisions in their lives. RSHE focuses on giving pupils the knowledge they need to make informed decisions and to build self-efficacy. It helps to prepare pupils for the opportunities, responsibilities, and experiences of adult life. RSHE is taught using the Life Lessons scheme of learning and delivered through PSHE lessons. As with the Prep school relationships and health are statutory components, but in the Senior School they include intimate sexual relationships and sexual health.

Parents and carers have the right to request to withdrawal of their child from some or all of sex education delivered as part of statutory RSHE. However, we encourage full attendance as these topics are broad and crucial for giving pupils the tools to navigate early adulthood. Any questions or concerns can be addressed by contacting the subject lead.

Withdrawal from lessons

The RSHE and PSHE Policy is available to parents and carers and schemes of learning for both Prep and Senior School can be viewed on request by contacting the school office.

Requests to withdraw a child from sex education must be made in writing to the Head. All discussions with parents will be documented.

The Head will:

- Discuss with parents and carers the benefits of their child receiving RSHE and any detrimental effects that withdrawal might have.
- **Automatically grant withdrawal requests in the Prep** school but will discuss the request with the parents or carers to ensure they understand the nature and purpose of the curriculum.

- **Respect the parents' request to withdraw their child in the Senior School, only in exceptional circumstances, up to and until three terms before the child turns 16 (after this point, if the child wishes to receive RSHE the school will provide it).**
- Ensure that pupils who are withdrawn from RSHE receive appropriate, purposeful education during the period of withdrawal.
- Consider the specific needs of a pupil with SEND if a request for withdrawal is made, when making the decision to permit withdrawal.