



Relationship and Sex Education (RSE) Policy

This policy is inclusive of all pupils in the school including those in the Early Years Foundation Stage

Reviewed: January 2026

Reviewed by: K Beardall

The Relationships Education, Relationship 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 and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

At Moulshford, we recognise our responsibility to promote the spiritual, moral, cultural, mental and physical development of our pupils. We aim to prepare pupils for the opportunities, responsibilities and experiences of adolescence and adult life. We seek to provide a safe and stimulating environment that, in partnership with parents and the wider community, will enable pupils to learn about moral, physical and emotional development.

WHAT IS RELATIONSHIPS AND SEX EDUCATION (RSE)?

RSE is lifelong learning about physical, moral and emotional development. It is about the understanding and appreciation of family life, commitment, stable and loving relationships, respect, love and care. It is also about the teaching of physical and emotional changes to the body, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.

AIMS AND OBJECTIVES FOR RSE

The aim of RSE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. This should take place with consideration of the qualities of relationships within families.

The objectives of RSE are:

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self-esteem and confidence, especially in their relationships with others
- To help pupils understand their feelings and behaviour, so they can lead fulfilling and enjoyable lives
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities
- To provide the confidence to be participating members of society and to value themselves and others
- To help gain access to information and support
- To develop skills for a healthier, safer lifestyle (including mental health)
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media (including the impact of social media, influencers, trends and misinformation)

- To respect and care for their bodies
- To support children to develop a strong sense of self and skills to buffer unhelpful messages about body image
- To provide education on fitness and nutrition that has a positive focus upon energy, fun, social connection and health
- To provide food in schools that is nutritious and balanced
- To provide information/training for families that looks at how to support children to develop a positive body image and sense of self.
- To help pupils learn to recognise the early signs of body dissatisfaction and refer children and families to health professionals, if needed
- To help pupils be prepared for puberty and adulthood

WHY SHOULD RSE BE TAUGHT IN SCHOOL?

RSE begins at a very early age and, while much of it is learnt from parents, it is also received from friends, books, magazines, television, internet, music, films and so on. Some of this information can be incorrect, confusing or frightening. RSE in school provides a secure framework and environment in which pupils can be given the facts using appropriate materials. It also allows them to develop necessary personal skills and a positive attitude to physical and emotional health and well-being and moral development.

Wide ranging research has shown that children want information about changes and situations they will experience, before they happen to them. A safe, supportive and structured programme in school increases the probability of this being achieved. Also, although children want to be able to discuss hormonal changes and relationships with their parents, many parents and children prefer the school to take a lead and provide a springboard for the discussions. A partnership between home and school and open dialogue between parent and child are the ideal.

A successful programme, firmly embedded in the schools' PSHE, will help children learn to respect themselves and others and allow them to move, with confidence, from childhood through adolescence into adulthood.

MORAL AND VALUES FRAMEWORK

The DfE guidance states that RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils. It should stress the importance of relationships and family life, stable and loving interactions, respect, love and care and the teaching of sex, sexuality and sexual health.

The personal beliefs and attitudes of teachers or other teaching staff will not influence the teaching of sex and relationship education in school. Teachers and all of those contributing to RSE are expected to work within an agreed values framework, which represents the values held in common by the whole school community.

The teaching of RSE will encourage pupils to:

- Value and respect themselves
- Value and respect others for who they are, not for what they have or what they can do
- Value healthy sexual relationships which are based on mutual respect, care and goodwill

- Value and respect differences in people's religion, culture, sexual orientation, physical and mental ability and social background
- Value and respect their own and others' rights to make choices in sexual relationships
- Value stable and loving relationships for the nurturing of children and as the basis of a society in which people care for each other

THE ORGANISATION OF RSE

RSE is taught as part of the PSHE programme (also called LFL - Learning for Life), with Form Heads and dedicated PSHE teachers responsible for delivering the lessons. An overview of the RSE provision at Moulsoford is maintained by the PSHE Lead, who is accountable for ensuring the effective implementation of the policy and for making sure that both the PSHE and RSE curriculum are being followed.

The biological aspects of RSE are covered within the Science curriculum, while some moral aspects are explored within the Religious Education curriculum.

Additionally, guest speakers are occasionally invited to offer a different 'voice' and help keep the lessons engaging for the pupils. Any external speaker is thoroughly vetted to ensure the appropriateness of their presentation. The PSHE Lead will review all materials used by external speakers before they are delivered to our pupils.

TEACHING METHODOLOGY

A range of teaching methods, which involve children's full participation, are used to teach RSE. These include use of small group work, media, discussion, case studies, drama and role-play. Ground rules and distancing techniques are used to establish a safe environment to facilitate discussions and students are encouraged to reflect on their learning.

The School is committed to employing active learning methods, which involve children's full participation. It is essential that schools can help children develop confidence in talking, listening and thinking about sex and relationships. Before starting RSE lessons, ground rules are discussed and agreed with the children. These ground rules will help the teacher create a safe environment, which will minimise any embarrassment the children might feel.

An overview of the RSE Curriculum at Moulsoford is available in Appendix I. The PSHE overview, which includes RSE, is available in the PSHE Policy on the School website.

Ground Rules

Ground rules help to create a safe environment for both teacher and pupil. They should be established with each class before RSE lessons commence.

Distancing Techniques

Distancing techniques help to avoid embarrassment and protect privacy. Role-play, case studies with invented characters, appropriate videos, etc. can help children to discuss issues in a depersonalised, safe environment.

Dealing with Questions

Clear boundaries for questioning are established and ground rules set as to what is appropriate and inappropriate; personal questions are not answered.

If a teacher is asked a question that is too explicit, is age-inappropriate for the child or whole class, or raises questions about sexual abuse, then it should be acknowledged with a promise to attend to it later on an individual basis.

If a question is raised that alerts a member of staff that a child is at risk of sexual abuse or raises other safeguarding concerns, child protection procedures should be followed as stated in Moulsoford's Safeguarding Policy.

As the range of understanding may be considerable, a three level response to questions is advised:

1. Answer in class for all children to hear
2. Answer one-to-one away from other children
3. Refer back to parents/carers, with the child's consent, to establish their willingness to have their child's question answered.

Opportunities are given for children to ask questions confidentially using the 'Ask it Basket'. This helps to ensure no child is left 'sitting on' a question. Pupils are encouraged to speak to a trusted adult if they have any questions or concerns and warned about the issues that can arise from looking things up online or listening to friends or siblings.

Reflection

Reflecting is crucial for learning as it encourages pupils to consolidate what they have learned and to form new understanding, skills and attitudes. We can provide an opportunity for reflection in the RSE programme and help pupils reflect on their learning by asking questions such as:

- What was it like doing this discussion today?
- What did you learn from others, especially those who had a different experience or belief from your own?
- Considering what we have discussed today, what would you say was fact and what is opinion?
- What do you think you will be able to do as a result of this discussion?
- What else do you think you need to think or learn about?

Learning Journey 'floor-books' have been introduced to allow pupils to review their learning from week-to-week or across a whole term/year. They also give opportunities for pupil voice as they reflect on their own work from the week before. These floor-books have been trialled in Years 6-8 with a view to all year groups using them by the 2025/26 academic year.

MONITORING AND EVALUATION

RSE is taught within the PSHE Curriculum and is monitored using a variety of methods. The PSHE Lead is responsible for monitoring the coverage and delivery of RSE across the School. This is done by a

combination of 'book looks', learning walks, pupil surveys and pupil interviews, which take place in every year group throughout the academic year.

Pupil voice is used to review and tailor our RSE programme to match the different needs of pupils.

TERMINOLOGY

OFSTED guidance recommends that it is important for children to learn the language associated with body parts so that children are able to talk to health professionals. Therefore, teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people.

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

At Moulsford, teaching and resources will be differentiated as appropriate to address the needs of children with special educational needs, in order for them to have full access to the content of the scheme of work. For further information, please refer to the SEND Policy and Accessibility Policy.

EQUAL OPPORTUNITIES

At Moulsford, it is our aim to provide a RSE programme, which is accessible to all our pupils, regardless of race, gender, ability, culture and religion. Materials and resources for lessons should be chosen carefully avoiding stereotypical images.

CONFIDENTIALITY AND CHILD PROTECTION

In compliance with the School's Child Protection and Safeguarding Policy, staff can reassure children that their interests will be maintained, and that they will be encouraged and allowed to talk. However, teachers are not able to ask leading questions in order to gain more information.

Teachers must not guarantee complete confidentiality and must inform the child if information is to be passed on to another member of staff. Children should be informed of sources of confidential advice. Any concerns about child protection must be discussed in the first instance with the Assistant Head Pastoral and DSL or, in their absence, the Head. Any suspicion of sexual abuse or other safeguarding issues, either now or in the past, must be referred to the DSL immediately.

COLLABORATION WITH PARENTS AND STAKEHOLDERS

At Moulsford, we are committed to fostering a strong partnership between home and school. Pupils are best supported when both the school and parents work together. When Relationships and Sex Education (RSE) became statutory, the policy was developed in consultation with parents. It is reviewed annually, and parents are informed of any updates through the weekly newsletter.

The policy is available to parents and carers via the school website, and we work closely with parents to ensure they are fully informed about what is being taught. This is done using a combination of parent workshops, surveys, pupil reports, open classrooms and year group letters.

Sex education is delivered during the Summer Term, and letters are sent in advance to explain the content being covered and how parents can support their children at home. Long-term plans are also accessible on the school website, allowing parents to see how our RSE lessons integrate with the broader curriculum for each year group.

Parents are invited to attend an annual PSHE Forum, where staff outline the curriculum in more detail and discuss its positive impact on pupils. These events also provide an opportunity for parents to raise any questions or concerns.

Governors are kept informed of the RSE policy and curriculum through termly committee meetings. Any updates to the policy are reviewed by the Governors, and parents are notified of any changes.

RIGHT TO WITHDRAWAL

The Government is responsible for deciding which aspects of the RSE curriculum parents have the right to withdraw their child from, should they wish to do so. The law around this is divided into 'primary' and 'secondary' year groups. As Moulton is a Prep School, we are not divided in the same way, which can cause some confusion. For clarity, primary aged children are those in Year 6 and below and secondary aged children are those in Year 7 and above.

The Government states that parents cannot withdraw their child from relationships education at primary school level. It is a statutory requirement and all children are expected to take part in lessons. However, at secondary school age, parents have the right to withdraw their child from the sex education elements of RSE that are not included in the National Curriculum for Science. Parents are advised to contact the school directly if they wish to withdraw their child from RSE in Years 7 and/or 8.

OTHER DOCUMENTS AND POLICIES

This policy can be read in conjunction with the School's PSHE Policy, SMSC Policy and Curriculum documents. Documents and other policies that inform this RSE Policy are listed below.

Documents:

- Education Act (1996)
- Learning and Skills Act (2000)
- SRE Guidance (2000)
- Education and Inspections Act (2006)
- Supplementary Guidance SRE for the 21st Century (2014)
- Keeping Children Safe in Education – Statutory Safeguarding Guidance (2020)
- Children and Social Work Act (2017)
- DfE statement on relationships education, relationship and sex education and PSHE (2017)
- PSHE Association guidance on writing your school's RSE Policy (2017)

Policies:

- Safeguarding Policy
- Behaviour Policy

- Anti-Bullying Policy
- SEND Policy
- Accessibility Policy
- Curriculum Policy



Appendix I

Relationships and Sex Education (RSE) is taught as part of the PSHE Curriculum. The majority of the RSE topics are taught in the Summer Term and communication goes out to parents in advance to make them aware of what the lessons will cover.

Year Group	Topics Covered in RSE
Reception	Family life; Friendships; Breaking friendships; Falling out; Dealing with bullying; Being a good friend; Bodies; Respecting my body; Growing up; Growth and change
Year 1	Belonging to a family; Making friends/being a good friend; Physical contact preferences; People who help us; Qualities as a friend and person; Self-acknowledgement; Being a good friend to myself; Celebrating special relationships; Life Cycles - animal and human; Changes in me; Changes since being a baby; Differences between female and male bodies (correct terminology); Linking growing and learning
Year 2	Different types of family; Physical boundaries; Friendship and conflict; Secrets; Trust and appreciation; Expressing appreciation for special relationships; Life cycles in nature; Growing from young to old; Increasing independence; Differences in female and male bodies (correct terminology), Assertiveness
Year 3	Making and maintaining healthy friendships; Similarities and differences; Zones of Regulation; Trusted people and feeling safe; Keeping secrets and when to break confidentiality; Recognising and reporting feeling safe
Year 4	Managing conflict and repairing friendships; Feeling lonely; Friendship skills, including communicating safely online; Listening and responding; Respecting self and others; Different types of relationships; Characteristics of healthy family relationships; Feeling safe and cared for; Growing up; Puberty
Year 5	Mutual respect; Sharing points of view; Stereotypes; Types of bullying and how to get help; Privacy and personal boundaries; Acceptable and unacceptable contact; Permission-seeking and giving
Year 6	Developing friendship skills; Changing and ending friendships; Managing change, loss and bereavement; Opportunities to connect online; The nature of online-only friendships; Reporting harmful content and contact; Staying safe online; Menstrual wellbeing; Managing the changes of puberty; Developing independence
Year 7	Respectful relationships and conflict resolutions, including online; Equality, diversity and tackling prejudice; Bullying, including online; Healthy and positive relationships, including intimate relationships; Expectations and stereotypes in relationships; Managing strong feelings; The concept of consent.
Year 8	Managing social influence, peer pressure and peer approval; Strategies to manage pressure to conform within a group; Different types of relationships; What makes a relationship

	healthy or unhealthy; Stereotypes and expectations of gender roles, behaviour and intimacy; Consent in intimate situations; Exposure to sensitive
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