Relationships Education and Relationships and Sex Education Policy

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1. Aims

The aims of Relationships Education and Relationships and Sex Education (RSE) at The Greens ENS are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

This policy has been revised with regard to the Department for Education statutory guidance that came into effect on 1 September 2026. Parents have been made aware of upcoming changes and the consultation window has closed.

2. Statutory requirements

The Greens ENS is an independent specialist school for pupils with special educational needs and disabilities (SEND). Under paragraph 2A of the Independent School Standards, the proprietor ensures that every pupil receiving primary education receives Relationships Education and every pupil receiving secondary education receives Relationships and Sex Education (RSE), subject to the applicable right to request withdrawal from sex education. The school also provides PSHE under paragraph 2(2)(d) of those standards, including learning about health and wellbeing. The separate statutory Health Education duty does not apply to independent schools.

The proprietor has regard to the current Department for Education statutory guidance on Relationships Education, RSE and Health Education when arranging Relationships Education and RSE. This policy and the teaching plans must be implemented consistently and made accessible to pupils with SEND.

This policy describes the school's approach, while the accompanying curriculum map and schemes of work specify the content, sequence, teaching resources, responsible staff and assessment for pupils receiving primary and secondary education.

3. Policy development

This draft was reviewed with staff. Parents have been invited to make comments/changes in before approval. them to make suggestions/support the policy development.

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.

- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.

- Parent consultation – before publishing and finalising this draft, the school asked parents/carers if they would like to comment on how RSE was delivered at The Greens or if they would like to support us in drafting our policy. (Window closed for consultation 28th Sept)

- Pupil consultation – pupils are offered accessible ways to express what they need to learn, including their usual communication systems where appropriate. Staff use this alongside safeguarding and curriculum evidence when reviewing content and delivery. This was done through student council.

- Approval and publication – after consultation, the proprietor approves the policy, publishes the final version on the school website. The school records the approval and next review date.

4. Scope and principles

Relationships Education builds understanding of families, friendships, respectful relationships, online relationships and personal safety. Where pupils receive secondary education, RSE also covers the required knowledge about intimate relationships, sex and sexual health in a carefully sequenced and developmentally appropriate way.

Teaching about sex, biological sex and gender reassignment is factual, age appropriate, sensitive and consistent with current law and statutory guidance. Staff distinguish established facts from contested views, avoid stereotypes, and respond to pupils' questions without making assumptions about an individual pupil.

RSE supports pupils' emotional and social development, safety and preparation for adulthood. It includes opportunities to practise boundaries, communication, consent where appropriate, recognising risk and seeking help.

RSHE involves a combination of sharing information and exploring issues and values.

RSHE is not about the promotion of sexual activity.

5. Curriculum content and sequencing

The current curriculum map must identify the content taught to pupils receiving primary and secondary education, when it is taught, how it builds on prior learning, and which topics are Relationships Education or sex education. Content on online risks, harmful attitudes, consent, exploitation and mental wellbeing is introduced in an age- and developmentally appropriate order, with appropriate safeguarding support. A broad list of sensitive topics is not a substitute for this mapped sequence.

Teachers plan from the DfE guidance and the school's approved PSHE/RSE schemes of work. They adapt communication, examples, resources, pacing and assessment to pupils' SEND while retaining the essential safeguarding knowledge and the breadth of the relevant curriculum.

Teachers use a safe classroom approach and respond to questions sensitively. If a question falls outside planned content, staff give an age-appropriate response, consider any safeguarding concern and liaise with the RSE lead and parents as appropriate. Staff do not use a pupil's question as a reason to deliver unsuitable content to the whole group.

The curriculum map distinguishes the primary and secondary content required by the September 2026 guidance. It records how topics such as positive relationships, boundaries, safety, consent and online harms are sequenced and revisited. The primary and secondary overviews in Appendix 2 must be checked against the September 2026 guidance and supported by current, detailed schemes of work before this revision is approved.

6. Delivery of RSHE

RSE is taught through planned PSHE lessons and reinforced, where appropriate, through everyday routines and the wider curriculum. Relevant biological learning may be taught through science. Staff make clear to pupils and parents when content constitutes sex education. The school identifies who teaches each unit and any external visitor's contribution in its teaching plan; school staff retain responsibility for the curriculum and safeguarding.

Parents and carers may request to view all RSE teaching materials, including those from external providers. The school will explain how to access them before teaching and will not agree to restrictions that prevent parents from seeing material the school plans to use.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- -Families and people who care for me.
- -Caring friendships.
- -Respectful relationships.
- -Online relationships.
- -Being safe.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatization of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Area	What we will give more attention to following new guidance
Relationships and consent	Healthy relationships, respect, boundaries, consent, and recognising coercion or unequal power.
Online safety	Misogyny online, harmful attitudes and content, pornography, AI-generated sexual images and deepfakes, and where pupils can get help.
Abuse and exploitation	Grooming, sexual harassment, financial exploitation and other forms of coercive behaviour.
Health and wellbeing	Resilience and mental health, with sensitive topics taught only when appropriate and safely planned.

7. Roles and responsibilities

7.1 The proprietor and governing arrangements

The proprietor approves this policy following parental consultation and is responsible for meeting ISS paragraph 2A. The school's governance arrangements support scrutiny of delivery, pupil access, parental communication and review.

7.2 The head of school

The head of school ensures that RSE is planned and taught consistently, staff are supported, concerns are referred under safeguarding procedures, and requests for withdrawal from sex education are considered in accordance with section 8.

7.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way.
- Modelling positive attitudes to RSHE.
- Monitoring progress.
- Responding to the needs of individual pupils.
- Responding appropriately when a parent requests withdrawal from sex education, while continuing to teach Relationships Education and providing suitable learning during any withdrawal.
- Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the head of school.

7.4 Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

8. Parents' right to request withdrawal from sex education

Parents cannot withdraw a pupil from Relationships Education. The school explains clearly which planned lessons are sex education and which are Relationships Education or science content.

Parents may request withdrawal from some or all sex education delivered as part of RSE. Where the school provides primary sex education, the head of school grants the request, other than for relevant science content. For pupils receiving secondary education, the head of school normally grants a request but may refuse it in exceptional circumstances after considering the individual pupil's needs and safeguarding. The pupil may opt back in from three terms before their sixteenth birthday.

Parents send a request to the head of school. The head discusses the request with the parent and, where appropriate, the pupil; explains the lesson content, the right and any implications; records the decision and informs relevant staff. The school may provide a request form, but a request is not dependent on using one.

A pupil withdrawn from sex education receives appropriate and purposeful education during the period of withdrawal. The school does not withdraw pupils from Relationships Education or relevant science content.

9. Training

Staff receive induction and continuing professional development in age-appropriate RSE, SEND adaptations, safe discussion and safeguarding, including how to respond to disclosures. External specialists may support delivery or training, but the school checks materials in advance and retains responsibility for teaching.

The head of school will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

10. Monitoring arrangements

The head of school monitors planning, teaching, pupil access and assessment through suitable observations, review of work and communication evidence, pupil and parent feedback, and staff discussion.

Leaders record findings, address gaps in staff knowledge or curriculum coverage and check the impact of action taken.

Teachers assess pupils' developing knowledge through accessible discussion, communication, practical responses and other evidence appropriate to their needs. Assessment informs what is revisited or taught next.

This policy is reviewed at least annually and sooner if statutory guidance or school provision changes. The review includes consultation with parents, appropriate pupil input, a check of teaching materials and any lessons from safeguarding concerns.

The proprietor approves each revision after consultation. The approval and review dates are recorded in the document control table.