

OVERSTONE PARK SCHOOL

LEARNING / RESPECT

RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION POLICY

Reception to Year 13

Academic Year	2026–2027
Principal / Proprietor	Mrs Marion Brown
Implementation	September 2026
Review	September 2027 or earlier if required
Statutory reference	DfE statutory guidance, July 2025

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POLICY CONTROL

Policy	Relationships Education, RSE and Health Education
Applies to	Reception to Year 13
Policy owner	Principal / Proprietor
Principal	Mrs Marion Brown
Approved by	Proprietor / Senior Leadership Team
Implementation date	September 2026
Review cycle	Annual
Next scheduled review	September 2027

1. POLICY STATEMENT

Overstone Park School is committed to providing high-quality, age-appropriate, developmentally appropriate and accessible Relationships Education and Relationships and Sex Education (RSE).

The school recognises that effective relationships education helps children and young people develop the knowledge, understanding, values and practical skills required to establish safe, respectful and healthy relationships and to make informed decisions as they progress towards adulthood.

The programme is particularly responsive to pupils with Special Educational Needs and Disabilities (SEND). Teaching is adapted to communication, cognitive, social, emotional, sensory and developmental needs while maintaining appropriate ambition and safeguarding expectations.

RSE is delivered within the school's wider therapeutic, safeguarding, PSHE and preparation-for-adulthood curriculum.

2. STATUTORY FRAMEWORK

This policy is informed by the Department for Education's Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance published in July 2025, together with the wider legal and regulatory framework applicable to independent schools.

Relevant frameworks include the Children and Social Work Act 2017; Education Acts; the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019; Education (Independent School Standards) Regulations 2014; Equality Act 2010; Children Acts; SEND Code of Practice; current Keeping Children Safe in Education guidance; and relevant Prevent and safeguarding duties.

The school recognises the statutory requirements for Relationships Education for primary-age pupils and RSE for secondary-age pupils, and its responsibilities to provide appropriate PSHE within the Independent School Standards.

3. AIMS

1. Develop safe, positive and respectful relationships.

2. Understand healthy and unhealthy relationships and appropriate boundaries.
3. Develop respect for themselves and others.
4. Understand consent at a level appropriate to age and development.
5. Recognise coercive, controlling, abusive or otherwise unsafe behaviour.
6. Know when, where and how to seek help.
7. Develop communication, self-advocacy and online-safety skills.
8. Understand privacy, personal space, bodies and development.
9. Develop resilience, confidence, self-esteem and informed decision-making.
10. Respect different families and individual differences.
11. Understand equality and non-discrimination.
12. Develop independence and preparation-for-adulthood skills.

4. OVERSTONE PARK SCHOOL APPROACH

RSE at Overstone Park School is based on the sequence: Safety → Relationships → Communication → Understanding → Choice → Independence.

Teaching is age appropriate, developmentally appropriate, factual, inclusive, respectful, safeguarding focused, appropriately sequenced and adapted to individual communication and learning needs. Chronological age alone does not determine the level of adaptation required.

5. SEND AND RSE

Pupils with SEND may require particularly explicit teaching about relationships, boundaries, consent, privacy, personal safety and recognising unsafe situations. Some pupils may find social rules difficult to interpret or may be more vulnerable to exploitation, coercion, manipulation, grooming or abuse.

Adaptations may include visual schedules, symbols, photographs, AAC, social narratives, structured role play, repetition, task analysis, individual or small-group teaching, vocabulary pre-teaching and concrete scenario-based learning. Adaptation must not unnecessarily deny pupils important safeguarding knowledge.

6. TEACCH-INFORMED DELIVERY

The school's structured teaching approach supports RSE by making abstract social concepts more concrete and predictable. Staff use visual structure, predictability, structured tasks, explicit teaching, repetition, generalisation and gradual reduction of adult prompts to develop independence.

7. PRIMARY PHASE – RELATIONSHIPS EDUCATION

From Reception onwards, teaching establishes foundations for positive relationships. Content develops progressively through families and people who care for me; caring friendships; respectful relationships; online relationships; and being safe.

Pupils learn about trusted adults, kindness, honesty, cooperation, bullying, privacy, personal space, boundaries, appropriate and inappropriate touch, asking permission, online safety, protecting personal information and seeking help.

8. SECONDARY PHASE – RELATIONSHIPS AND SEX EDUCATION

Secondary RSE builds on primary Relationships Education. Teaching develops understanding of families and committed relationships; respectful relationships; equality; harassment; coercive and controlling behaviour; abuse; online relationships and media; consent; intimate relationships; reproductive and sexual health; contraception; pregnancy; sexually transmitted infections; and accessing appropriate support and health services.

Content is taught factually, sensitively and in a manner appropriate to pupils' age, development, SEND profile and safeguarding needs.

9. HEALTH AND WELLBEING

Within PSHE and the wider curriculum, the school provides appropriate learning about mental wellbeing, emotional regulation, physical health, healthy eating, activity, sleep, hygiene, dental health, puberty, first aid, medicines, alcohol, tobacco, vaping, drugs, risk awareness and seeking professional help.

10. PUBERTY

Pupils receive appropriate preparation for puberty before and during the period in which changes are likely to occur. Teaching may include physical and emotional changes, menstruation and menstrual wellbeing, personal hygiene, body odour, privacy, erections and wet dreams where appropriate, self-care and seeking support.

For pupils with SEND, preparation may begin earlier or require additional repetition where necessary to enable safe and confident management of bodily changes.

11. SAFEGUARDING

Safeguarding is central to RSE. Teaching may result in pupils recognising or disclosing abuse, neglect, exploitation, harmful sexual behaviour or other concerns. Staff must never promise confidentiality.

Where a concern arises, staff follow: Recognise → Respond → Record → Report → Safeguard. Staff listen calmly, avoid investigating or asking leading questions, make an accurate record and report promptly through the school's safeguarding procedures.

12. CONFIDENTIALITY AND QUESTIONS

Pupils are encouraged to ask questions in a safe learning environment. Teachers answer appropriate questions factually and sensitively at an appropriate developmental level. Where a question indicates a safeguarding concern, safeguarding procedures take precedence. Teachers may defer a question where an immediate answer would be inappropriate and seek advice from a senior leader or DSL.

13. EQUALITY, DIVERSITY AND RESPECT

RSE is delivered consistently with the school's duties under the Equality Act 2010. Teaching promotes dignity, respect, inclusion, equality, tolerance and understanding. Pupils learn about different families and

relationships in an age-appropriate and factual manner. Reasonable adjustments are made to enable pupils with disabilities and SEND to access the curriculum.

14. FAITH, VALUES AND CULTURAL BACKGROUNDS

The school recognises that families may hold different religious, cultural and ethical perspectives. Teaching is sensitive and respectful while ensuring pupils receive their curriculum entitlement. Staff distinguish appropriately between factual information, legal requirements and different personal, religious or cultural views.

15. PARENT AND CARER PARTNERSHIP

Parents and carers are important partners in RSE. The school provides appropriate information about what is taught, when it is taught, the purpose of teaching, SEND adaptations, resources where appropriate and rights concerning withdrawal from sex education. Parent consultation and engagement are recorded as part of policy development and review.

16. RIGHT TO WITHDRAW

There is no right to withdraw a pupil from Relationships Education. Parents may request withdrawal from some or all sex education delivered as part of RSE, subject to the statutory framework. There is no parental right to withdraw pupils from relevant content taught within the science curriculum.

Requests should be made to the Principal. The school will discuss the request, explain the nature and purpose of the curriculum, consider the pupil's circumstances and record the request and decision in accordance with statutory requirements.

17. CURRICULUM RESOURCES

Resources must be age appropriate, developmentally appropriate, factually accurate, accessible, respectful, safeguarding appropriate and consistent with the school's curriculum. Staff review resources before use; external materials do not replace professional teacher judgement.

18. EXTERNAL VISITORS

External organisations may support RSE where they add appropriate expertise, but responsibility for curriculum content remains with Overstone Park School. The school considers safeguarding, suitability, expertise, proposed content, resources, SEND accessibility, impartiality, equality and curriculum fit before delivery.

19. STAFF TRAINING

Staff delivering or supporting RSE receive appropriate information, support and training in statutory requirements, curriculum expectations, safeguarding, SEND adaptation, sensitive questions, disclosures, consent, online safety, equality, language, resources and assessment.

20. ASSESSMENT

Assessment identifies what pupils know, understand and can apply; it does not assess pupils' personal beliefs or private experiences. Evidence may include discussion, questioning, structured tasks, scenario responses, pupil work, observation, self-assessment, teacher assessment, individual targets and EHCP outcomes where relevant.

For pupils with SEND, particular attention is given to whether knowledge can be applied and generalised rather than simply recalled.

21. TEACHING FOR INDEPENDENCE

The aim is not merely that pupils can repeat a rule, but that wherever reasonably possible they can apply learning independently. Pupils progress from knowing a trusted adult to identifying, approaching and communicating a concern to one; and from knowing a boundary to recognising, communicating and respecting boundaries across situations.

22. MONITORING

The Principal and senior leadership team monitor implementation through curriculum scrutiny, lesson observations, learning walks, work scrutiny, pupil voice, staff discussions, parent feedback, safeguarding information, assessment records, EHCP progress evidence, resource review, staff training records and curriculum audits.

23. INSPECTION EVIDENCE

The school maintains evidence across three layers: Policy / Intent; Implementation; and Impact. The evidence chain is: Policy → Curriculum → Planning → Teaching → Pupil Experience → Assessment → Independence → Safeguarding → Leadership Monitoring → Improvement.

24. ROLES AND RESPONSIBILITIES

The proprietor ensures statutory responsibilities are met and an appropriate policy and curriculum are in place. The Principal has overall responsibility for implementation, curriculum quality, staff deployment, parent engagement and monitoring. The DSL manages safeguarding concerns arising from RSE. Curriculum leaders oversee sequencing, resources, assessment and monitoring. Teachers deliver planned learning and make appropriate adaptations. Mentors and support staff reinforce learning, communication, independence, boundaries and safeguarding skills.

25. POLICY LINKS

This policy should be read alongside the Safeguarding and Child Protection Policy; PSHE Policy; Curriculum Policy; Teaching and Learning Policy; SEND Policy; Equality Policy; Accessibility Plan; Behaviour Policy; Anti-Bullying Policy; Online Safety Policy; Acceptable Use Policy; Mental Health and Wellbeing Policy; Health and Safety Policy; Prevent procedures; Complaints Policy; and relevant curriculum and assessment documentation.

26. POLICY REVIEW

This policy is reviewed at least annually and sooner where statutory guidance, legislation or safeguarding guidance changes; curriculum monitoring identifies a need; pupil needs change; significant safeguarding learning requires revision; or feedback from pupils, parents or staff indicates review is appropriate.

POLICY APPROVAL

Principal / Proprietor

Mrs Marion Brown

Signature

Date

RSE / PSHE Lead

Next Review

September 2027

APPENDIX A – RECEPTION TO YEAR 6 CURRICULUM PROGRESSION MAP

Year Group	Core Learning	SEND / TEACCH Delivery
Reception	People who care for me; feelings; kindness; safe/unsafe; body ownership; trusted adults; simple privacy; asking for help.	Visuals, explicit vocabulary, social narratives, modelling, repetition, role play, AAC where required and generalisation across settings.
Year 1	Families; friendship; sharing; respectful language; personal space; permission; basic online safety; identifying trusted adults.	Visuals, explicit vocabulary, social narratives, modelling, repetition, role play, AAC where required and generalisation across settings.
Year 2	Healthy friendships; bullying; similarities and differences; private/public; appropriate touch; saying no; reporting worries.	Visuals, explicit vocabulary, social narratives, modelling, repetition, role play, AAC where required and generalisation across settings.
Year 3	Respect; conflict resolution; boundaries; secrets and surprises; online communication; protecting personal information; help-seeking.	Visuals, explicit vocabulary, social narratives, modelling, repetition, role play, AAC where required and generalisation across settings.
Year 4	Healthy/unhealthy friendships; peer pressure; discrimination; online risks; body changes introduction; consent foundations.	Visuals, explicit vocabulary, social narratives, modelling, repetition, role play, AAC where required and generalisation across settings.
Year 5	Puberty; changing bodies; menstruation; emotional changes; respectful relationships; consent; online images; personal safety.	Visuals, explicit vocabulary, social narratives, modelling, repetition, role play, AAC where required and generalisation across settings.
Year 6	Puberty consolidation; transition; relationships; boundaries and consent; online harms; recognising pressure; help and support.	Visuals, explicit vocabulary, social narratives, modelling, repetition, role play, AAC where required and generalisation across settings.

APPENDIX B – YEARS 7 TO 13 CURRICULUM PROGRESSION MAP

Year Group	Core Learning	Application / Independence
Year 7	Healthy relationships; puberty; identity; friendship; boundaries; consent foundations; online relationships; trusted support.	Scenario practice, self-advocacy, identifying risk, communicating boundaries, seeking support and applying learning across people, places and situations.
Year 8	Respectful relationships; peer influence; stereotypes; harassment; consent; online risks; grooming; emotional wellbeing.	Scenario practice, self-advocacy, identifying risk, communicating boundaries, seeking support and applying learning across people, places and situations.
Year 9	Intimate relationships; consent; coercion and control; sexual health foundations; contraception; STIs; exploitation; help-seeking.	Scenario practice, self-advocacy, identifying risk, communicating boundaries, seeking support and applying learning across people, places and situations.
Year 10	Healthy intimate relationships; consent in law and practice; contraception; pregnancy; STIs; sexual health services; online sexual content and image-sharing risks.	Scenario practice, self-advocacy, identifying risk, communicating boundaries, seeking support and applying learning across people, places and situations.
Year 11	Decision-making; respectful adult relationships; abuse and exploitation; sexual health; accessing services; transition to post-16/adulthood.	Scenario practice, self-advocacy, identifying risk, communicating boundaries, seeking support and applying learning across people, places and situations.
Year 12	Adult relationships; independence; consent; communication; personal safety; sexual health; digital behaviour; managing risk.	Scenario practice, self-advocacy, identifying risk, communicating boundaries, seeking support and applying learning across people, places and situations.
Year 13	Preparation for adult life; sustained relationships; informed choices; consent and boundaries; accessing health/support services; independence and generalisation.	Scenario practice, self-advocacy, identifying risk, communicating boundaries, seeking support and applying learning across people, places and situations.

APPENDIX C – SEND DELIVERY CHECKLIST

- ☐ Vocabulary has been explicitly taught and understood.
- ☐ Visual supports are available where required.
- ☐ AAC / communication support is available where required.
- ☐ Abstract concepts have been broken into concrete, manageable steps.
- ☐ Examples and scenarios are appropriate to the pupil's developmental understanding.
- ☐ Repetition and overlearning are planned.
- ☐ The pupil is supported to relate learning to real-life situations.
- ☐ Generalisation is practised across contexts.
- ☐ The pupil can communicate yes / no / stop / help in an accessible way.
- ☐ The pupil can identify an appropriate trusted adult.
- ☐ Adult prompts are reduced where safe and appropriate.
- ☐ Safeguarding messages are reinforced.
- ☐ Progress and independence are recorded.

APPENDIX D – RAG INSPECTION-READINESS CHECKLIST

Inspection Evidence	Green	Amber	Red	Action / Evidence Location
Current RSE policy approved and reviewed	☐	☐	☐	
July 2025 statutory guidance reflected	☐	☐	☐	
Reception–Year 6 progression evidenced	☐	☐	☐	
Years 7–13 progression evidenced	☐	☐	☐	
PSHE links evidenced	☐	☐	☐	
SEND / TEACCH adaptations evidenced	☐	☐	☐	
Safeguarding links and reporting procedures evidenced	☐	☐	☐	
Online safety and consent taught progressively	☐	☐	☐	
Puberty appropriately sequenced	☐	☐	☐	
Secondary sexual-health content evidenced	☐	☐	☐	
Equality duties and reasonable adjustments evidenced	☐	☐	☐	
Parent consultation / engagement evidenced	☐	☐	☐	
Withdrawal requests and decisions recorded appropriately	☐	☐	☐	
Resources reviewed before use	☐	☐	☐	
External providers checked and supervised	☐	☐	☐	
Staff training recorded	☐	☐	☐	
Pupil progress and independence assessed	☐	☐	☐	
Pupil voice gathered	☐	☐	☐	
Leadership monitoring completed	☐	☐	☐	
Actions followed through and impact reviewed	☐	☐	☐	

RAG Key: Green = fully evidenced and current; Amber = partly evidenced / action required; Red = missing, outdated or not yet implemented.

INSPECTION EVIDENCE CHAIN

**POLICY → CURRICULUM → PLANNING → TEACHING → PUPIL EXPERIENCE → ASSESSMENT →
INDEPENDENCE → SAFEGUARDING → LEADERSHIP MONITORING → IMPROVEMENT**