

Relationships, Sex and Health Education (RSHE) Policy

Policy owner	Deputy Head Pastoral
Approved by	Headmaster and Governors
Effective from	1 September 2026
Date of approval	[insert date]
Date of next review	[insert date]

This policy applies to all pupils at New College School, including pupils in the Early Years Foundation Stage, and reflects the different statutory requirements applying to pupils receiving primary and secondary education.

1. Introduction

New College School recognises that high-quality Relationships, Sex and Health Education (RSHE) has an important role in helping children develop the knowledge, understanding, values and skills they need to form positive relationships, make informed decisions, maintain their physical and mental wellbeing and keep themselves and others safe.

RSHE at NCS forms an integral part of the School's Wellbeing/PSHCEE programme and wider approach to safeguarding, pastoral care and personal development.

The programme is underpinned by the school's values and seeks to develop qualities including:

- kindness;
- honesty;
- integrity;
- courage;
- humility;
- generosity;
- trustworthiness;
- self-respect;
- respect for others;
- resilience;
- empathy; and
- a sense of justice and responsibility.

Teaching is designed to be factual, balanced, inclusive and age and stage appropriate. It is carefully sequenced so that pupils develop secure foundations in relationships and personal safety before encountering more complex material as they mature.

RSHE is not delivered in isolation. It works alongside the school's Child Protection and Safeguarding Policy, Anti-Bullying Policy, Behaviour Policy, Online Safety Policy, Mental Health and Wellbeing Policy, SEND provision and the wider academic curriculum.

2. Aims

The aims of RSHE at NCS are to:



- provide a safe framework in which sensitive issues can be discussed using balanced, accurate and age-appropriate information;
- help pupils develop safe, healthy, respectful and caring relationships;
- teach pupils to recognise the characteristics of positive and harmful relationships;
- help pupils understand personal boundaries, privacy, consent and respect;
- give pupils the vocabulary and confidence to describe themselves and their bodies accurately;
- teach pupils how to recognise unsafe situations, abuse, exploitation, harassment and coercion;
- ensure pupils know how and where to seek help for themselves or another person;
- prepare pupils for the physical and emotional changes associated with puberty and adolescence;
- develop pupils' understanding of physical health, mental wellbeing and healthy lifestyles;
- help pupils develop self-respect, confidence, resilience and empathy;
- encourage pupils to reflect upon their own emotional development and behaviour;
- develop positive attitudes towards different families, relationships, cultures and backgrounds;
- challenge prejudice, discrimination and harmful stereotypes;
- help pupils understand the consequences of their behaviour and choices;
- develop responsible, respectful and safe online behaviour;
- prepare pupils for increasingly independent use of technology and social media;
- provide age-appropriate knowledge about intimate relationships and sexual health to pupils receiving secondary education;
- equip pupils to identify misinformation, manipulation and harmful online influences; and
- contribute to the school's wider preventative safeguarding education.

3. Statutory and regulatory framework

This policy has been prepared with regard to:

- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019;
- Department for Education, Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory Guidance, for introduction from 1 September 2026;
- Keeping Children Safe in Education 2026;
- Education (Independent School Standards) Regulations 2014;
- Equality Act 2010;
- Children and Social Work Act 2017;
- Education Act 1996; and
- relevant safeguarding legislation and guidance.

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

As an independent school, NCS is not subject to the statutory Health Education requirements applying to maintained schools and academies. However, the School is required to provide appropriate personal, social, health and economic



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education under the Independent School Standards. NCS therefore uses the Health Education elements of the statutory guidance to inform its Wellbeing/PSHCEE programme and regards high-quality health education as an important part of its provision.

4. What do we mean by RSHE?

Relationships Education

Relationships Education develops pupils' knowledge and understanding of:

- families and people who care for them;
- friendships;
- respectful relationships;
- boundaries and privacy;
- online relationships;
- personal safety;
- recognising harmful behaviour;
- seeking help; and
- treating others with kindness, dignity and respect.

Relationships Education begins from the earliest years and does not require the teaching of the detail of sexual activity.

Sex Education

Sex Education concerns human reproduction and, as pupils become older, intimate and sexual relationships and sexual health.

Some aspects of human development and reproduction are taught through Science and cannot be withdrawn from.

NCS also provides age-appropriate sex education outside Science. In the primary phase, this is carefully limited and normally introduced in Year 6 around developing bodies and puberty. In Years 7 and 8, pupils begin the statutory secondary RSE programme.

Health Education and Wellbeing

Health and wellbeing education at NCS includes physical health, mental wellbeing, puberty, hygiene, sleep, physical activity, nutrition, first aid, substance awareness, online wellbeing and understanding when and how to seek help.

It is taught through Wellbeing/PSHCEE, Science, PE, assemblies and other appropriate areas of the curriculum.

5. Guiding principles

Age and stage appropriate

Teaching will take account of pupils' age, maturity, developmental stage, prior knowledge and lived experience.

The fact that NCS educates pupils only to Year 8 does not mean that later-secondary material will be brought forward inappropriately. Years 7 and 8 will provide a strong, carefully sequenced foundation for pupils' continuing RSE education in their senior schools.

Preventative

Children should be equipped with the knowledge and skills to recognise risks and harmful behaviour before those risks arise.



Teaching about safeguarding will be informative without unnecessarily alarming pupils or implying that harmful behaviour is normal or inevitable.

Positive

Teaching will focus on positive relationships, healthy choices, self-worth, kindness, respect and responsible behaviour. Staff will avoid language which normalises harmful behaviour or reinforces harmful stereotypes.

Inclusive

Pupils will encounter a range of family structures and relationships in a factual and respectful manner.

Teaching will not discriminate against pupils or families on the basis of protected characteristics or other personal circumstances.

Participative

Where appropriate, pupils will discuss scenarios, practise decision-making and consider different perspectives.

Teachers may use distancing techniques, scenarios, anonymous question boxes and other strategies to support safe discussion.

Safeguarding-led

Staff delivering RSHE must recognise that sensitive lessons may result in safeguarding disclosures.

Safeguarding takes precedence over the planned lesson.

6. Curriculum organisation

RSHE is primarily delivered through the School's Wellbeing/PSHCEE programme.

It is supported through:

- Science;
- Coding/ ICT and Online Safety;
- Physical Education and Games;
- form time;
- assemblies;
- pastoral work;
- the school's wider curriculum; and

The Deputy Head Pastoral/DSL coordinates RSHE and ensures that the curriculum is coherent and appropriately sequenced and teaches the Relationships Education components through the Year 7 & 8 Wellbeing programme.

Form Tutors and Assistant Form Tutors support delivery.

7. Curriculum progression

The detailed RSHE curriculum is reviewed annually. The following provides the broad progression at NCS.

EYFS, Year 1 and Year 2

Teaching focuses on the foundations of positive relationships and personal safety, including:

- identifying people who care for us;



- recognising different families;
- friendship and kindness;
- sharing, cooperation and taking turns;
- recognising feelings;
- understanding that actions affect other people;
- appropriate personal space;
- simple boundaries;
- private and public;
- correct and age-appropriate vocabulary for the body;
- understanding that their body belongs to them;
- appropriate and inappropriate touch;
- trusted adults;
- asking for help;
- keeping trying until an adult listens;
- simple online safety; and
- recognising when something does not feel right.

Years 3 and 4

Teaching builds pupils' understanding of:

- positive and healthy friendships;
- resolving disagreements;
- peer influence and group behaviour;
- empathy;
- self-esteem and self-respect;
- respecting difference;
- family relationships;
- bullying and discriminatory behaviour;
- boundaries and privacy;
- personal hygiene;
- early understanding of bodily change;
- online friendships;
- safe and unsafe online behaviour;
- reliability of online information;
- permission before sharing information or images;
- recognising unhealthy relationships; and
- seeking help for themselves or another person.



Years 5 and 6

Teaching develops pupils' understanding of:

- increasingly complex friendships;
- peer pressure;
- respectful relationships;
- stereotypes and prejudice;
- puberty and physical and emotional changes;
- menstruation;
- changes experienced by boys during puberty, including wet dreams;
- personal hygiene;
- body image and self-esteem;
- boundaries and privacy;
- appropriate and inappropriate physical contact;
- consent in an age-appropriate, non-sexual context;
- online relationships and social media;
- pressures associated with online communication;
- sharing photographs and personal information;
- the risks associated with nude or semi-nude images, where appropriate;
- harmful or sexualised online content, where appropriate;
- how to respond when they encounter upsetting content;
- how to report concerns; and
- where to obtain help.

Primary sex education will normally take place in Years 5 and/or 6 and may include an age-appropriate factual explanation of:

- human reproduction;
- conception;
- pregnancy; and
- birth.

Parents will be informed in advance about the content of non-statutory primary sex education.

Years 7 and 8

Pupils in Years 7 and 8 receive Relationships and Sex Education as pupils receiving secondary education.

Teaching builds upon primary Relationships Education and introduces age-appropriate secondary content including:

- healthy and unhealthy relationships;
- changing relationships during adolescence;
- friendship and romantic relationships;



- communication;
- respect, trust and honesty;
- personal boundaries;
- consent;
- peer and relationship pressure;
- inequalities of power within relationships;
- coercive and controlling behaviour;
- sexual harassment;
- harmful sexual behaviour;
- sexual violence, taught sensitively and in an age-appropriate manner;
- the law and age of consent;
- sexual orientation;
- biological sex and gender reassignment;
- prejudice, misogyny and harmful stereotypes;
- body image;
- puberty and adolescence;
- online relationships;
- sending or sharing intimate images;
- online sexual harassment;
- pornography and the distorted expectations it may create;
- harmful online influencers and content;
- grooming and exploitation;
- sextortion and sexualised online scams;
- developing risks associated with artificial intelligence and AI-enabled online services;
- introduction to contraception and sexual health;
- alcohol, drugs and risk-taking;
- how to identify trustworthy sources of health information; and
- how and where to obtain help.

The content will remain appropriate to pupils aged 11–13. NCS will not attempt to compress all content intended for completion by the end of secondary education into Years 7 and 8. The curriculum will provide appropriate foundations for further RSE at pupils' senior schools.

8. Relationships, boundaries and consent

Understanding boundaries begins in the youngest year groups.

Children will learn that:

- their body belongs to them;



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- other people also have a right to bodily autonomy and personal space;
- permission should be sought where appropriate;
- it is possible to change one's mind;
- pressure and coercion are not acceptable;
- secrets relating to safety should not be kept;
- a trusted person will respect reasonable boundaries; and
- they should seek help if something does not feel right.

As pupils mature, this learning develops into a fuller understanding of consent.

Secondary pupils will learn that consent must be freely given, can be withheld or withdrawn, and that ethical behaviour within relationships goes beyond simply obtaining consent: healthy relationships also require kindness, care, respect and attention to the needs and vulnerabilities of others.

9. Online relationships and emerging technology

Online safety is a continuing theme throughout the NCS curriculum.

Teaching will be regularly reviewed to respond to changes in technology and pupils' experiences.

Pupils will learn about:

- communicating respectfully online;
- privacy and personal information;
- digital footprints;
- sharing photographs and videos;
- online bullying;
- misinformation;
- manipulation;
- grooming;
- fraud and scams;
- sexualised online contact;
- image-sharing;
- sextortion;
- pornography;
- harmful influencers;
- algorithms and targeted content;
- the commercial use of personal data; and
- developing artificial intelligence technologies.

Secondary pupils will be taught that AI services, including conversational systems or chatbots, can create a false sense of intimacy, provide inaccurate or harmful advice and should not be treated automatically as trustworthy sources.



Pupils will be taught to think critically about new technologies as they emerge rather than assuming that a particular platform or application is safe.

10. Nude and semi-nude images

Teaching about nude and semi-nude images will be age appropriate and safeguarding-led.

Pupils will be taught:

- not to pressure another person to make or share an image;
- that sharing an image of another person without consent can cause serious harm;
- that an image sent privately may subsequently be copied or circulated;
- that children should seek help rather than attempt to manage such situations alone;
- that a child who reports that an image of themselves has been shared will be supported rather than blamed; and
- where and how concerns can be reported.

Any actual incident involving nude or semi-nude images will be handled under the school's Child Protection and Safeguarding Policy rather than dealt with solely as an RSHE or behaviour matter.

11. Pornography and harmful sexualised content

Pupils may encounter sexualised or pornographic material accidentally or deliberately.

Age-appropriate teaching may therefore address online sexual content where this is necessary to protect pupils.

In secondary RSHE, pupils will learn that pornography can:

- present distorted or unrealistic representations of bodies and relationships;
- present behaviours as usual which many people do not engage in;
- portray unequal power or harmful behaviour;
- influence expectations about relationships and sex;
- reinforce misogynistic or other harmful attitudes; and
- affect how people treat themselves and others.

Teaching will not expose pupils to pornographic material or unnecessarily direct them towards specific content, websites, personalities or producers.

12. Sexual harassment, sexual violence and harmful sexual behaviour

NCS takes a zero-tolerance approach to sexual harassment and sexual violence.

This means that such behaviour is always taken seriously, challenged and responded to appropriately. It does not mean that every incident results in an identical sanction.

From the earliest years, pupils are taught about kindness, boundaries and respect.

As pupils mature, teaching will address:

- sexualised language;
- sexual comments and jokes;
- unwanted touching;



- sexual pressure;
- image-based abuse;
- online sexual harassment;
- upskirting;
- coercion;
- harmful sexual behaviour;
- sexual harassment; and
- sexual violence.

Pupils will be taught clearly that anyone can experience abuse and that responsibility always lies with the person displaying the harmful behaviour, never with the child who has experienced it.

NCS will challenge sexism, misogyny, misandry, homophobia and other prejudicial attitudes as part of its whole-school preventative safeguarding approach.

13. Equality and inclusion

NCS will comply with its responsibilities under the Equality Act 2010.

RSHE will be taught in a manner that promotes dignity and respect and does not discriminate against or harass pupils.

Teaching will reflect the reality that families take different forms, including:

- married parents;
- unmarried parents;
- single-parent families;
- same-sex parents;
- adoptive families;
- foster families;
- kinship carers;
- families headed by grandparents; and
- other caring family arrangements.

The school will avoid stigmatising a child because of their family circumstances.

Pupils will learn about the protected characteristics at an age-appropriate stage.

14. Sexual orientation, biological sex and gender reassignment

Teaching about sexual orientation, biological sex and gender reassignment will be factual, age appropriate and respectful.

Primary teaching about families may include same-sex parents alongside other family arrangements.

In secondary RSHE, pupils will have appropriate opportunities to learn about healthy same-sex relationships alongside other relationships.

Pupils will be taught the facts and law relating to:

- biological sex;



- sexual orientation; and
- gender reassignment as a protected characteristic.

Where issues extend beyond established facts and law into areas of significant public or academic debate, staff will not present contested views as settled fact.

Teaching will not reinforce gender stereotypes or imply that a child's interests, personality, clothing, behaviour or preferences determine their sex.

All pupils, including pupils who may be questioning aspects of themselves, will be treated with dignity, compassion and respect.

15. Pupils with SEND and additional needs

NCS recognises that RSHE can be particularly important for pupils with SEND, who may experience additional vulnerability to bullying, exploitation, abuse or harmful relationships.

Teaching will be adapted where necessary to ensure accessibility.

This may include:

- additional repetition;
- concrete examples;
- simplified language;
- visual resources;
- pre-teaching vocabulary;
- additional processing time;
- individual or small-group support; and
- consideration of a pupil's communication and sensory needs.

Adaptation will not mean that pupils with SEND are denied important safeguarding knowledge.

The Deputy Head Pastoral will liaise with the SENCO and relevant staff where individual adjustments are required.

16. Mental health and wellbeing

NCS will use its Wellbeing/PSHCEE programme to help pupils understand that mental wellbeing, physical health and relationships are closely connected.

Teaching will include age-appropriate learning about:

- emotions;
- resilience;
- self-esteem;
- healthy coping strategies;
- sleep;
- exercise;
- friendships;
- managing setbacks;



- body image;
- seeking support; and
- recognising when additional help is needed.

Secondary health and wellbeing teaching may address more serious mental-health concerns where this can be done safely and appropriately.

Where staff become concerned about a particular pupil in relation to self-harm, an eating disorder, suicidal ideation or another serious mental-health concern, the matter will be treated as an individual safeguarding and mental-health concern rather than explored through a classroom discussion.

Staff must follow the school's Mental Health and Wellbeing Policy and Child Protection and Safeguarding Policy.

17. Safeguarding and disclosures

RSHE has an important safeguarding function.

Sensitive teaching may increase the likelihood that a pupil makes a disclosure or that staff become concerned about something the pupil has experienced.

At the beginning of appropriate lessons, pupils will be reminded that:

- they may ask questions;
- they may speak to a trusted adult;
- staff will listen and take concerns seriously; but
- staff cannot promise to keep information secret where a child or another person may be at risk.

If a member of staff has a concern about a pupil's welfare, they must act on it immediately.

Any safeguarding concern arising during RSHE must be reported to the Designated Safeguarding Lead or a Deputy DSL in accordance with the Child Protection and Safeguarding Policy.

The concern must also be recorded promptly and accurately on CPOMS, the school's safeguarding recording system.

Recording a concern on CPOMS does not replace an immediate verbal referral to the DSL or a Deputy DSL where a child may be at risk.

Staff should not conduct their own safeguarding investigation or ask unnecessary or leading questions.

Where a lesson is being delivered by an external visitor, arrangements for responding to a safeguarding disclosure must be agreed with the visitor before the session takes place.

18. Creating a safe learning environment

Teachers will establish appropriate ground rules for RSHE lessons.

These may include:

- listening respectfully;
- not asking another pupil personal questions;
- avoiding personal disclosures during whole-class discussion;
- allowing different viewpoints to be expressed respectfully;
- using appropriate language;



- avoiding assumptions about another person's experiences or family;
- recognising that pupils may choose not to contribute to a particular discussion; and
- knowing where to seek individual support.

Teachers may use hypothetical scenarios and distancing techniques so that pupils can discuss difficult issues without being required to share personal experiences.

Anonymous question boxes may be used where appropriate.

19. Managing difficult questions

Pupils are encouraged to ask genuine questions.

Teachers will answer questions honestly, factually and in a manner appropriate to the pupil's age and development.

Where a question:

- is not appropriate for whole-class discussion;
- relates to content beyond the planned curriculum;
- raises a safeguarding concern;
- relates to sex education from which the child has been withdrawn; or
- requires specialist knowledge,

the teacher may explain that it would be better discussed individually or with a parent, trusted adult, health professional or appropriate member of staff.

Teachers should not simply dismiss a genuine question, since unanswered questions may lead children to seek unreliable or inappropriate information elsewhere.

Staff must, however, maintain professional boundaries and must not provide unnecessarily explicit information.

A question which suggests that a child may have experienced abuse, exploitation or exposure to harmful content must be treated as a potential safeguarding concern.

20. Use of external organisations and visitors

NCS may use external organisations or specialist professionals to enhance RSHE.

The school remains responsible for the quality and content of all teaching.

Before an external provider delivers a session, NCS will:

- check the provider's suitability and credentials;
- review the intended lesson content;
- see lesson plans and teaching materials in advance;
- ensure content is accurate and balanced;
- ensure it is suitable for the age and maturity of pupils;
- consider SEND and accessibility;
- ensure the content is consistent with this policy;
- consider whether the organisation has a commercial or campaigning interest;
- agree safeguarding and confidentiality procedures;



- ensure an appropriate member of NCS staff is involved; and
- make relevant resources available for parents to view.

An external provider will not be permitted to prevent NCS from showing teaching materials to parents.

21. Resources

The school will select resources carefully.

Resources must be:

- accurate;
- evidence-informed where appropriate;
- age and stage appropriate;
- balanced;
- accessible;
- consistent with this policy;
- sensitive to pupils' circumstances;
- appropriate for pupils with SEND; and
- supportive of the school's safeguarding responsibilities.

Resources may include materials from reputable organisations such as the PSHE Association, NSPCC, Internet Matters and appropriate health services.

The school will not rely on a resource simply because it has been produced by an external organisation.

The Deputy Head Pastoral retains responsibility for ensuring that materials used are appropriate.

22. Working with parents and carers

NCS recognises parents and carers as important partners in RSHE.

The school aims to build a positive relationship with parents through openness, consultation and communication.

NCS will:

- publish this policy on the school website;
- consult parents when this policy is significantly revised;
- provide information about what is taught;
- inform parents in advance of sex education content;
- give parents opportunities to ask questions;
- provide support where parents wish to continue discussions at home;
- consider parental feedback;
- notify parents where there is a significant departure from the published curriculum; and
- respond positively to requests to see teaching materials.

Parents do not have a veto over statutory or appropriately determined curriculum content, but their views will be considered carefully.



23. Parental access to curriculum materials

NCS will be transparent about the resources used to teach RSHE.

Parents will be sent planned materials used in the Year 7 & 8 Relationship session and the Science sessions looking at Puberty and Sex and may request to view all curriculum materials used with their child.

If there were to be concerns around copywrite infringements, NCS may:

- provide access through a parent portal;
- arrange supervised viewing;
- use a presentation;
- provide another lawful form of access; or
- ask parents not to copy or redistribute copyrighted material.

Copyright restrictions will not be used as a reason to refuse parents reasonable access to the content being taught.

24. Right to request withdrawal from sex education

Parents have the right to request that their child be withdrawn from some or all sex education delivered outside the compulsory curriculum.

There is no right to withdraw from Relationships Education or from relevant content taught as part of the Science curriculum.

Primary pupils

Where NCS provides sex education to primary-age pupils outside Science, a parental request for withdrawal will be granted.

Before withdrawal, the Headmaster or Deputy Head Pastoral will normally discuss the request with the parent so that:

- the nature and purpose of the lesson can be explained;
- the parent can understand precisely which content is Sex Education;
- any concerns can be explored; and
- the possible consequences of withdrawal can be considered.

A record of the discussion and decision will be kept.

Years 7 and 8

Parents of secondary-age pupils may request withdrawal from some or all of the sex-education element of RSE.

The request should be made in writing to the Headmaster.

The Headmaster will normally discuss the request with the parent and, where appropriate, the pupil.

A request will normally be respected unless exceptional circumstances justify a different decision, for example where there are relevant safeguarding concerns or particular vulnerabilities.

Because pupils leave NCS before the age at which the statutory pupil opt-back provision normally becomes relevant, that provision is unlikely to apply while a pupil remains at NCS.

During withdrawal

A pupil who is withdrawn will receive appropriate and purposeful alternative education.



Withdrawal will be handled sensitively so that the pupil is not stigmatised.

25. What withdrawal does not cover

The withdrawal process applies to sex education.

It does not prevent pupils from receiving age-appropriate teaching about:

- families;
- friendships;
- respect;
- bullying;
- discrimination;
- safeguarding;
- privacy;
- boundaries;
- online safety;
- personal safety;
- sexual harassment and sexual violence where taught as protective Relationships Education;
- puberty or reproduction taught as part of Science; or
- other appropriate Wellbeing/PSHCEE content outside the sex-education element.

26. Roles and responsibilities

Governors

The Governors will:

- oversee the school's compliance with its statutory and regulatory responsibilities;
- approve the RSHE Policy;
- ensure that the curriculum is appropriately resourced;
- ensure that safeguarding and equality are reflected in the programme; and
- hold the School to account for the quality and effectiveness of provision.

Headmaster

The Headmaster has overall responsibility for ensuring that RSHE is implemented effectively and consistently.

The Headmaster will also determine requests for withdrawal from secondary sex education where required.

Deputy Head Pastoral

The Deputy Head Pastoral is responsible for coordinating RSHE at NCS.

Responsibilities include:

- curriculum planning and sequencing;
- supporting and training staff;



- coordinating external providers;
- reviewing resources;
- liaising with parents;
- monitoring teaching and pupil outcomes;
- ensuring appropriate curriculum links;
- liaising with the DSL where safeguarding issues arise; and
- reviewing this policy and the curriculum in response to emerging issues.

Teaching staff

Staff delivering RSHE are responsible for:

- delivering teaching sensitively and confidently;
- modelling respectful attitudes;
- establishing appropriate ground rules;
- using approved materials;
- differentiating teaching for pupil needs;
- recognising safeguarding indicators and disclosures;
- avoiding personal or political advocacy;
- answering questions appropriately;
- monitoring pupil understanding; and
- referring safeguarding concerns without delay.

Designated Safeguarding Lead

The DSL will support the RSHE programme by:

- advising on safeguarding content;
- ensuring staff understand disclosure procedures;
- providing advice where sensitive teaching may affect particular pupils;
- identifying local or emerging safeguarding themes which may need to be addressed through preventative education; and
- responding to safeguarding concerns arising from RSHE.

27. Assessment

RSHE will not generally be assessed through formal examinations.

Assessment will be used to determine pupils' understanding and identify misconceptions or areas requiring further teaching.

Methods may include:

- classroom discussion;
- questioning;
- anonymous surveys;



- scenarios;
- pupil reflection;
- quizzes;
- pupil voice;
- teacher observation; and
- appropriate written work.

Assessment will focus on knowledge, understanding and application rather than a pupil's personal beliefs or experiences.

28. Monitoring and evaluation

The Deputy Head Pastoral will monitor the effectiveness of RSHE through:

- curriculum review;
- lesson observations or learning walks where appropriate;
- discussion with teaching staff;
- pupil voice;
- parental feedback;
- review of assessment information;
- consultation with the DSL;
- consideration of safeguarding trends;
- review of bullying and behaviour information;
- review of relevant CPOMS patterns where appropriate and on a need-to-know basis; and
- evaluation of external providers.

Patterns of bullying, discriminatory language, sexual harassment, online harm or other safeguarding issues may inform future preventative teaching.

Individual safeguarding information will not be disclosed unnecessarily for curriculum-planning purposes.

29. Staff training

Staff involved in RSHE will receive appropriate support and training.

This will include, as relevant:

- statutory curriculum requirements;
- safeguarding and disclosures;
- child-on-child abuse;
- sexual harassment and harmful sexual behaviour;
- online safety;
- nude and semi-nude images;
- pornography and harmful online content;
- SEND and accessibility;



- equality;
- managing controversial or contested issues;
- handling difficult questions;
- mental health;
- appropriate use of external resources; and
- parental withdrawal arrangements.

Staff should seek advice from the Deputy Head Pastoral or DSL where they are unsure about the suitability of a lesson, resource or response to a pupil.

30. Political impartiality and contested issues

RSHE sometimes involves issues on which individuals or groups hold different views.

NCS will distinguish between:

- established fact;
- law;
- evidence;
- personal belief; and
- contested opinion.

Staff must not promote partisan political views.

Where an issue is contested, teaching will be balanced and appropriate to pupils' age and understanding.

Pupils will be encouraged to evaluate information critically, listen respectfully and develop their own informed views.

31. Confidentiality

RSHE lessons are not confidential spaces in which safeguarding information can be kept from those responsible for protecting children.

Staff will respect pupils' privacy but cannot promise absolute confidentiality.

Information about a safeguarding concern will be shared only with those who need it in order to protect and support the child.

Personal information disclosed by a pupil must not become material for general classroom discussion.

32. Complaints

Any concern about the content or delivery of RSHE should initially be raised with the Deputy Head Pastoral.

Where the concern cannot be resolved informally, parents may use the School's Complaints Procedure.

A complaint about RSHE does not alter the school's obligation to respond immediately to any safeguarding concern.

33. Related policies

This policy should be read alongside:

- Child Protection and Safeguarding Policy;



- Anti-Bullying Policy;
- Behaviour Policy;
- Pupil Code of Conduct;
- Online Safety Policy;
- Acceptable Use Policies;
- Mental Health and Wellbeing Policy;
- SEND Policy;
- Equality Policy;
- Complaints Procedure; and
- relevant curriculum documentation.

34. Review

This policy will be reviewed at least annually and sooner where:

- statutory guidance changes;
- legislation changes;
- safeguarding patterns indicate that curriculum content should be amended;
- significant new online or technological risks emerge;
- pupil or parent feedback identifies a need;
- the school changes its curriculum arrangements; or
- Governors, the Headmaster, DSL or Deputy Head Pastoral consider that a review is required.

Parents will be consulted when the RSE policy is developed or substantively revised.

Pupil views will also be considered so that the curriculum remains relevant, accessible and appropriate.

The policy will be made available on the school website and a copy will be provided free of charge on request.

