



**First Thought
Independent School**

FIRST THOUGHT CARE SERVICES

Relationships and Sex Education Policy

2026-2027

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Statement of Intent

At First Thought Independent School we will provide age-appropriate relationships and sex education (RSE) to all pupils as part of the school's curriculum. Our school aims to assure parents and pupils that all aspects of RSE will be delivered in a safe space, allowing time and compassion for questions at a level that every pupil understands. Sensitive topics relating to RSE will be delivered in a sensitive manner as part of a whole-school approach where parents and teachers work in partnership.

Relationships Education is compulsory in all primary schools in England. Health Education, although **not statutory** for independent schools under the DfE's Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, **is statutory** as part of PSHE under the requirements of the independent school standards. For this reason, health education is included in the PSHE policy and curriculum. The key RSE topics applicable for all key stages have been carefully planned. Parents will be given the opportunity to discuss this policy at any time and staff will be provided with accurate training and further resources to deliver lessons to pupils.

We understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships education, which is required to be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education – we have decided to opt in.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and ensures they can talk to a trusted adult if there is anything worrying them.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships and sex education for all our pupils. This policy sets out the framework for our RSE curriculum, providing clarity on how it is informed, organised and delivered. Any sex education included within the curriculum consists of age-appropriate content which helps children understand how their bodies grow and change, the importance of privacy and personal boundaries, and how to communicate safely and respectfully. It includes age-appropriate learning about consent, safe touch, and gender, supporting pupils to stay safe and develop healthy relationships.

Legal Framework

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

- Section 80A of the Education Act 2002
- Equality Act 2010
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- The Education (Independent School Standards) Regulations (2014)
- DfE (2025) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2025) 'Keeping children safe in education 2025'

This policy operates in conjunction with the following school policies:

- Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Staff Equality, Equity, Diversity and Inclusion Policy
- Anti-bullying Policy
- Online Safety Policy
- Visitor Policy

Roles and Responsibilities

The governing board will be responsible for:

- Playing an active role in monitoring, developing and reviewing the policy and its implementation in school.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subject is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Creating and keeping up-to-date a separate written statement of this policy and ensuring the statement is published on the school's website and provided free of charge to anyone who requests it.
- Ensuring that all staff receive ongoing training on issues relating to PSHE and RSE and how to deliver lessons on such issues.
- Ensuring that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RSE.

The head of education will be responsible for:

- The overall implementation of this policy.
- Ensuring adequate time on school timetable to deliver RSE as a statutory curriculum subject.
- Providing support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RSE to pupils; for example, if staff do not feel that their training has been adequate or that aspects of the curriculum conflict with their religious beliefs.
- Ensuring that parents are fully informed of this policy and the RSE resources are available to parents beforehand.
- Reviewing requests from parents to withdraw their children from the subjects.

- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

The RSE subject leader (who is also the PSHE subject leader) will be responsible for:

- Overseeing the delivery of the subjects.
- Ensuring that staff values and attitudes will not prevent them from providing a balanced RSE in school.
- Providing the agreed vocabulary to be used during the lessons to ensure a consistent approach.
- Ensuring the subjects are age-appropriate and high-quality and up-to-date.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships curriculum.
- Ensuring the relationships, as well as any optional sex education, is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships curriculum complements, but does not duplicate, the content covered in the PSHE curriculum.
- Liaising and working in partnership with parents and carers to support further conversations at home and to share the resources ahead of teaching upon request.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the head of education.
- All teachers will be responsible for delivering RSE.

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.
- Ensuring that the needs of vulnerable pupils are taken into consideration in designing and teaching these subjects.

All teachers will be responsible for:

- Delivering a high-quality and age-appropriate relationships curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships and sex.
- Responding to any safeguarding concerns in line with the Safeguarding Policy.

- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Working with the RSE subject leader to evaluate the quality of provision.

Parents are responsible for:

- Enabling their children to grow and mature and to form healthy relationships.
- Supporting their children through their personal development and the emotional and physical aspects of growing up.
- Ensuring that they are aware of aspects of the curriculum, including when it is going to be delivered and the content.
- Supporting their children's personal, social and emotional development, by working with the school to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school PSHE.
- Seeking additional support in this from the school where they feel it is needed.

Organisation of the Curriculum

Every primary school is required to deliver statutory relationships education. The delivery of the relationships education will be delivered as part of the school's PSHE curriculum.

For the purpose of this policy:

- **"Relationships education"** is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online.
- **"Sex education"** helps children understand how their bodies grow and change, the importance of privacy and personal boundaries, and how to communicate safely and respectfully. It includes age-appropriate learning about consent, safe touch, and gender, supporting pupils to stay safe and develop healthy relationships.

Pupils will receive their entitlement for learning PSHE through a spiral curriculum which demonstrates progression. The RSE programme is delivered through a variety of opportunities including:

- Designated PSHE time as part of a spiral curriculum
- Circle time
- Use of external agencies and/or services
- School ethos
- Small group work
- Cross curricular links
- Assemblies

- Enrichment days and weeks
- Residential trips

The school has organised a curriculum that is appropriate for the age and developmental stages of pupils within each year group. The religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

The school is dedicated to ensuring our curriculum meets the needs of the whole-school community; therefore, the curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs.

Consultation with Parents

The school understands the important role parents play in enhancing their children's understanding of relationships and sex and how important parents' views are in shaping the curriculum. The school will provide parents with frequent opportunities to understand and ask questions about the school's approach to RSE.

The school will consult closely with parents when reviewing the content of the school's RSE curriculum and will give them regular opportunities to voice their opinions through the following ways:

- Questionnaires and surveys
- Meetings
- Newsletters and letters

Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:

- Organising a meeting with the head of education.
- Emailing the school: ...
- Submitting written feedback into the suggestions box in the school office

The school will use the views of parents to inform decisions made about the curriculum content and delivery; however, parents will not be granted a 'veto' on curriculum content, and all final decisions will be made by school. The school will permit parents access to all curriculum materials and the school will not enter into contracts with outside providers that seek to prevent parents from seeing materials.

Parents will be provided with the following information:

- The content of the relationships and sex education curriculum
- The delivery of the relationships and sex education curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

The school will work closely with parents in reviewing the sex education curriculum and will consult with them annually with regard to what is covered.

The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns, and help parents in managing conversations with their children on the issues covered by the curriculum. Parents will also be consulted in the review of this policy and encouraged to provide their views at any time.

Relationships and Sex Education Overview

Year Group	Autumn Term	Spring Term	Summer Term
Year 1	Focus: My Body and Personal Boundaries Activities: Naming body parts using correct terms, learning about public vs private, understanding personal space using visuals and role play.	Focus: Likes, Dislikes and Choices Activities: Expressing preferences in play and social choices, exploring 'I like/I don't like' statements, matching Activities to likes.	Focus: Family and People Who Care for Me Activities: Drawing family members, matching family roles to Activities, making a class 'support network' wall.
Year 2	Focus: Friendships and Trust Activities: Identifying qualities of a good friend, learning about people who help us, sharing through play, matching trusted adults to roles.	Focus: Cooperation and Turn-Taking Activities: Turn-taking games, peer-pairing Activities, storytelling with social messages, reflecting on positive interactions.	Focus: Keeping Safe in Relationships Activities: Understanding who to go to for help, learning 'safe/unsafe secrets', practising asking for support using scripts.
Year 3	Focus: Privacy and Safe Touch Activities: Sorting safe/unsafe touch scenarios, exploring consent with dolls and props, using 'yes/no' games and protective behaviours language.	Focus: Kindness and Empathy Activities: Recognising kind acts, giving compliments, writing thank-you notes to friends or family, group story building.	Focus: Celebrating Relationships Activities: Class celebration days, making friendship awards, reflecting on relationship growth across the year.
Year 4	Focus: Feelings and Reactions Activities: Exploring facial expressions and tone of voice, role-playing conflict and resolution, using feeling fans and body cues.	Focus: Resolving Disagreements Activities: Using conflict-resolution cards, acting out common peer challenges, exploring repair and forgiveness.	Focus: Transitions in Relationships Activities: Talking about moving up or on, preparing memory books, discussing emotions linked to change in relationships.
Year 5	Focus: Peer Relationships and Respect Activities: Group discussions about respect, working together on small challenges, understanding diversity in friendships and families.	Focus: Social Boundaries and Digital Safety Activities: Understanding sharing rules (in-person and online), identifying safe/unsafe communications, using symbol stories.	Focus: Public and Private in Context Activities: Reviewing privacy rules across school and home, role-playing expected behaviour in shared spaces.

Year 6	Focus: Communication and Change Activities: Using social stories to manage change, talking about transitions, discussing changes in relationships and new situations.	Focus: Consent and Communication Activities: Practising how to ask and respond to permission, exploring body language, reinforcing verbal and non-verbal signals.	Focus: Reflecting and Preparing for the Future Activities: Creating transition toolkits, identifying support strategies, using feelings charts to prepare for change.
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Additional aspects of relationships education and health education are covered through the PSHE curriculum – refer to the PSHE policy.

Delivery of the Curriculum

The relationships and sex education will be delivered through our PSHE curriculum (PSHE Association Planning Framework for Pupils with SEND) and My Relationships & Sex Education curriculum (EQUALS)

The school will ensure that keeping children safe and preventative education remain at the heart of PSHE subjects.

Through effective organisation and delivery of the subject, the school will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional development. The school will ensure that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and their special educational needs. Lesson plans will provide appropriate challenge for pupils and be adapted for pupils' needs.

Opportunities to teach safeguarding

Further to the prescribed curriculum for RSE, teaching will focus on safeguarding and preventative education

The school will ensure that, as part of relationships education, pupils are taught about how to keep themselves and others safe, including online.

Education will be tailored to the specific needs and vulnerabilities of individual pupils whilst taking account of pupils needs and of pupils who may be victims of abuse.

Preventative education will be adopted as a whole-school approach that prepares pupils for life in modern Britain and creates a zero-tolerance culture for sexism, misogyny/misandry, homophobia, biphobic and sexual violence or harassment.

The school will have a clear set of values and standards which will be underpinned by the Behaviour Policy and pastoral support system, as well as by a planned programme of evidence based RSE curriculum.

The teaching of safeguarding and preventative education will be fully inclusive and developed to be age and stage of

Terminology

In recognition of the fact that the use of code names for body parts can facilitate the normalisation of child sexual abuse, teaching staff will use and teach pupils the anatomically correct names for body parts.

Dealing with Difficult Questions

The school will support teaching staff to feel comfortable to answer questions from pupils, by providing regular CPD training in how to deliver sex education, including sessions on confidentiality, setting ground rules, handling controversial issues, responding to 'awkward' questions and an introduction to the rationale of why teaching RSE is so important. The school will encourage teaching staff to refer questions they feel ill-equipped to answer to the RSE subject leader for advice or support in handling the question.

Teachers will stop full class discussions where pupils begin to reveal personal, private information related to sensitive issues. If teachers feel concerned about anything shared by a pupil, they will follow the appropriate response as laid out in the Safeguarding Policy.

The programme will be designed to incorporate all pupils, and activities will be planned to ensure all are actively involved.

Teachers will focus heavily on the importance of healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.

Whilst there are no formal examinations for the relationships and sex education curriculum, the school will undertake informal assessments to determine pupil progress – these include the following:

- **Observation checklists** – Record pupil behaviours during lessons, routines, or social situations (e.g. respecting personal space, asking for help).
- **Social stories or comic strip conversations** – Use structured visuals to explore and assess understanding of situations and responses.
- **Role play / drama** – Pupils practise scenarios such as saying “no”, recognising safe adults, or identifying public/private behaviours.
- **Choice-making activities** – Pupils respond to scenarios using symbols, images, or objects to show understanding of safety, consent, and appropriate behaviour.
- **Visual scales or communication boards** – Use emotion charts, PECS, or symbol-based tools to help pupils express feelings or understanding.
- **1:1 conversations with trusted adults** – Use prompts or visuals to assess pupil understanding and comfort in a supportive setting.
- **Scrapbooks or personal learning journals** – Collect drawings, symbols, photos or written work to document individual learning over time.

- **Photo diaries or video reflections** – Pupils capture and review learning experiences, supporting recall and engagement.

Working with External Experts

The school may invite guest speakers into school to talk on issues related to RSE, e.g. an expert or experienced health professional who can challenge pupil's perceptions. A teacher will be present throughout these lessons.

Visitors will be given a copy of this policy and expected to comply with the guidelines outlined within it. All resources used by guest speakers will be available to parents to view prior to lesson delivery.

Before delivering the session, the school will:

- Ensure the lesson the external expert has planned fits with the school's planned curriculum and this policy.
- Ensure the expert's credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.
- Discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- Ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs.
- Agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Safeguarding Policy.

Equality and Accessibility

The school understands its responsibilities in relation to the Equality Act 2010; specifically, that it must not unlawfully discriminate against any pupil based on their protected characteristics.

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school will ensure that RSE programme is inclusive and caters to the needs of pupils.

Teachers will understand that they may need to adapt their planning of work and teaching methods in order to appropriately deliver the programme.

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.

When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

In order to foster healthy and respectful peer-to-peer communication and behaviour between all pupils, the school implements a robust Behaviour Policy, as well as a Safeguarding Policy, which sets out expectations of pupils.

The school understands that RSE may include topics which are triggers for teaching staff, and could relate to historic, recent, or current trauma. If this is the case, the school encourages staff to approach the head of education or the wellbeing lead to discuss this.

Curriculum Links

The school seeks opportunities to draw links between RSE and other curriculum subjects wherever possible to enhance pupils' learning. RSE will be linked to the following subjects in particular:

- **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- **Computing and ICT** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- **Citizenship** – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
- **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

Withdrawing from Certain Subjects

Relationships Education is statutory, and parents do not have the right to withdraw their child from the subject.

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

The head of education will automatically grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum; however, the head of education will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head of education will discuss with the parent, the benefits or receiving this important education and any adverse effects that withdrawal may have on the pupil.

The head of education will keep a record of the discussion between themselves, the pupil and the parent. The parent will be informed in writing of the headteacher's decision.

Where a pupil is withdrawn from sex education, the head of education will ensure that the pupil receives appropriate alternative education.

Behaviour

The school aims to foster a culture based on mutual respect and understanding for one another, and as such, has a zero-tolerance approach to bullying. Any bullying incidents caused as a result of the RSE programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school. Any occurrence of these incidents will be reported to a member of school staff, who will then discipline the pupil once they

are on school premises. These incidents will be dealt with following the processes in our Behaviour Policy and Anti-bullying Policy.

The head of education will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

Staff Training

All staff members at the school will undergo training on an annual basis to ensure they are up-to-date with the RSE programme and associated issues.

Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

Confidentiality

The school will aim to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the school's Safeguarding Policy should be followed.

Pupils will be informed prior to delivery of RSE lessons that confidentiality will remain unless school staff feel that a child is at risk of harm. This information will need to be passed on to the DSL and the pupils will be informed of the procedure. Staff who breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so will be dealt with under the school's Disciplinary Policy and Procedure.

Quality of Education

The RSE subject leader is responsible for monitoring the quality of teaching and learning for the subjects. They will conduct subject assessments on a termly basis, which will include a mixture of the following:

- Lesson observations
- Learning walks
- Work scrutiny
- Lesson planning scrutiny

The RSE subject leader will create annual subject reports for the head of education and governing board to report on the quality of the subjects. They will also work regularly and consistently with the head of education to evaluate the effectiveness of the subjects and implement any changes.

Monitoring and Review

The governing board is responsible for approving this policy.

This policy will be reviewed on an annual basis by the RSE subject leader and head of education. This policy will also be reviewed in light of any changes to statutory guidance; feedback from parents, staff or pupils; and issues in the school or local area that may need addressing.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

Appendix 1: Parent/Carer RSE Consultation Letter

Dear Parent/Carer

As you may already be aware, from September 2020, the Department for Education made Relationships Education compulsory in primary schools and Relationships and Sex Education (RSE) compulsory in secondary schools.

As part of our school's wider Personal, Social and Health Education (PSHE) programme, your child will receive lessons on relationships, and as a school we have also chosen to offer age and needs sensitive sex education. We believe it helps children understand how their bodies grow and change, the importance of privacy and personal boundaries, and how to communicate safely and respectfully. It includes age-appropriate learning about consent, safe touch, and gender, supporting pupils to stay safe and develop healthy relationships.

Schools are required to consult with parents when developing and reviewing their policies for Relationships Education and RSE, which will inform schools' decisions on when and how certain content is covered. Please find our policy attached/enclosed. It has a section which outlines what will be taught in relationships and sex education.

The purpose of the curriculum is to provide knowledge and understanding of safe and healthy relationships based on respect. This is to encourage the development of safe and healthy relationships throughout life. The subject is designed to help children from all backgrounds build positive and safe relationships, and to thrive in modern Britain.

When it comes to sex education - you do have a right to withdraw your child from part or all of the sex education delivered as part of RSE (but not what's delivered as part of the science curriculum). If you choose to withdraw your child, please make that clear on the "Parent/Carer RSE Consultation Form" which is attached/enclosed. We will invite you to discuss your request to make sure we understand your wishes and that you are clear about the nature of this curriculum. After the discussion your request will be granted.

There is no right to withdraw from Relationships Education and we believe the content of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught. We hope that you share our enthusiasm for the successful implementation of the RSE curriculum which we feel will benefit all of our pupils.

Please complete the consultation form to give us your feedback about the relationship and sex education curriculum.

You are welcome to contact me to discuss the programme further.

Yours sincerely,

Appendix 2: Parent/Carer RSE Consultation Form

Please read the PSHE & RSE policy and the Parent/Carer Consultation letter before completing this form

1. This is what I think about what the policy states under the headings:

Heading	Agree (please tick)	Disagree (please tick)	If you disagree, please give us your feedback
Organisation of the Curriculum			
Consultation with Parents			
Relationship and Sex Education Curriculum Overview			
Working with external experts			
Confidentiality			

2. Parent/Carer Right to Withdraw from Sex Education

After looking at the overview of what will be covered as part of sex education, I would like to withdraw my child:

from **part** / **all** (please circle as appropriate) sex education provided as part of RSE.

If you have chosen to withdraw your child from **part** of the sex education, please state which parts:

Name: _____

Signature: _____

Relationship to child: _____

Date: _____

