

# MERTON COURT SCHOOL



## Relationships & Sex Education (RSE) Policy

To be reviewed November 2026 by: SMSC Co-ordinator, Headmaster, LT
Signed by the Headmaster/Proprietor: 
Shared with staff: 30/9/25
Put on the Website: 30/9/25

**THIS RELATIONSHIPS AND HEALTH EDUCATION POLICY APPLIES TO THE WHOLE SCHOOL INCLUDING EYFS.**

### Legal Status

This policy complies with Part 2, paragraph 5 of The Education (Independent School Standards) (England) (Amendment) Regulations and the statutory requirements for Relationships and Health Education (DfE 2019).

Related policies and documents:

- PSHEE and Citizenship
- Curriculum Policy
- EYFS policy
- Safeguarding and Child Protection Policy
- RE Policy
- Science Policy

Documents that inform this policy include:

- Education Act (1996), Section 80A Education Act (2002)
- Equality Act (2010)
- Keeping Children Safe in Education (2025)
- Children and Social Work Act (2017)

- DfE Statutory Guidance: *Relationships Education, Relationships & Sex Education (RSE) and Health Education* (2019)
- SEND Code of Practice (2015)

## **Purpose and Principles**

At Merton Court, we define RSE as learning about the emotional, social, and physical aspects of growing up, relationships, human sexuality, and health. It equips children with the knowledge, skills, and values to:

- develop healthy, respectful relationships;
- understand the changes they and others will experience through puberty;
- safeguard themselves from harm, both online and offline;
- prepare for adult life in a modern, diverse society.

As a school with a Christian ethos, we approach RSE within a moral and spiritual framework, recognising the value of family life, stable relationships, respect, and care for others.

## **Aims of RSE**

Through our curriculum, we aim for pupils to:

- understand different types of relationships, including friendships, families, and online connections;
- recognise positive and negative relationship behaviours;
- know the physical and emotional changes during puberty;
- learn the correct names for body parts and functions;
- respect equality and diversity in relationships;
- know how to seek help, advice, or support if they feel unsafe.

## **Curriculum Content**

Our RSE programme is delivered through PSHE (using the *1Decision* scheme), Science, and the wider curriculum:

- **Relationships Education** (statutory): friendships, families, respect, boundaries, online safety.
- **Health Education** (statutory): mental wellbeing, healthy lifestyles, puberty, changes to the adolescent body.
- **Sex Education** (recommended but not statutory in primary): conception and reproduction are taught in Y6, within the Science curriculum and in an age-appropriate way.

## Progression through Key Stage 2:

- **S3 (Year 5):** pupils are introduced to puberty. Initial sessions are delivered in **single-gender groups** to allow sensitive discussion, followed by mixed-class sessions before half term. Parents will be informed of this content through **class newsletters**.
- **S4 (Year 6):** pupils are introduced to **conception** during the **second half of the Autumn Term**. Parents will receive a **letter before half term** and will be invited to meet with the SMSC Lead and Year 6 staff to view the resources in advance.

## Safe and Effective Practice

To ensure that RSE is delivered safely and effectively, we:

- Establish and agree **ground rules** at the start of lessons (e.g., respect, no personal questions, right to pass).
- Use **distancing techniques** (e.g., case studies, scenarios, stories) rather than personal experiences.
- Teach within a **safe and respectful environment** where children can ask questions appropriately.
- Ensure staff know how to manage disclosures and follow **safeguarding procedures** if concerns arise.
- Adapt lessons for pupils with SEND, using visual supports, simplified language, small-group support, or pre-teaching where appropriate.

## Parental Right to Withdraw

Parents have the right to withdraw their child from the **sex education** element of RSE (other than what is taught as part of the Science curriculum). Parents wishing to withdraw should contact the Headmaster in writing.

## Delivery

- Weekly lessons led by class teachers using *1Decision*.
- Interactive activities, videos, and discussions.
- Differentiated lessons to meet the needs of all learners, including SEND.
- Support through "Mental Health Champions" (KS2) and wellbeing initiatives in EYFS.
- **Parent communication:** S3 parents will be informed via newsletters prior to puberty teaching; S4 parents will receive a letter prior to conception lessons, with the opportunity to view teaching resources with staff.

## **Roles and Responsibilities**

- **SMSC Lead** and **Head of Pastoral Care** oversee curriculum planning, delivery, and evaluation.
- Teachers deliver lessons with sensitivity and professionalism.
- DSL ensures safeguarding concerns are managed appropriately.

## **Assessment and Monitoring**

- Ongoing self-assessment and reflection by pupils.
- Teacher assessment through discussion and activities.
- Monitoring by SMSC Lead through planning reviews and lesson observations.
- Annual reporting to parents via reports and parent evenings.

## **Safeguarding**

Effective RSE supports safeguarding by enabling children to:

- recognise inappropriate or abusive behaviour;
- understand consent, privacy, and personal boundaries;
- know how to report concerns.

Staff follow safeguarding procedures and will consult the DSL if concerns arise.

## **Policy Development & Accessibility**

This policy was developed in consultation with pupils, parents, staff, governors, and the SMSC Lead, ensuring it reflects the needs and values of our school community.

The policy is published on the school website and available in print or alternative formats (e.g. large print, translated versions) on request.

## **Review**

This policy will be reviewed annually by the Headmaster, SMSC Co-ordinator, and LT, or earlier in response to legislative or statutory changes.