



Marlborough House
Vinehall
A REPTON SCHOOL

Relationships, Sex and Health Education (RSHE) Policy

Version Control	
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Policy Author(s)	Deputy Head Pastoral
Policy Owner	Deputy Head Pastoral (Head of PSHE)
Key Staff	Nicky Whittaker (Deputy Head Pastoral and Head of PSHE and Designated Safeguarding Lead (DSL))
Review Frequency	Annually, each Autumn Term, or sooner if statutory guidance changes or following a significant safeguarding incident
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Approved by (SLT Member)	Head
Governor Committee	APC
Ratified By & Date (Committee)	APC, Spring 2026
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Recent update summary (v2.0, October 2026): - Policy renamed the Relationships, Sex and Health Education (RSHE) Policy throughout. - Outdated references (DfEE Sex and Relationship Guidance 2000; Local Children's Safeguarding Board) replaced with current DfE RSHE statutory guidance, KCSIE 2026 and safeguarding partnership terminology. - New sections: Statutory Framework; Roles and Responsibilities (including the DSL); Safeguarding within RSHE; Responding to Concerns and Disclosures; RSHE in Boarding. - Equality wording expanded to reference the Equality Act 2010 and protected characteristics; LGBT terminology aligned with DfE guidance. - Monitoring strengthened (schedule, pupil voice, parental feedback, governor scrutiny) and governance details added to this table.	

Version History

Version	Date	Summary of changes
1.2	November 2025	Updating of key people and naming (post-merge clarity); strengthening of Equal Opportunities paragraph relating to biological sex and ideology.
2.0	October 2026	Renamed RSHE Policy. Revised in response to the October 2026 policy-assurance and inspection-readiness review: safeguarding, governance, monitoring, boarding and equality sections strengthened; statutory references updated.

Policy Formation

This policy is owned by the Deputy Head Pastoral and Head of PSHE, Nicky Whittaker. It is reviewed annually in consultation with the Head and the Safeguarding Governor, approved by the Head and ratified by the Academic and Pastoral Committee of the Governing Body. The Jigsaw Approach has been put into place and is the foundation of the PSHE Schemes of Work through which RSHE is delivered.

Statutory Framework and Related Guidance

This policy has been written with regard to current legislation and statutory guidance, in particular:

- *Relationships Education, Relationships and Sex Education (RSE) and Health Education*: statutory guidance (DfE, July 2025; in force from September 2026);
- *Keeping Children Safe in Education 2026* (KCSIE), including its guidance on child-on-child abuse, sexual violence and sexual harassment;
- *Working Together to Safeguard Children 2023* and the local safeguarding partnership arrangements;
- The Education (Independent School Standards) Regulations 2014, including the requirements for PSHE, Relationships Education and RSE, and for pupils' spiritual, moral, social and cultural development;
- *National Minimum Standards for Boarding Schools* (DfE, 2022);
- *The Statutory Framework for the Early Years Foundation Stage*;
- The Equality Act 2010;
- *Sharing nudes and semi-nudes: advice for education settings working with children and young people* (UKCIS) and *Teaching online safety in schools* (DfE);
- The National Curriculum science programmes of study.

Health Education is statutory in state-funded schools. As an independent school, Marlborough House Vinehall delivers the Health Education content through its PSHE programme, in line with the Independent School Standards, and uses the statutory guidance as its benchmark.

This policy should be read alongside the School's Safeguarding and Child Protection Policy, Online Safety Policy, Prevention of Bullying Policy, Behaviour Policy, Boarding policies and procedures, SEND Policy, Equality and Diversity Policy, Visiting Speakers procedures and the Staff Code of Conduct.

Definition, Philosophy and Purpose

RSHE at Marlborough House Vinehall is underpinned by the Christian ethos and values of the school (as outlined in the Handbook for Parents and Pupils) and it is an entitlement for all pupils. We recognise the need to work with parents and carers to ensure a shared understanding of RSHE and to deliver an effective programme that meets our pupils' needs.

Relationships, Sex and Health Education (RSHE) is the term used in this policy to cover three strands: Relationships Education (statutory for primary-aged pupils), Relationships and Sex Education (statutory for secondary-aged pupils) and Health Education. RSHE is part of PSHE in the context of a broad and balanced curriculum, intended to provide pupils with what they need to know to be safe and healthy, and to understand how to manage all aspects of their lives in a positive manner. It comprises learning about the importance of family life and a child's upbringing; safety in forming and maintaining relationships, both online and offline; what healthy relationships consist of and how relationships may affect wellbeing, both mental and physical; the concepts of marriage and civil partnership and the positives they bring; and the knowledge pupils need to look after their own physical health and mental wellbeing.

Health Education content (mental wellbeing, internet safety and harms, physical health and fitness, healthy eating, drugs, alcohol and tobacco, health and prevention, basic first aid and the changing body) is taught through the Jigsaw *Healthy Me* and *Changing Me* units and through the science curriculum.

The education provided is appropriate both for the age and developmental stage of the pupils and is taught with respect to the backgrounds and beliefs of all within the community, with the aim of providing pupils with the knowledge they need of the law. Relationships Education is statutory for primary-school aged pupils.

Sex Education, as part of RSHE in secondary education, covers intimate relationships and what the law says about sex, relationships and young people. It also covers broader safeguarding themes and the use of technology in an evolving world. All themes must be covered by the end of secondary education and are not all covered in Year 7 and 8 at Marlborough House Vinehall. Appropriateness of the themes chosen is reviewed annually.

Sex education is not compulsory in primary schools and parents may write to the School should they wish to withdraw their child from sex education (see *Parents' right to request their child be withdrawn from Sex Education*). However, the RSHE programme also contains elements of the statutory science curriculum from which parents and carers cannot withdraw their children. Parents cannot withdraw their children from Relationships Education or Health Education.

Co-ordination and Planning of RSHE

The Head of PSHE is responsible for the overall planning, implementation and review of the RSHE programme. The Head of PSHE monitors the planning and delivery of content, provides appropriate resources and offers guidance and support in the delivery and assessment of RSHE. The Head of PSHE liaises with external support agencies and may lead, organise or inform staff and the wider community of training and current issues. The content planned is delivered through designated PSHE curriculum lessons and in cross-curricular settings with the Science Department. It is also recognised that staff, particularly within the Boarding House, may be required to talk through certain issues with the pupils, either as a group or with individuals and these discussions will be based on the RSHE policy.

Roles and Responsibilities

- **The Governing Body**, through the APC, ratifies this policy and holds leaders to account for the quality and impact of RSHE. The Safeguarding Governor is the link governor for RSHE.
- **The Head** approves the policy, ensures that RSHE is resourced and taught consistently across the School, and decides on any request for withdrawal from sex education.
- **The Deputy Head Pastoral and Head of PSHE** owns the policy and leads the planning, delivery, monitoring and review of the RSHE programme, staff training and communication with parents.
- **The Designated Safeguarding Lead (DSL)** ensures that the RSHE curriculum reflects current safeguarding priorities and the School's own safeguarding context; advises staff on sensitive topics and on responding to disclosures; receives, records and acts on all safeguarding concerns arising from RSHE, including making referrals to children's social care, the police or the Local Authority Designated Officer (LADO) as appropriate; and reviews trends in concerns with the Head of PSHE each term so the curriculum can respond.
- **The Head of Boarding and boarding staff** reinforce RSHE in the boarding houses as set out in *RSHE in Boarding* below.

- **All staff** model respectful relationships, follow this policy and the Safeguarding and Child Protection Policy, and report any concern to the DSL without delay.

Equality, Inclusion and Equal Opportunities

All pupils have different abilities based on their emotional and physical development, life experiences, literacy levels and learning difficulties but we aim to ensure that all pupils have equal access to the curriculum. Class teachers are responsible for ensuring that such differentiation is appropriate for a group or individual, including within their lesson planning and preparation.

The RSHE teaching takes place within mixed gender groups although there are planned opportunities for single gender sessions where gender specific issues can be discussed.

Marlborough House Vinehall's ethos is based upon Christian values and teaching. However, we recognise that the school community has cultural and religious diversity. We explore assumptions about different cultural beliefs and values and encourage activities that challenge stereotypes. Care is taken to ensure that a range of teaching materials and resources are used so that cultural diversity is reflected. We encourage discussion and consultation with parents and carers in order to ensure we consider cultural and religious concerns within our teaching. We also respect the right of our pupils, their families and our staff to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of RSHE.

The School is committed to meeting its duties under the Equality Act 2010. RSHE is planned and taught so that no pupil is discriminated against because of a protected characteristic (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation). Teaching fosters respect and good relations between people who share a protected characteristic and those who do not, and helps pupils understand what the law says about equality and discrimination.

Lessons take place within agreed ground rules that make respectful discussion possible: pupils are encouraged to share and listen to different views, including views informed by faith, and to disagree courteously. Discriminatory, sexist, misogynistic, homophobic, transphobic, racist or faith-based language or behaviour is challenged and addressed under the Behaviour and Prevention of Bullying policies. This is done in a way that remains consistent with the School's Christian ethos and with the right of pupils, families and staff to hold their own beliefs.

We undertake to inform parents before the delivery of the RSHE units so they can exercise their right for withdrawal from those lessons.

Mrs Nicky Whittaker and Mrs Becky Cooper (Head of Pre-Prep) will liaise with Form Tutors to ensure that pupils who miss a specific RSHE input due to reasons other than requested withdrawal are given the opportunity to catch up with the work in an appropriate setting.

As with all resources at the school, pupils with special educational needs and disabilities will be catered for and all materials appropriate for their individual circumstances.

The School will review materials regularly and ensure that the teaching of RSHE is age-appropriate in content. In line with DfE statutory guidance, teaching about lesbian, gay, bisexual and transgender (LGBT) people, and about the different types of families pupils may belong to, is integrated into the RSHE curriculum at the points the School judges appropriate rather than delivered as standalone lessons, so that all pupils, including LGBT pupils and pupils with LGBT family members, can see that

the content is relevant to them. Biological sex is taught as scientific fact within health, reproduction and safeguarding contexts and gender identity is addressed within its legal, social and safeguarding context, without promoting any ideology or belief.

Teaching and Learning Strategies

A variety of teaching strategies will be employed to deliver RSHE. The emphasis will always be on developing the pupils' confidence so that they can actively participate and are involved with their learning within a safe and supportive learning environment.

To enable this to develop:

- ground rules will be established;
- distancing techniques will be used;
- strategies for dealing with unexpected questions or comments will be planned and practised, and any question or comment that suggests a pupil may be at risk will be handled as set out in *Responding to Concerns and Disclosures*;
- self-reflection is modelled and put into practice.

Resources

Marlborough House Vinehall uses The Jigsaw Approach and so has been covering this material for several years in school. The decision was also made to move formally into using this scheme in Year 7 and 8 (in addition to other Citizenship material) to ensure continuity of pupils' ability to access high quality resources and content in this area.

All resources are selected to ensure that they are consistent with Marlborough House Vinehall's values and ethos and support and deliver the RSHE aims and objectives. Care is taken that they are matched to the age and maturity of the pupils with whom they are used. Parents and carers may view any of the materials used with pupils on request to the Head of PSHE, and the School will not use external resources whose terms prevent them from being shared with parents. Resources are also available to Governors when the policy is reviewed. Though specific content for year groups will be sent out in letter format to parents/carers in relevant year groups before the material is covered in class, the content areas associated with RSHE in the different year groups throughout the school are listed below. This curriculum is constantly under review, but nothing would be added that could be viewed as contentious before first communicating with parents.

The below includes a general reference to the types of topics taught at different times of the year throughout the school. It goes without saying that this list is all encompassing and so references to drugs, alcohol and any Sex Education only take place at appropriate times in a child's time at the school.

PRE-PREP

All material covered in our PSHE curriculum is age appropriate. For further information regarding the teaching and learning provision throughout the year, it is available upon request to the Head of PSHE. The RSHE coverage is as follows:

Stage of school / Year group	Topics covered in PSHE that cover Relationships, Sex and Health Education (RSHE) Spring Term 2 (Relationships) Summer Term 1 (Sex Education)
Nursery/Kindergarten	• My family and me • Make friends, make friends, never ever break friends • Falling out and bullying • Being the best friend I can be • My body • Respecting my body (healthy eating) • Growing up • Fun and fears (about moving up a year group) • Celebration (of time in Nursery/Kindergarten)
Reception	• My family and me • Make friends, make friends, never ever break friends • Falling out and bullying • Being the best friend I can be • My body • Respecting my body (healthy eating) • Growing up • Fun and fears (about moving up to Y1) • Celebration (of time in Reception)

Year 1	• Families • Making friends • Greetings • People who help us • Being my own best friend • Celebrating my special relationships • Life cycles • Changing me • My changing body • Boys' and girls' bodies • Learning and growing • Coping with changes
Year 2	• Families • Keeping safe – exploring physical contact • Friends and conflict • Secrets • Trust and appreciation • Celebrating my special relationships • Life cycles in nature • Growing from young to old • The changing me • Boys' and girls' body • Assertiveness • Looking ahead

PREP SCHOOL

All material covered in our PSHE curriculum is age appropriate. For further information regarding the teaching and learning provision throughout the year, it is available upon request to the Head of PSHE. The RSHE coverage is as follows:

Stage of school / Year group	Topics covered in PSHE that cover Relationships, Sex and Health Education (RSHE)
Year 3	• Family roles and responsibilities • Friendship • Keeping myself safe online • Being a global citizen • Celebrating a web of friendships • How babies grow • Babies • Outside body changes • Inside body changes • Family stereotypes • Looking ahead

Year 4	• Jealousy • Love and loss • Memories • Getting on and falling out • Girlfriends and boyfriends • Celebrating my relationships with people and animals • Unique me • Having a baby • Girls and puberty • Circles of change • Accepting change • Looking ahead
Year 5	• Recognising me • Safety within online communities • Being in an online community • Online gaming • My relationship with technology - screen time • My relationship staying safe and happy online • Self and body image • Puberty for girls • Puberty for boys • Conception • Looking ahead 1 • Looking ahead 2
Year 6	• What is mental health? • My mental health • Love and loss • Power and control • Being online: Real or fake? Safe or unsafe? • Using technology responsibly • My self-image • Puberty (boys and girls have joint and separate talks) • Babies: Conception to birth • Boyfriends and girlfriends • Real self and ideal self • The year ahead
Year 7	• Positive qualities of healthy relationships • My changing supportive relationships • Getting on and falling out • Discerning external factors in relationships • Assertiveness in relationships

	• Ability to summarise behaviours that make relationships healthy or unhealthy • My changing body • Having a baby • Types of relationship and their impact • Image and self-esteem • My changing feelings • Ability to summarise the impact of changes in puberty
Year 8	• Being in control of myself • Being in control of my relationships • Being in control of my personal space (online and offline) • Managing control and coercion in relationships • Being in control of social media • Ability to summarise the differences between a healthy, positive relationship and a coercive relationship • Different types of relationships • What's in a relationship? • Looks and smiles (attraction) • Does watching pornography help people to understand relationships? • Alcohol and risk • Ability to assess my opinions on relationships issues and risks associated with alcohol and pornography

Safeguarding within RSHE

RSHE makes an important contribution to the School's safeguarding culture. In line with KCSIE, the curriculum is planned to build pupils' understanding progressively and age-appropriately from EYFS to Year 8, beginning in the early years with personal space, body autonomy, the correct names for body parts, and the difference between safe and unsafe secrets. Over their time at the School, pupils are taught to recognise and understand:

- **consent:** what it means, that it must be freely given and can be withdrawn, and what the law says, taught at a level suited to each age group;
- **child-on-child abuse**, including bullying and cyberbullying, physical abuse, and abuse within friendships and relationships;
- **sexual harassment and sexual violence**, online and offline, and that such behaviour is never acceptable, never "banter" and never "just part of growing up";
- **harmful sexual behaviour**, including the difference between healthy, age-appropriate behaviour and behaviour that is harmful, and how misogynistic and sexist attitudes can underpin it;
- **online abuse**, including grooming, exploitation, financially motivated sexual extortion ("sextortion") and the risks posed by AI-generated content;
- **image sharing:** that making or sharing nude or semi-nude images of anyone under 18 (including AI-generated or "deepfake" images) is against the law, how to resist pressure to send images, and what to do if an image is shared;

- **reporting routes:** how and where to get help, in school and through external services such as Childline and CEOP.

Pupils are reminded regularly, in lessons and in the boarding houses, that they can speak to their form tutor or any trusted adult, the DSL or a Deputy DSL, the Head of Boarding or houseparents, the School Nurse or the boarders' independent listener. The DSL and the Head of PSHE review the School's safeguarding context each term (for example, patterns of concerns, emerging online trends and information from the local safeguarding partners) and adjust or revisit RSHE content in response.

Responding to Concerns and Disclosures

RSHE lessons can prompt pupils to share worries or make disclosures, during a lesson or afterwards. All staff, including boarding staff, and visitors must follow the School's Safeguarding and Child Protection Policy. In particular:

What staff must do

- listen calmly, take what is said seriously and reassure the pupil that they were right to tell;
- never promise to keep a secret, and explain that the information will be shared only with those who need to know in order to help;
- not ask leading questions or investigate; and never view, copy, forward, save, print or delete a nude or semi-nude image, or ask a pupil to show or send one;
- report the concern to the DSL (or a Deputy DSL in their absence) immediately, and in person if a child may be at risk of immediate harm. If the DSL or a deputy cannot be reached, any member of staff may refer directly to children's social care or the police.

How disclosures are recorded

The member of staff records the concern on the School's safeguarding recording system as soon as possible and always on the same day, using the pupil's own words wherever possible and noting the date, time, setting, who was present and what action was taken. Records are factual, signed (or electronically attributed) and kept confidentially in line with the Safeguarding and Child Protection Policy.

Referral pathways

The DSL decides on next steps, which may include: pastoral support within school; Early Help; a referral to children's social care through the local authority's children's services front door; a report to the police where a crime may have been committed, including all reports of rape, assault by penetration or sexual assault; and, where a concern relates to an adult working in the School, a referral to the LADO. Reports of child-on-child sexual violence or sexual harassment are managed in line with KCSIE and the Safeguarding and Child Protection Policy, with a risk assessment and support for all of the children involved. Parents are informed unless doing so would place a child at greater risk.

Where a lesson reveals a wider issue, such as a pattern of inappropriate language or online behaviour in a year group, the teacher informs the Head of PSHE and the DSL so that the curriculum and pastoral response can be adjusted.

RSHE in Boarding

Formal RSHE content is taught in timetabled PSHE and science lessons. Boarding staff reinforce, rather than deliver, this teaching, and the following arrangements apply in the boarding houses, in line with the National Minimum Standards for Boarding Schools:

- **Delivery within boarding:** the Head of PSHE meets regularly with the Head of Boarding so that houseparents know what boarders are learning and can respond consistently. Informal discussions in house meetings or evening conversations follow the principles and ground rules of this policy.

- **Pastoral follow-up:** houseparents are told in advance when sensitive topics (for example puberty, online safety, sexual harassment or image sharing) are being taught, so they can offer follow-up support to boarders. Boarders who miss an RSHE lesson are given the opportunity to catch up.
- **Recording concerns:** any concern arising in boarding, including from an informal conversation, is recorded on the School's safeguarding recording system and reported to the DSL in exactly the same way as during the school day. Lower-level pastoral matters are recorded in boarding records in line with boarding procedures.
- **Links with boarding welfare systems:** the Head of Boarding and the DSL meet at least half-termly to review boarders' welfare, including any RSHE-related concerns. Boarders have access to the independent listener and to external helplines displayed in each house, and online safety arrangements in boarding follow the Online Safety Policy. Boarding staff receive the same RSHE briefing and safeguarding training as other staff.

Recording and Assessment

As part of the PSHE programme, pupils will keep a notebook of their work as a record of progress. They will complete self-assessment tasks and informal observation takes place during lessons so that the end of term report is meaningful. Formal testing of information gained is not the norm within RSHE lessons; however, those elements that form the science curriculum are assessed, both through class work and in school exams, culminating in Common Entrance and Scholarship examinations to establish levels of knowledge and understanding.

Catch-up opportunities will also take place between PSHE teachers and any pupil that misses lessons pertaining to RSHE which would leave a fundamental gap in knowledge that could be detrimental to the educational development of a child.

Monitoring and Evaluation

In line with all subjects, the PSHE teacher is responsible for evaluating lessons as an on-going task. Planning and evaluation meetings take place, both formally and informally, between the Head of PSHE and other staff. The impact of RSHE is monitored through the following schedule:

- **Monitor:** the Head of PSHE reviews planning, samples pupils' PSHE notebooks and carries out learning walks or lesson observations of RSHE lessons in each phase; the Head of PSHE and the DSL review safeguarding concerns relating to RSHE themes to identify trends.
- **Pupil voice:** pupils in Years 3 to 8 complete an RSHE evaluation of content, resources and teaching methods, supported by discussion with the School Council; younger pupils give feedback through age-appropriate activities.
- **Parental feedback:** feedback from parents, including responses to RSHE information letters, questions raised and withdrawal requests, is collected and reviewed by the Head of PSHE.

Staffing

The PSHE Department and the Science Department deliver the specific RSHE teaching. However, no member of staff will be forced to deliver RSHE if they are not confident in so doing. All staff within the school have a role to play in underpinning the aims and objectives of the RSHE programme and as such should become familiar with its content, values and ethos. This is particularly the case with the staff involved with the Boarding House.

Training and Development

Appropriate training will be provided for staff whenever necessary. All staff who teach RSHE, and all boarding staff, receive briefing on the RSHE curriculum and on handling sensitive questions and disclosures, in addition to annual safeguarding training in line with KCSIE, which includes child-on-child abuse and harmful sexual behaviour. Individual staff have a responsibility to keep themselves informed of new developments within RSHE and to be aware of their own training needs.

Visitors

From time-to-time visitors, such as health professionals, may be brought into the school to support areas of the RSHE curriculum. They are a supplement to, not a replacement of, the teacher-led curriculum. When they are used, the teacher will ensure that they have discussed and shared the planning, form and content of the input to be provided. The teacher will always be present during the session and will be responsible for the classroom management.

Visitors are checked in line with the School's Visiting Speakers procedures, and the materials they use are reviewed in advance and are available to parents on request. Visitors will be expected to follow the school guidelines on confidentiality and safeguarding and work within the school's value framework and RSHE programme. Any concern or disclosure arising from a visitor's session must be passed to the DSL. On a one-to-one basis school nurses, doctors and local counselling services can offer confidentiality within their own professional guidelines.

Confidentiality

Marlborough House Vinehall School is committed to acting in the best interests of all individuals within the school community. RSHE should take place within a safe and supportive environment that facilitates relevant discussion. Confidentiality contributes to this and will be used as a ground rule for all RSHE lessons.

Pupils will be told that teachers can keep confidentiality except where the teacher is concerned about their safety or that of another child. Where appropriate, pupils will be informed of sources of confidential help. Teaching RSHE can lead to pupil disclosure and all staff and visitors must be aware that they cannot offer unconditional confidentiality to children in the school. Staff must follow the School's Safeguarding and Child Protection Policy and procedures and the arrangements published by the local safeguarding partners (the local authority, the integrated care board and the police), as set out in *Responding to Concerns and Disclosures* above. Staff will reassure pupils that if confidentiality is to be broken, they will be told first and supported throughout.

Liaison with Parents and Carers

Parents and carers perform a key role in delivering RSHE to their children, but many can find this difficult. It is therefore important that the School works in partnership with parents and carers in the delivery of RSHE. Parents are informed by letter before each RSHE unit is taught, may view teaching materials on request, and are encouraged to discuss any concerns with the Head of PSHE. Parents are consulted when this policy is reviewed.

Publication

This policy is published on the School's website and is available to staff on the School's internal network. A paper copy is available free of charge from the School Office on request.

Parents' right to request their child be withdrawn from Sex Education

The Department for Education's statutory guidance states:

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms."

Should parents wish to discuss withdrawing their child from Sex Education, they are advised to contact the Head of PSHE who will be more than happy to help discuss any concerns and pass them on to the Head where necessary. In the Pre-Prep and in Years 3 to 6, a request to withdraw a child from sex education (other than that taught as part of the science curriculum) will be granted. In Years 7 and 8, the Head will discuss the request with the parents and, where appropriate, the pupil, to make sure their wishes are understood and to explain the benefits of receiving this teaching; the parents' request will then be respected except in exceptional circumstances. All requests and outcomes are recorded and confirmed to parents in writing.

If a decision is made to withdraw a child from any element of the curriculum, worthwhile alternative study will be provided for the child in question. Fulfilling activities complementing other themes covered in the PSHE curriculum will be provided as an alternative.

Monitoring, Review and Governance

- **Governor scrutiny:** The Safeguarding Governor meets the Head of PSHE and the DSL at least annually to review RSHE's contribution to safeguarding.
- **Annual review process:** the policy owner reviews this policy each Spring Term with the DSL, taking account of the annual RSHE report, changes to statutory guidance and KCSIE, and feedback from pupils, parents and staff. Parents are consulted on the revised draft, which is approved by the Head, ratified by the APC and then published.
- **Interim review:** the policy will be reviewed sooner if statutory guidance changes or following a significant safeguarding incident.

The next review of this document will be completed in the Spring Term, 2027.