NORWICH SCHOOL

Relationships and Sex Education Policy – Senior School

Effective from: 1 September 2026

This policy was prepared for consultation in Michaelmas 2026. Following consideration of feedback, it was submitted to the Education Committee for approval and was agreed Michaelmas 2026. The policy will be reviewed annually, with the next scheduled review in Michaelmas 2027

Confirmed by

Nicky Fairweather	Deputy Principal & Designated Safeguarding Lead	Michaelmas 2026
Dee Willmott	Governor	Michaelmas 2026
Anthony Little	Governor	Michaelmas 2026

Version Control

Version Number	Date Issued	Author/Key contact	Change(s) summary • Minor changes can be authorised by a senior staff member and do not need formal approval. • Major revisions require approval through the confirming authority (typically a Committee)
1.0	06/10/2026	Amber Scott	Statement (v1.0, Lent 2026) formalised as a policy, reflecting the DfE's updated RSHE guidance in force from 1 September 2026. Added subject content list; parent access to materials on request; notification to parents of guest speakers; wording on questions outside the curriculum or from withdrawn pupils; reporting of effort grades; and separate section on inclusive teaching practices. Parent overview letters moved from termly to half-termly

RSE at Norwich School

We believe that RSE is vital for the personal, social and emotional development of our pupils. It equips children and young people with the information, skills and values they need to have safe, respectful and enjoyable relationships and empowers them to take responsibility for their sexual health and well-being.

Norwich School believes that all children and young people have a right to holistic, age-appropriate, inclusive and needs led RSE. We believe that high-quality RSE upholds the ethos and values of Norwich School as well as British values including tolerance and mutual respect.

Introductory Statement

This statement covers Norwich School's whole school approach to Relationships and Sex Education (RSE).

We will ensure the policy is effectively communicated to staff and parents, including through publishing it on our school website and ensuring copies are available free of charge on request from the school office.

Parents and guardians will be consulted on the policy, with any updates or key changes highlighted for review.

The information below complies with our statutory obligations to deliver RSE under sections 34 & 35 of the Children and Social Work Act 2017. It will have due regard for the DfE's Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (Department for Education 2025) and other relevant guidance.

We will review the Policy on a regular basis to ensure that it is in line with current Government guidance and legislation and to ensure that our RSE programme continues to meet the needs of our pupils. The Policy should be read in conjunction with other relevant policies: Anti-Bullying Policy, Child Protection and Safeguarding Policy.

Equity, inclusion and social justice

We believe that RSE is a key vehicle for promoting equity, inclusion and social justice and look to embed relevant themes throughout the curriculum. All pupils have a right to an RSE that is inclusive of all protected characteristics. Our RSE explores and champions gender equity by challenging gender stereotypes, misogyny, gender-based prejudice and sexual harassment in schools. We also explore current affairs and trends within the online world, teaching pupils to be critical consumers of content relating to equity and social justice.

We are also committed to an RSE that makes every pupil feel valued and included. We will challenge all forms of discrimination and prejudice between pupils and promote understanding and respect in line with the Equality Act 2010. LGBTQ+ relationships are explored with due regard to the DfE's statutory Relationships Education and are embedded throughout the curriculum to ensure all pupils feel represented.

Definition of relationships and sex education

We define relationships education as learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate relationships, committed relationships and family life.

We define sex education as learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health.[1]

We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content. Simultaneously, we will seek to nurture children's curiosity about the world around them, supporting their development and their respect for themselves and each other.[2]

To cover the curriculum content outlined in the RSHE Guidance, we will equip our pupils to build positive and respectful relationships online and offline. We seek to ensure that it gives pupils the knowledge, skills, attitudes and values that will help them to:

- realise their health (including sexual health), wellbeing and dignity
- build self-esteem and self-worth
- explore and value their personal and sexual identity and the personal and sexual identities of others
- identify and understand what a healthy relationship looks like to them
- understand family structures, committed relationships and the legal status of different types of long-term relationships
- understand and make sense of the real-life issues they are experiencing
- manage and explore difficult feelings and emotions

[1] The definition for Relationships Education and Sex Education are model definitions created by the Sex Education Forum.

[2] This text is taken from the Sex Education Forum.

- consider how their choices affect their own wellbeing and that of others
- develop as informed and responsible citizens both online and offline
- develop critical thinking skills
- understand and ensure the protection of their rights throughout their lives.

We believe that high quality, comprehensive RSE does not encourage early sexual experimentation but in fact builds young people's confidence and self-esteem and helps them understand the reasons for delaying sexual activity.

Evidence shows that effective RSE plays a role in changing behaviour, including reducing unprotected sex and harmful behaviours such as sexual harassment and sexual violence.

Subject content

The curriculum programme will follow a spiral curriculum and will be age and developmentally appropriate to meet the needs of our pupils. Topics covered will include:

- Understanding different types of relationships
- Exploring healthy and unhealthy relationship dynamics
- Consent
- Harassment and stalking
- Conflict management
- Recognising abuse
- The impacts of pornography
- Contraception and STIs
- Sextortion and Image based Abuse

To deliver these topics, we will use a range of materials, including games, practical activities, and discussions.

Subject delivery

RSE will be delivered in Norwich School as part of our Pupil Personal Development (PPD) curriculum, which has weekly timetabled lessons for all pupils in Lower 4 – Upper 5 (Y7-Y11) and as part of the Futures programme in the Sixth Form. Colleagues in related curriculum areas (science and computer science) also contribute to the RSE curriculum. We also supplement learning through using a whole school approach and utilising time outside of the classroom, such as topics explored in school assemblies, through art and drama, and various school celebrations or events during the year.

The programme will be delivered in a non-judgmental, factual way, using the correct medical terms where appropriate (for example when teaching about external body parts). School staff will not express or be expected to express their personal views or beliefs when teaching RSE.

The PPD delivery team is made up of key pastoral members of staff, including Heads of House, Heads of Section and other key pastoral roles. All staff who have responsibility for delivering RSE will undergo training on a regular basis to ensure they are up to date with the RSE statement and curriculum requirements regarding RSE.

Inclusive Teaching Practices

Staff are conscious of the needs of pupils with Special Educational Needs and Disabilities (SEND) and will adapt their teaching accordingly.
Staff will use modelling, examples and structured questioning to ensure all pupils can access and engage with RSE. Where necessary, staff will liaise with the SEND team to tailor their approach to meet the needs of individual pupils.

Lessons are planned to ensure that pupils of differing abilities are suitably supported and challenged.

Staff will remain conscious of the range of identities and protected characteristics that may be held by pupils in their class. They will understand that some pupils may be directly impacted by issues within the curriculum and content will be delivered in a considered and inclusive way that aims to allow all pupils to feel safe within the classroom context.

Monitoring and Evaluation

We regularly monitor our RSE scheme of work to ensure that the quality of teaching is consistent, that the curriculum is meeting the national requirements under the Relationships Education, RSE and Health Education guidance, and that learning outcomes are reflective of pupil need. Evaluation of our programme is crucial to ensure that we can continue to improve on provision and teaching effectiveness.

This policy will be reviewed on a regular basis and any subsequent changes made clearly communicated.

Learning is assessed through a range of low-stakes formative methods, including written reflections, class discussions and scenario-based activities. These methods are embedded in lessons to ensure we can monitor pupil progress and meet the needs of our pupils.

Pupils will also receive an effort grade and comment on their reports to solidify feedback from their teachers, and to encourage discussions surrounding PPD at home.

We will also offer pupils the opportunity to provide annual feedback on their PPD learning, including suggestions for future lessons.

Pupil Voice

Pupil voice is central to the culture and ethos of Norwich School. We use pupil voice to evaluate how engaging and relevant RSE is to children's lives. Throughout our RSE scheme of work we embed pupil voice practices to enable pupils to express their views on the range of topics and issues that RSE covers and to ensure that they listen to other opinions and evidence, reflect on their own perspectives and take a broader view.

We want to ensure that all pupil voices are heard but that those views that are hurtful, offensive or exclusionary do not dominate and are addressed. We want to ensure a culture where human rights, social justice, inclusion and diversity are promoted.

Answering pupil questions

RSE explores a range of issues that may provoke questions from pupils. We view questions as a positive sign that pupils are engaged with what is being taught and feel able to express natural curiosities about themselves, their bodies and relationships with others.

As much as possible, where a question is relevant to the whole class, we will answer it to the whole group. There may occasionally be the need to deal with a question outside of the classroom if it is not suitable for the entire class. Questions will always be answered in an age and developmentally appropriate way. Where questions are not considered age-appropriate, fall outside the planned curriculum, or relate to content from which a pupil has been withdrawn, staff will respond professionally and may signpost pupils back to parents or guardians wherever appropriate and possible.

School staff will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either party vulnerable.

When appropriate, we will provide opportunities for pupils to submit anonymous questions to their teacher. This encourages honest and open dialogue between pupils and staff and produces pupil questions that can be answered in the classroom.

We believe that an open approach to answering questions prevents pupils from learning inaccurate or harmful information online or from peers and older students. Exploring issues with the whole class helps to reduce the stigma and shame that can surround some of the issues explored in RSE. Importantly, we believe that children are better protected from harm and abuse when they are able to discuss issues openly with trained professionals and in a safe environment.

Working with parents / guardians

We believe that the successful teaching of RSE involves parents and schools working together. We also believe that parents can play an important role in the RSE of their children through continuing conversations at home that begin in school.

We will write to parents/guardians at the start of every half term to provide an overview of their child's PPD topic, to encourage dialogue at home. The PPD learning journey is available on the school website.

Curriculum materials are available for parents to view on request. Please email the Head of Department, ascott@norwich-school.org.uk with your request.

A member of the PPD team will also be available at in-person parent evenings to answer questions about the curriculum and welcome feedback on its delivery. If parents have any concerns or special circumstances the school should be aware of, or would like any further information about the curriculum, we invite them to get in touch.

Parental right to request their child be excused from sex education

As outlined within the Statutory Guidance, parents have the right to request their child be withdrawn from all or part of sex education lessons that are delivered as part of RSE.

Parents do not have a right to withdraw their child from Relationships Education.

Parents do not have the right to withdraw their child from any sex education delivered as part of the Science curriculum. Parents do not have the right to withdraw their child from Health Education.

All children will have the right to opt into sex education three terms before they turn 16. In practice, this means that when a child turns 15, they have the right to be taught sex education if they want to.

It is our aim to encourage parents to see the value of RSE learning and its contribution to keeping children safe, developing their emotional, social and physical wellbeing and for promoting equality and social justice.

Should a parent decide that they do not wish their child to take part in any of these lessons, we would ask that they first speak to the Principal Deputy Head, Head of PPD or Head of Welfare to discuss their concerns so that the school fully understands and addresses any concerns or objections to the content.

If parents do decide to withdraw their child, they should inform the school in writing and a record will be kept.

We will respect the parents' request to withdraw their child up to and until three terms before the child turns 16, unless the Head considers, having discussed with

the parent, that the pupil should not be excused. After that point, if the child wishes to receive sex education, the school will make arrangements to facilitate this.

Each time a pupil is due to receive Relationships and Sex Education (RSE), we will communicate to parents/guardians informing them of their right to request withdrawal from the sex education component.

Working with visitors and external agencies

From time-to-time Norwich School may invite external experts and visitors to deliver parts of our RSE programme.

External visitors will be selected in order to enrich and supplement our RSE by bringing particular skills, methods and expertise to the classroom and the whole school.

Any external visitor will be expected to comply with this Policy and other related policies, including the school's Privacy Notice, Data Protection Policy and Safeguarding and Child Protection Policy. We will also ensure that:

- There is appropriate planning, preparatory and follow up work for the session.
- The visitor understands the cohort of children involved, including the different ability levels and diversities in identities across protected characteristics.
- They will also be made aware of any specific issues relating to child protection.
- Parents/Guardians will be informed of any guest speakers visiting as a part of the PPD programme.

Safeguarding and child protection

Norwich School acknowledges that RSE is crucial for creating a culture of safeguarding within the school and for meeting our statutory obligations as outlined in Keeping Children Safe in Education.

RSE helps children to understand the difference between healthy and abusive relationships and to understand how to get help if they are experiencing or have experienced abuse.

We recognise that when discussing some of the issues RSE covers, some pupils could disclose abuse or other harmful experiences. In cases of a disclosure, all staff have statutory training around child protection and will follow the school's safeguarding policy and procedures.

We also recognise that some children may be vulnerable to some of the content delivered in RSE due to a previous safeguarding concern, ongoing concerns or changes to their personal life. For those children, additional support will be given to prevent them being affected by the scenarios or topics in their planned lessons.

While Norwich School wants to create a learning space that feels safe for children and young people to disclose, we also want to protect children's privacy. We do this through teaching techniques including distancing techniques and the use of a working agreement, where rights-respecting ground rules are created with pupils on what makes a safe and welcoming environment for all. Once ground rules have been set, we will check they are in place throughout the scheme of work and actively referred to. Through the use of such techniques, we believe the school can create a supportive environment for discussions that can be sensitive or difficult.

Document control
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Document title:	Relationships and Sex Education (RSE) Policy (Senior School)
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External documents referenced:	• Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (Department for Education, 2025). • Children and Social Work Act 2017. • Equality Act 2010. • Keeping Children Safe in Education (2026)