MIAG

RELATIONSHIPS & SEX EDUCATION (RSE)

MIAG ORGANISATIONAL POLICY

Organisation-wide

Supporting consistent, effective practice across the MIAG organisation.

SUPPORTING INDIVIDUALS | CREATING OPPORTUNITIES | ENRICHING COMMUNITIES

Purpose:

MIAG is committed to providing relationships and sex education (RSE) which is age-appropriate, accessible, factual, respectful and responsive to the individual needs of our pupils.

This policy covers both primary-level Relationships Education, which is compulsory, and secondary-level Relationships and Sex Education (RSE), which is compulsory. It also explains how MIAG approaches any sex education provided beyond the statutory science curriculum, including the applicable parental right to request withdrawal.

RSE is an important part of preparing children and young people for adulthood. For MIAG pupils, it also forms an important part of safeguarding, personal development, preparation for adulthood and helping pupils understand how to keep themselves and others safe.

MIAG recognises that RSE can involve sensitive subjects and that pupils may have different levels of maturity, understanding, communication ability, personal experience, cultural background and support needs.

Our approach is:

- Factual and evidence-informed
- Age and developmentally appropriate
- Sensitive to the needs of pupils with SEND and SEMH needs
- Accessible and adapted to individual communication and learning needs
- Respectful of family, cultural and religious backgrounds
- Firmly rooted in safeguarding
- Clear about the law and pupils' rights and responsibilities
- Delivered without shaming, frightening or unnecessarily exposing pupils to inappropriate material
- Consistent with MIAG's values and wider curriculum
- Developed in partnership with parents and carers wherever appropriate
- Responsive to learners' needs and issues as they arise, within a broader PSHE curriculum

Legislative and statutory framework:

This policy has been developed with regard to the legislation and statutory guidance applicable to independent schools in England, including:

- Education Act 2002
- Education Act 1996
- Children and Social Work Act 2017
- Equality Act 2010
- Education (Independent School Standards) Regulations 2014
- Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory Guidance, revised September 2026
- Keeping Children Safe in Education (KCSIE) 2026
- SEND Code of Practice: 0 to 25 years
- Children Act 1989
- Children Act 2004
- Working Together to Safeguard Children

- Online Safety Act 2023
- Relevant provisions of the Sexual Offences Act 2003
- Marriage and Civil Partnership (Minimum Age) Act 2022

Relevant legislation relating to forced marriage, FGM, domestic abuse, sexual harassment, sexual violence and exploitation

MIAG's legal position:

Relationships and Sex Education forms part of MIAG's wider PSHE and personal development curriculum and contributes to the Independent School Standards relating to the quality of education, preparation for adult life, pupils' spiritual, moral, social and cultural development, safeguarding and welfare, and accessibility for pupils with SEND.

The DfE statutory RSE guidance applies to independent schools. MIAG will ensure that its RSE programme is appropriately integrated within its wider PSHE, safeguarding, personal development and preparation-for-adulthood curriculum.

What is RSE?

RSE means Relationships and Sex Education.

It helps pupils develop the knowledge, understanding and skills they need to:

- Form and maintain healthy relationships
- Understand boundaries
- Understand respect and kindness
- Recognise safe and unsafe relationships
- Understand consent
- Understand personal privacy and bodily autonomy
- Recognise inappropriate behaviour
- Know how and when to seek help
- Understand relevant aspects of the law
- Understand physical and emotional changes as they mature
- Understand sexual health and reproduction at an appropriate stage
- Recognise risks associated with online behaviour
- Make informed and responsible decisions as they move towards adulthood

RSE is not simply about sexual behaviour. A significant part of the programme concerns relationships, safety, respect, communication, boundaries, consent and personal wellbeing. RSE also helps pupils develop self-esteem, mutual respect, inclusivity, and emotional and personal wellbeing.

MIAG's approach:

MIAG recognises that pupils with SEND and SEMH needs may be particularly vulnerable to exploitation, grooming, harmful sexual behaviour, sexual abuse, sexual harassment, coercion and controlling behaviour, bullying, online exploitation, inappropriate sharing of images and unhealthy or abusive relationships.

For this reason, MIAG will not avoid important safeguarding content simply because it may be sensitive. Instead, teaching will be carefully adapted so that pupils can understand the information they need to stay safe.

Accessibility for MIAG pupils:

RSE will be adapted according to individual need.

This may include:

- Simplified language
- Visual supports
- Symbols or communication aids
- Repetition and consolidation
- Concrete examples
- Explicit teaching of vocabulary
- Social stories
- Scenario-based learning
- Structured discussion
- Individual or small-group teaching where appropriate
- Additional processing time
- Alternative methods of demonstrating understanding
- Pre-teaching and revisiting key concepts
- Carefully selected visual resources

Staff will consider each pupil's age, developmental stage, cognitive ability, communication needs, SEND, SEMH needs, previous experiences, safeguarding circumstances, individual risk profile and EHCP outcomes where relevant.

For each pupil, the Head Teacher/Provision Lead, working with relevant teaching staff and the SENCO where applicable, will ensure that the starting point and level of curriculum content are identified and recorded.

Decisions will be based on an individual assessment of prior knowledge, understanding, developmental readiness, communication and cognitive needs, safeguarding context and EHCP outcomes, rather than chronological age or reading age alone. Reading age may inform accessibility and resource selection, but must not be used as the sole determinant of which content a pupil accesses.

The rationale will be reviewed as the pupil’s understanding, needs and circumstances change, with parent/carer engagement where appropriate.

Accessibility does not mean removing essential safeguarding knowledge. It means teaching that knowledge in a way the individual pupil can understand.

Curriculum Content:

MIAG's RSE curriculum will be age and developmentally appropriate and will build progressively from primary through secondary education.

MIAG's curriculum is organised around the four key strands used within the Pol-Ed Scheme of Learning: Relationships; Keeping Safe; Understanding the Law; and Wellbeing. Teaching is sequenced through the relevant subheadings within these strands and adapted to each pupil's recorded starting point, age, developmental readiness, learning profile and safeguarding needs. The strands provide a consistent framework across settings while allowing content, examples and resources to be differentiated for individual learners.

Relationships may include families and different family structures; friendships; kindness and respect; positive relationships; trust; communication; boundaries; privacy; managing disagreements; ending relationships safely; recognising unhealthy relationships; and seeking help.

Being safe may include bodily autonomy; appropriate and inappropriate touch; personal space; privacy; secrets and surprises; recognising unsafe situations; trusted adults; reporting concerns; grooming and exploitation; sexual abuse; sexual harassment; and harmful sexual behaviour.

Consent will be taught age-appropriately. Pupils will learn that people have a right to personal boundaries; consent must be freely given; consent can be withdrawn; pressure, threats or coercion do not constitute consent; consent is relevant to relationships and sexual activity; and legal requirements concerning consent will be taught factually and at an appropriate developmental stage.

Puberty and growing up may include physical and emotional changes, menstruation, erections and ejaculation, body hair, hygiene, body development, emotional wellbeing, managing feelings and seeking support.

At an age-appropriate stage, secondary pupils may be taught about human reproduction, conception, pregnancy and birth, contraception, sexually transmitted infections, sexual health, sexual consent, risks associated with sexual activity, and relevant health services and sources of support.

Online relationships and sexual safety may include online grooming, inappropriate contact, pressure to send images, sexual imagery, nudes and semi-nudes, image-based abuse, sextortion, deepfakes and AI-generated sexual imagery, pornography, and reporting harmful online behaviour.

Biological sex, reproduction and gender:

MIAG will teach biological facts accurately and appropriately.

Where relevant to the curriculum, pupils will learn about biological sex, male and female reproductive systems, puberty, reproduction, conception, pregnancy, sexual health, the law relating to sex and gender reassignment, and respect and dignity for others.

The September 2026 DfE guidance requires pupils to learn the facts and law about biological sex and gender reassignment by the end of secondary education and states that pupils should understand the legal protections associated with the protected characteristic of gender

reassignment. It also states that schools should not present contested matters of opinion as established fact.

MIAG will therefore distinguish between biological facts, legal rights and responsibilities, and areas where there is legitimate social or public debate.

Staff will not promote a particular ideological position as fact.

All pupils will be treated with dignity and respect.

LGBT content:

MIAG will teach equality and respect in accordance with the law and the DfE statutory guidance.

By the end of secondary education, pupils should understand the importance of equality and respect and learn about relevant protected characteristics, including sexual orientation and gender reassignment.

Where relationships are discussed, teaching will be factual, age-appropriate and integrated into the wider curriculum rather than presented as a separate ideological programme.

MIAG will not discriminate against or permit harassment of any pupil because of a protected characteristic.

Teaching sensitive subjects:

MIAG recognises that some RSE content may be emotionally difficult or personally significant for pupils.

Teachers will:

- Establish clear expectations for respectful discussion
- Avoid requiring pupils to disclose personal experiences
- Use hypothetical scenarios where appropriate
- Use distancing techniques where appropriate
- Provide opportunities for anonymous questions
- avoid unnecessary personal detail
- monitor pupil responses
- provide opportunities for pupils to seek individual support
- follow safeguarding procedures where a disclosure or concern arises

Safeguarding:

RSE is part of MIAG's preventative safeguarding curriculum.

Staff must remain alert to the possibility that teaching may lead to a pupil making a disclosure; identifying that they are experiencing abuse; reporting harmful sexual behaviour; describing grooming or exploitation; identifying an unsafe relationship; disclosing online abuse; or expressing concerns about another pupil.

Staff must never promise confidentiality.

Any safeguarding concern must be reported immediately in accordance with the MIAG Child Protection and Safeguarding Policy.

The pupil must be supported appropriately and should never be blamed for abuse, exploitation or harmful behaviour directed towards them.

Teaching resources:

MIAG will use resources which are factually accurate, age appropriate, developmentally appropriate, accessible to pupils with SEND, consistent with this policy, consistent with current statutory guidance and appropriate to MIAG's safeguarding responsibilities.

External providers may only be used where MIAG has assured itself of their suitability, safeguarding arrangements, qualifications and the appropriateness of their resources.

MIAG will retain oversight of all teaching.

Parents will be able to request access to materials used to teach RSHE, subject to appropriate copyright arrangements.

Parent and carer engagement:

MIAG recognises the important role of parents and carers in supporting children and young people to understand relationships, growing up and personal safety.

MIAG will:

- Publish this policy
- Provide parents with clear information about the RSE curriculum
- Consult parents when developing or reviewing the policy
- Explain the distinction between relationships education, sex education and science
- Make relevant curriculum information available
- Make teaching resources available on request, subject to appropriate copyright arrangements
- Provide parents with information about the right to request withdrawal from sex education
- Listen carefully to parental concerns

Parental engagement is important, but consultation does not provide a parental veto over curriculum content.

Parental right to request withdrawal:

Parents have the right to request that their child is withdrawn from some or all sex education delivered as part of RSE.

This right does not extend to:

- Relationships Education
- PSHE teaching that is not sex education
- Safeguarding education
- Teaching required as part of the science curriculum
- Scientific teaching about puberty, reproduction or sexual reproduction

For primary pupils, where MIAG provides sex education beyond the requirements of the science curriculum, a parental request to withdraw must be granted.

For secondary pupils, parents may request withdrawal from some or all sex education. The Head Teacher may refuse a request only in exceptional circumstances, such as where there are safeguarding concerns or particular vulnerabilities which mean that withdrawal would not be in the pupil's best interests.

Before determining a request, the Head Teacher should discuss the request with the parent and, where appropriate, the pupil, explain the content and purpose of the teaching, and consider the potential impact of withdrawal.

From three terms before a pupil turns 16, the pupil may choose to receive sex education even where their parent has previously requested withdrawal. MIAG will ensure that pupils are aware of this right.

Where a pupil is withdrawn, MIAG will provide appropriate and purposeful education during the period of withdrawal.

All withdrawal decisions will be documented.

Pupil Voice:

MIAG will seek appropriate pupil voice when developing and reviewing its RSE programme.

Because MIAG pupils may have communication, learning or SEMH needs, pupil voice will be gathered using methods appropriate to individual pupils.

Pupils will not be expected to disclose personal or sexual experiences in order to contribute to curriculum development.

Staff Responsibilities:

Proprietor / Governing Body/COO will ensure that an appropriate RSE policy is in place, the policy reflects current statutory requirements, implementation is monitored and the curriculum contributes appropriately to pupils' personal development and safeguarding.

Head Teacher / Provision Lead will ensure implementation, appropriate curriculum planning and sequencing, staff training, accessibility, oversight of parental engagement and withdrawal requests, safeguarding arrangements, and resource quality.

DSL will advise staff regarding safeguarding concerns arising from RSE, ensure disclosures are managed appropriately, identify relevant safeguarding themes and contribute to curriculum planning where safeguarding intelligence indicates a need.

Teachers and other staff will follow this policy, use approved resources, maintain professional boundaries, avoid expressing personal views as facts, provide age and developmentally appropriate teaching, respond appropriately to questions, never promise confidentiality and report safeguarding concerns immediately.

Staff Training:

Staff delivering RSE will have appropriate knowledge and confidence to teach the subject safely.

Training will include, as appropriate:

- Safeguarding
- Responding to disclosures
- SEND accessibility
- SEMH-informed practice
- Boundaries
- Consent
- Harmful sexual behaviour
- Online safety
- Sensitive questioning
- Current legislation
- Curriculum expectations

Confidentiality:

RSE lessons are not confidential spaces.

Pupils will be told that they can ask questions and seek help, but staff cannot promise to keep information confidential where a safeguarding concern arises.

Where a pupil discloses information indicating that they may be at risk of harm, staff will follow MIAG's safeguarding procedures.

Curriculum Monitoring and Quality Assurance:

The Head Teacher/Provision Lead will monitor RSE through curriculum planning and sequencing, lesson observations where appropriate, pupil voice, staff feedback, parent feedback, review of resources, safeguarding information, progress and engagement information, and curriculum review.

The effectiveness of the curriculum will be reviewed alongside MIAG's wider curriculum, safeguarding and personal development arrangements.

Complaints:

Parents and carers who have concerns about RSE should initially raise these with the Head Teacher/Provision Lead.

Complaints will be considered in accordance with the MIAG Complaints Policy.

A parental concern or disagreement with curriculum content does not, in itself, constitute a right to prevent the school from delivering content which it is required or entitled to teach.

Equality, Inclusion and Dignity:

MIAG will ensure that RSE is delivered in a manner which promotes equality, dignity and respect.

Teaching will not discriminate against pupils on the basis of protected characteristics.

Pupils will be taught to recognise prejudice and discriminatory behaviour and understand how to challenge harmful stereotypes appropriately.

Record Keeping:

MIAG will retain appropriate records relating to curriculum planning, parent consultation, requests to view curriculum materials, parental withdrawal requests, decisions relating to withdrawal, safeguarding concerns arising from RSE, relevant staff training, and curriculum monitoring and review.

Personal and sensitive information will be handled in accordance with MIAG's data protection arrangements.

Policy Review:

This policy will be reviewed annually, or earlier where there is a change in legislation, a change in statutory guidance, a significant safeguarding development, a material change to MIAG's curriculum or provision, or a recommendation from inspection, audit or governance review.

The next scheduled review is October 2027.

Related MIAG Policies and Documents:

This policy should be read alongside:

- Child Protection and Safeguarding Policy;
- Belonging, SEND, Inclusion Policy;
- Behaviour Policy;
- Anti-Bullying Policy;
- Online Safety Policy;
- Equality Policy;
- Curriculum Policy;
- PSHE / Personal Development curriculum;
- Attendance Policy;
- Complaints Policy;
- Staff Code of Conduct;
- Whistleblowing Policy;
- Acceptable Use / Digital Safety arrangements.

Key External Guidance:

Department for Education – Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory Guidance (revised September 2026)

Department for Education – Keeping Children Safe in Education 2026

SEND Code of Practice: 0 to 25 years

Education (Independent School Standards) Regulations 2014

Equality Act 2010

Online Safety Act 2023

Policy Statement:

MIAG believes that high-quality RSE is an important part of helping children and young people to become safe, respectful, confident and informed young adults.

For MIAG pupils, effective RSE is particularly important because it provides practical knowledge and skills that can help reduce vulnerability to abuse, exploitation, harmful relationships and online harm.

MIAG will teach sensitive subjects carefully, honestly and appropriately, while recognising the important role of parents and carers and respecting the individual needs and circumstances of every pupil.

Document Control:

Policy	RSE
Policy Type	MIAG Organisational Policy
Policy Owner	Lisa Savage, Chief Operating Officer
Responsible Lead	Headteacher/Provision Lead
Safeguarding Lead	Designated Safeguarding Lead (DSL)
Approved By	Guy Hopson, Chair of Governors
Approval Date	28 October 2026
Effective From	October 2026
Review Date	October 2027
Current Version	1.0
Applies To	MIAG organisation-wide

Version History:

Version	Date	Summary of Change
1.0	October 2026	New MIAG Organisational Policy establishing a clear, proportionate and confidential approach to delivery, and implementation of RSE Curriculum

MIAG – Meeting Individual Aspirations & Goals