

St Annes College Grammar School



Personal Development and RSE Policy

Registered proprietor	St Annes College Ltd
Policy owner and operational lead	Abigail Welsby, Principal
Curriculum lead	Head of Personal Development
Safeguarding lead	Andrea Burrell, Vice Principal/DSL
Approval Date	27 th September 2026
Review	September 2027, or sooner following material change

1 Purpose and entitlement

Personal Development helps pupils develop safe relationships, health literacy, independence, citizenship and preparation for adult life. This policy applies from nursery to Sixth Form. SACGS provides statutory Relationships Education for pupils receiving primary education, Relationships and Sex Education (RSE) for those receiving secondary education, and a broad programme of PSHE, health and wellbeing, spiritual, moral, social and cultural development, careers and preparation for adulthood. Teaching is inclusive, accurate, age appropriate and sensitive to pupils' needs. All pupils receive the compulsory elements and the support needed to access them.

The policy has regard to the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 and the DfE statutory guidance in force from 1 September 2026; the Independent School Standards Regulations 2014, including Parts 1 and 2; Keeping Children Safe in Education 2026; the Equality Act 2010; and the EYFS statutory framework where relevant. Health Education is not a separate statutory subject for an independent school, but SACGS provides health and wellbeing education through PSHE. The proprietor has regard to the applicable guidance and records a sound reason for any departure from a "should" provision.

2 Curriculum planning and delivery

The Head of PD maintains a dated curriculum map for each phase, identifying topics, year groups, teaching sequence, lesson materials, assessment, the member of staff responsible and any external provider. The Principal signs off the annual plan, and the DSL checks sensitive safeguarding content. The map and representative materials are made available to parents to inspect; the published policy and parental information explain any material change. Visiting speakers are screened for suitability, briefed and supervised. A member of school staff remains accountable for teaching, safeguarding and follow-up.

Delivery includes discrete lessons, tutor time, assemblies and relevant science, computing, humanities and PE teaching. Nursery and EYFS practice develops communication, feelings, personal safety, friendships and respect through age-appropriate play and routines. Pupils revisit knowledge as they mature; teaching is responsive to cohort needs without abruptly adding sensitive content without appropriate planning and parent communication.

3 Relationships Education in primary

All pupils receiving primary education learn about caring families in their many forms, friendships, respectful relationships, online relationships and being safe. They learn about kindness, privacy, consent and boundaries in an age-appropriate way; bullying, stereotypes and inappropriate contact; the correct names for body parts; trusted adults; and how to seek help again if they are not heard. Information needed to recognise abuse and seek help is taught without presenting it as optional sex education.

Optional primary sex education beyond science

SACGS will not deliver a separate optional primary sex education unit beyond required science until the Principal has approved a dated year-group schedule stating its content, materials and timing, consulted parents, and published or provided that schedule with an explanation of withdrawal rights. The school may consider an age-appropriate unit in Years 5 or 6 on conception, birth and transition to secondary school. This statement does not claim such a unit is

already scheduled. If approved, its exact lessons become an annex to this policy before teaching begins. Required science, including relevant puberty and reproduction content, continues and is not subject to withdrawal.

4 RSE in secondary and Sixth Form

Secondary RSE builds knowledge and skills before pupils are likely to need them. It includes respectful friendships and intimate relationships; committed relationships and parenting; stereotypes, sexism, misogyny and harassment; sexual violence and abuse; consent, boundaries, capacity and the law; pressure, coercion, exploitation and grooming; the impact of pornography; non-consensual image sharing, AI-generated imagery, deepfakes and sextortion; contraception, pregnancy choices, sexually transmitted infections and access to confidential services. It covers forced marriage and female genital mutilation where age appropriate. Teaching distinguishes compulsory relationships and safeguarding content from sex education for which a parent may request withdrawal. The curriculum map records that distinction lesson by lesson.

Sixth Form teaching revisits relationships, consent and sexual health, and develops financial capability, workplace relationships, independent living, adult services, online reputation and preparation for further education and work. Pupils aged 16 and over are supported to make informed decisions and access confidential health advice, subject to safeguarding duties. Teaching about legal rights recognises that some Sixth Form pupils may be 18 or older.

By the end of secondary education pupils learn factual, age-appropriate information about the Equality Act protected characteristics, including sexual orientation, biological sex and gender reassignment; the applicable law; respect for LGBT people and families; and sexual health relevant to all pupils. Teachers distinguish established facts and law from contested views, do not enforce stereotypes and do not present social transition as a simple answer to distress. All pupils are treated with dignity, including those who are questioning or experiencing distress.

5 Health and wellbeing

The sequenced PSHE programme covers emotional literacy, mental wellbeing, loneliness, bereavement, sleep, physical activity, healthy eating, dental health, hygiene, puberty, menstrual and reproductive health, first aid, alcohol, tobacco, nicotine and vaping, drugs, online harms, gambling and body image. It equips pupils to recognise when they or a friend need help, and how to reach a trusted adult or appropriate service. Staff do not use lessons to elicit pupils' personal disclosures.

Secondary teaching about self-harm, eating disorders or suicide prevention is planned with the DSL and relevant mental health professionals. Before direct suicide-prevention teaching, the Principal ensures staff have appropriate evidence-based training, suitable materials and a plan for support and referrals. The timing takes account of age, maturity, pupils' experiences and parental views. Lessons do not describe methods or use graphic, emotive images or videos. Pupils are told where to get help before and after sensitive lessons; a disclosure is referred promptly to the DSL. No generic lesson plan overrides an individual pupil's safeguarding or support plan.

6 Inclusion safety and impartiality

Teaching is adapted for disability, SEND, EAL and communication needs. Strategies can include plain language, visual supports, symbols, repetition, rehearsal, additional processing time, smaller groups or individual teaching. The SENCO and DSL advise on vulnerability and reasonable adjustments so that essential safeguarding knowledge is accessible. Pupils are not asked to disclose personal experiences in class. Teachers use factual language, respectful discussion and safe distancing techniques, and respond to questions honestly in an age-appropriate way; they may defer an individual or unexpected question while arranging a suitable answer or support.

Pupils learn democracy, the rule of law, liberty, mutual respect and tolerance of different faiths and beliefs. The school does not promote partisan political views; where political issues are discussed, pupils receive a balanced presentation of opposing views appropriate to age and understanding. Staff can challenge unlawful, discriminatory or harmful statements while preserving respectful dialogue. Religious and cultural views are treated respectfully without withholding statutory content.

Safeguarding takes priority when a pupil raises a concern. Staff do not promise secrecy; they listen, record and pass the concern without delay to the DSL or a deputy under the Child Protection and Safeguarding Policy. Pupils know that they can seek help repeatedly and that abuse is never the fault of the person harmed.

7 Parents materials and withdrawal

The school consults parents and considers pupil views when developing and reviewing the RSE programme. Parents can see the dated curriculum map and all materials used for relationships and sex education. Copyright is not used as a blanket reason to refuse viewing: where copies cannot be supplied, the School provides a practical viewing arrangement. Parents receive advance information about planned sex education and any material change to content or external provider.

A parent may ask the Principal to withdraw their child from some or all sex education beyond the relevant science curriculum. There is no parental right to withdraw from Relationships Education, compulsory science, or the school's wider health and wellbeing provision. The Principal discusses a request with the parent and, where appropriate, the pupil; explains which lessons are affected, the benefit of participation and possible effects of withdrawal; and records a reasoned decision. In primary the Principal grants a request concerning optional sex education beyond science. In secondary a request is normally granted, but may be refused in exceptional circumstances, for example because of safeguarding needs or a pupil's particular vulnerability.

From three terms before turning 16 years of age, a pupil may choose to receive sex education despite a parent's prior request. SACGS tells pupils about this choice and arranges the teaching during one of those terms. From age 16, the pupil's informed choice is respected. A withdrawn pupil receives purposeful supervised education during the lesson and is not stigmatised. A question from a withdrawn pupil is answered in a way that protects safety, respects their wishes and legal entitlement and, where appropriate, involves the Principal or DSL.

8 Responsibilities and assurance

St Annes College Ltd approves the policy, ensures resources and checks implementation. The Principal decides withdrawal requests and oversees staffing, materials, consultation and monitoring. The Head of PD manages the curriculum map and supports teachers. The DSL advises on safeguarding themes, disclosures and individual risks. The SENCO coordinates access for pupils with SEND. Teachers deliver the agreed programme, assess learning and promptly refer concerns. The careers lead coordinates careers and provider access. External providers supplement the school's curriculum under staff supervision.

Curriculum leaders sample plans, delivered lessons, resources and pupil learning at least termly. They use pupil and parent feedback, safeguarding and behaviour themes, attendance, staff confidence and reasonable adjustment records to identify gaps and assign action. Assessment checks knowledge and help-seeking, not a pupil's private beliefs or disclosures. The Principal reports material findings to the proprietor. This policy is available on the website free of charge on request and reviewed at least annually or after a material legal, safeguarding or curriculum change. Consultation and actual approval are recorded with the current curriculum map.

Linked documents: Child Protection and Safeguarding Policy; SEND Policy; Equality Policy; Behaviour and Anti-Bullying Policies; Online Safety Policy; Science Curriculum; Personal Development curriculum map; Careers and Provider Access Policy; Complaints Policy.