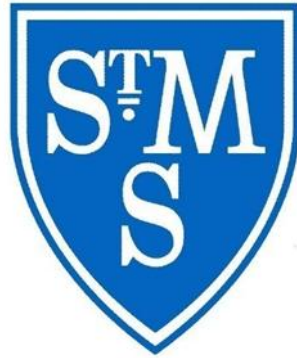


COGNITA



**St. Mary's Preparatory School
(inc EYFS)**

**Relationships, Sex and Health
Education (RSE) Policy**

September 2025

Contents

1	Introduction and aims.....	3
2	Statutory requirements.....	4
3	Policy development.....	4
4	Definition.....	5
5	Curriculum	5
6	Delivery of RSE	6
7	Roles and responsibilities	7
8	Students	8
9	Parents' right to withdraw.....	8
10	Training.....	9
11	Monitoring arrangements	9
12	Safeguarding.....	9
	Appendix 1: Curriculum Map.....	10
	Appendix 2: By the end of primary school, students should know:	13
	Appendix 2: By the end of secondary school, students should know:.....	Error! Bookmark not defined.
	Appendix 3: Parent form: Withdrawal from sex education within RSE	16
	Appendix 4: DfE RSE Statutory Guidance Suggested Resources....	Error! Bookmark not defined.

Introduction and aims

Schools play a crucial role in preventative education.

Preventative education is most effective in the context of a whole-school approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for racism, sexism, misogyny/misandry, homo/bi/trans phobia and sexual violence/harassment.

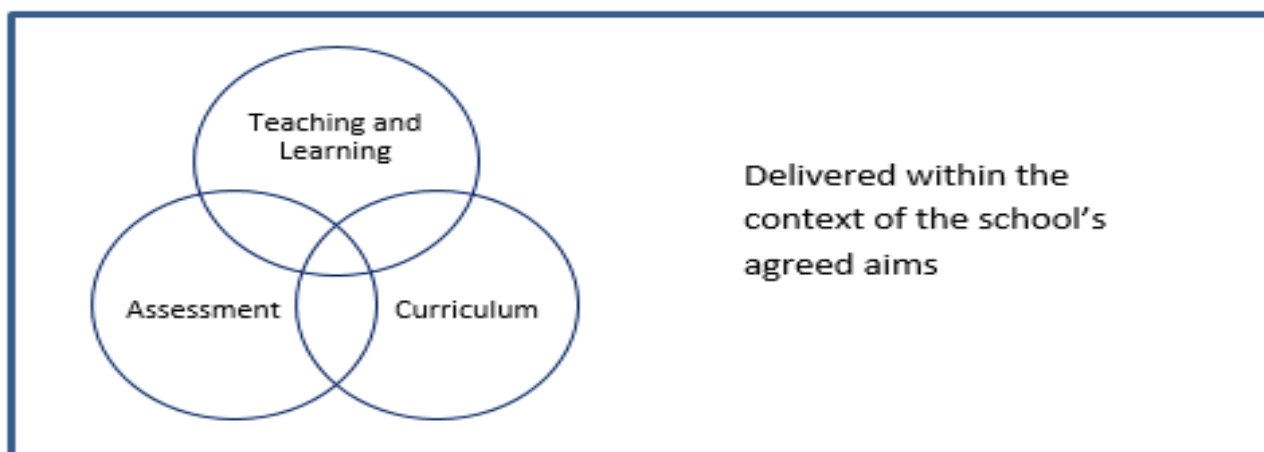
Scope

This policy applies to all students, including those in the Early Years.

Purpose

The purpose of this policy is to ensure that our Relationships Education, Relationships and Sex Education (RSE) supports our school ethos and fulfils our school aims, which are defined as:

- to work in partnership with parents to encourage the development of a love of learning within a structured, broad and balanced curriculum with additional extra-curricular opportunities.



- to nurture individual pupil diversity emphasizing individual talents in a wide range of fields, including academic, music, sport, art and drama.
- to develop a sense of self-respect and consideration for others becoming well-balanced and healthy individuals in body, mind and spirit in preparation for their educational journey ahead.

- .1 This policy forms part of the curriculum.
- .2 We see the curriculum as, 'The total learning experience for our students, which includes not only the taught lessons but also the routines, behaviours, events, activities and other opportunities that our students experience on a daily, weekly and yearly basis in order to ensure that all of them make the best progress possible and attain high standards'.
- .3 A well-structured and coherent curriculum is a fundamental element of the tripartite education that underpins all successful schools and includes Teaching, Learning and Assessment (see model below) and is underpinned by Wellbeing.

Aims

The aims of RSE at our school are to:

- .4 Provide a framework in which sensitive discussions can take place.
- .5 Prepare students for puberty, give them an understanding of sexual development and the importance of health and hygiene.
- .6 Help students develop feelings of self-respect, confidence and empathy.
- .7 Create a positive culture around sexuality and relationships.
- .8 Teach students the correct vocabulary to describe themselves and their bodies.
- .9 Help students understand that healthy relationships are an important part of wellbeing.
- 1.10 Prevent students from becoming involved in child-on-child abuse, and /or experiencing harm in school/in the community

Statutory requirements

Relationships education compulsory for all pupils receiving primary education, and relationships and sex education (RSE) compulsory for all pupils receiving secondary education. Personal, social, health and economic education (PSHE) continues to be compulsory in independent schools.

The government RSHE guidance to be implemented on 1st September 2026 can be found [here](#). Until 31st August 2026, this policy will be underpinned and informed by the current 2025 guidance which can be found [here](#).

Our policy also follows the requirements of the Independent School Standards Aspects of RSE are infused within the day-to-day operation of our school; incorporated through the curriculum, both in content included in subject schemes of work and through other planned learning opportunities in the school. They are captured in our written aims and expressed in the ethos and behaviours of everyone.

- .1 As a Preparatory School, we must ensure that every registered student who is provided with primary education at the school is provided with relationships education, in accordance with section 34 of the Children and Social Work Act 2017 and the Independent School Standards

At St Mary's Preparatory School, we teach RSE as set out in this policy.

Policy development

This policy has been developed in consultation with staff, students and parents. The consultation and policy development process involved the following steps:

- Review – The PSHE Lead reviewed all relevant information, including but not limited to, relevant national and local guidance including regard to the school's obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.

- The policy was drafted in accordance with statutory guidance and aligned with the Independent School Regulations/BSO Standards. The school curriculum plans were amended accordingly.
- Staff consultation – school staff were given the opportunity to review the policy and make recommendations.
- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy and offer commentary.

The school will proactively engage parents and make sure they are aware of what is being taught in RSHE and consult with them when developing and reviewing the RSHE Policy. The school will show parents a representative sample of the resources that they plan to use, enabling parents to continue conversations started in class, and should ensure that parents are able to view all curriculum materials used to teach RSHE on request. Other steps may include inviting parents into school to discuss the curriculum content and the importance of RSHE for wellbeing and safety, inviting them to discuss any concerns, and supporting parents in managing conversations with their children about RSHE topics.

- Student consultation – students were consulted with about their RSE lessons and feedback gathered following their lessons.
- Ratification – once amendments were made, the policy was published.
- Policy review – this policy will be reviewed every three years.

Definition

- .1 RSE is about the emotional, social and cultural development of students, and involves learning about healthy relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- .2 RSE involves a combination of sharing information and exploring issues and values.
- .3 RSE is not about the promotion of sexual activity, sexual orientation, or a specific sexual identity.

Curriculum

- .1 Our curriculum is set out in Appendix 1, but we may need to adapt this as and when necessary.
- .2 We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs, and feelings of students.
- .3 Primary sex education will focus on:
 - Preparing all students for the changes that adolescence brings; and
 - How a baby is conceived and born.

It will:

- i. consider the ages, aptitudes and needs of all pupils, including those pupils with SEND/ and an EHC plan.

- ii. not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs; and
 - iii. ensure that discriminatory, extremist opinions or behaviours are challenged as a matter of routine.
- .4 For more information about our curriculum, see Appendices 1 and 2 and our Curriculum Policy

Delivery of RSE

Equality

The school, in its delivery of RSHE will comply with relevant requirements of the Equality Act 2010, including the Public Sector Equality Duty (PSED) (s.149). Topics will be taught in a way which does not discriminate against pupils or amount to harassment. Pupils will be encouraged to understand the importance of equality and respect and learn about the law relating to the protected characteristics (by the end of their secondary education). The protected characteristics are age, disability, gender reassignment, sexual orientation, marriage or civil partnership, pregnancy and maternity, race, religion or belief, and sex.

Responding to new risks or issues within the national or local context

The school will carefully sequence teaching so that pupils are supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms. The school will maintain a relevant and responsive curriculum to ensure that any particular or new issues that are affecting the pupils in the school (or nationally) are addressed in a timely manner so that the children are kept as safe as possible on/offline. Where appropriate, the school will work with local partners and other bodies to understand specific local issues/risks. The school inform parents in advance of any deviation from our published RSE policy, including the reasons why they are covering this content, and will share any relevant materials with them on request in advance of the planned sessions. All teaching will be age appropriate and respectful of all children, including those who may have no familiarity with the topics under discussion.

- .1 Our RSE is taught as part of our PSHE curriculum. The PSHE course is delivered to all students through discrete PSHE lessons taught by all our teachers and there is one lesson of PSHE a week taught by the Form teacher. Elements of the programme may be supported through the bringing in of additional expertise, such as outside speakers, trained health professionals, or the use of teachers with a particular interest or knowledge in a specific area. In addition to these discrete sessions, PSHE is also embedded within the curriculum (e.g. social issues through the teaching of English Literature; Health through Biology and PE; Citizenship through History & RE). There are also centrally organised sessions which supplement the delivery in house.
- .2 Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships, including:
- Families and people who care for me
 - Caring friendships
 - Respectful kind relationships
 - Online safety and awareness
 - Being safe

- .3 For more information about our RSE curriculum, see Appendices 1 and 2 and our Curriculum Policy.
- .4 These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

The school will also adhere to any statutory guidance on teaching topics where there is significant debate, such as gender questioning/reassignment: we will be mindful that beyond the facts and the laws lie varying viewpoints. As such, the school will not endorse any particular view or teach it as fact that all people have a gender identity. The school will avoid language and activities which repeat or enforce gender stereotypes and will be mindful to avoid any suggestion that social transition is a simple solution to feelings of distress or discomfort.

Roles and responsibilities

Staff & Governance

.1 PSHE Lead Teacher

The person with responsibility for the overview and yearly evaluation of this policy is Marta Bakinowska. However, all staff are responsible for ensuring this policy is implemented and acted on.

When evaluating the use and impact of this policy, our school leaders will evaluate the extent to which there is evidence of a curriculum which:

- Fulfils the aims of the school;
- Embeds aspiration, attributes and the expectation to achieve high standards and high rates of progress; and
- Provides engagement and excitement for learning.

.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory/non-science components of RSE (see section 8).

.3 The Chair of Governors

The Chair of Governors will hold the Headteacher to account for the implementation of this policy.

The Chair of Governors will ensure that:

- all pupils make progress in achieving the expected educational outcomes
- the subjects are well led, effectively managed and well planned
- the quality of provision is subject to regular and effective self-evaluation
- teaching is delivered in ways that are accessible to all pupils with SEND (see below)
- Teaching is sensitive to the needs of all students with protected characteristics under the Equality Act 2010
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,

- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

.4 **Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
 - Modelling positive attitudes to RSE
 - Monitoring progress
 - Responding to the needs of individual students; and
- Responding appropriately to students whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

➤ RSE is taught by

- Year 1 – Mrs Patel - PSHE and Science
- Year 2 – Mrs Tam - PSHE and Science
- Year 3 – Miss Wilkinson - PSHE and Mrs Monk (Science)
- Year 4 – Miss Bakinowska - PSHE and Mrs Monk (Science)
- Year 5 - Mrs Deli and Mrs Monk - PSHE and Ms Wild (Science)
- Year 6 – Miss Bakinowska - PSHE and Mrs Monk (Science)

Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

.1 **Students with Special Educational Needs and Disabilities**

.2

Our curriculum is inclusive and our RSE and Health Education is accessible for all students. For those pupils with special educational needs or specific learning difficulties, the school has a well-established Learning Support department, led by the SENCO. Further details of this provision can be found in our Special Educational Needs and Disability (SEND) Policy.

High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

As set out in the SEND code of practice, when teaching these subjects to those with SEND, St. Mary's Preparatory School is mindful of preparing students for adulthood.

St. Mary's Preparatory School is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors will be taken into consideration in designing and teaching these subjects.

Parents' right to withdraw

- .1 If parents require more information on RSE for primary aged children, this is a useful information source of information for them:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf
- .2 If parents require more information on RSE for secondary aged children, this is a useful information source of information for them:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812594/RSE_secondary_schools_guide_for_parents.pdf

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

Alternative work will be given to students who are withdrawn from sex education.

10 Training

10.1 Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development programme. Our PSHE lead will share any new or pertinent information with staff in our staff meetings or staff Insets.

10.2 The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11 Monitoring and evaluation arrangements

11.1 The delivery of RSE is monitored by Marta Bakinowska, PSHE Lead through: work scrutiny, lesson observations learning walks, etc

11.2 Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

12 Safeguarding

RSHE discussions can lead to increased safeguarding concerns being raised by pupils. All staff must follow the Safeguarding and Child Protection Policy if they have concerns about pupil wellbeing or safety.

Confidentiality arrangements must be clearly explained to pupils prior to sessions.

Appendix 1: Curriculum Map

Relationships and Sex Education Curriculum Map

Relations and Sex Education in PSHE lessons

Relationships and Sex Education (RSE) Policy



Suggested long-term plan: RSE & PSHE Reception- Year 3 (condensed)

EYFS: Reception	Self-regulation		Building relationships		Managing self	
	My feelings: L1 Identifying my feelings L3 Coping strategies L4 Emotional adjectives L5 Facial expressions		Special relationships: L2 Special people L3 Sharing L4 I am unique L6 Similarities and differences	My family and friends: L1 Festivals L2 Sharing L3 What makes a good friend L4 Being a good friend	Taking on challenges: L1 Why do we have rules? L2 Building towers L5 Team races	My wellbeing: L1 What is exercise? L4 Being a safe pedestrian L5 Eating healthily
	Introductory lesson	Family and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Year 1	Setting ground rules for RSE and PSHE lessons	L1 What is family? L2 What are friendships? L5 Friendship problems L6 Healthy friendships L7 Gender stereotypes	L1 Understanding my emotions L3 Ready for bed L5 Handwashing & personal hygiene L6 Sun safety L7 Allergies	L1 Adults in school L2 Adults outside school L4 Making an emergency phone call L5 Appropriate contact L6 Safety with substances	L1 Rules L4 Similar, yet different	L1 What is money? L4 Saving and spending
Year 2	Setting ground rules for RSE and PSHE	L2 Families are all different L4 Unhappy friendships L5 Introduction to manners and courtesy L6 Change and loss L7 Gender stereotypes: Careers and jobs	L1 Experiencing different emotions L5 Developing a growth mindset L6 Healthy diet L7 Looking after our teeth	L2 Communicating online L3 Secrets and surprises L4 Appropriate contact: My private parts L5 Appropriate contact: My private parts are private L8 Staying safe with medicine	L1 Rules beyond school L5 Similar yet different- my local community L7 Giving my opinion	L2 Exploring needs L3 Exploring wants
Year 3	Setting ground rules and signposting	L1 Healthy families L2 Friendship conflicts L3 Friendship: conflict vs bullying L5 Learning who to trust L6 Respecting differences in others L7 Stereotyping gender	L1 My healthy diary L3 Wonderful me L5 Resilience: breaking down barriers L7 Diet and dental health	L1 First Aid: emergencies and calling for help L4 Cyberbullying L7 Influences L8 Keeping safe out and about	L1 Rights of the child L5 Charity L6 Local democracy	L2 Budgeting L5 Career quest

© Kapow Primary 2022

Condensed long-term plan

www.kapowprimary.com 11

Relationships and Sex Education (RSE) Policy

 Suggested long-term plan: RSE & PSHE Year 4-6 (condensed)						
	Introductory lesson	Family and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Year 4	Setting ground rules and signposting	I.1 Respect and manners I.2 Healthy friendship I.4 Bullying I.6 Stereotypes: Disability I.8 Change and loss	I.1 Looking after our teeth I.3 Celebrating mistakes I.5 My happiness I.6 Emotions I.7 Mental health	I.1 Internet safety: Age restrictions I.2 Share aware I.4 Privacy and security I.7 Introducing puberty I.8 Tobacco	I.1 What are human rights? I.5 Diverse communities	I.1 Value for money I.3 Looking after money
Year 5	Setting rules and signposting	I.2 Friendship skills I.3 Marriage I.4 Respecting myself I.5 Family life I.6 Bullying I.8 Stereotypes: Race and religion	I.2 The importance of rest I.5 Taking responsibility for my feelings I.6 Healthy meals I.7 Sun safety	I.1 Online friendships I.2 Staying safe online I.3 Puberty I.4 Menstruation I.6 First Aid: Bleeding I.7 Alcohol, drugs and tobacco: Making decisions	I.1: Breaking the law I.6 Parliament	I.4 Risks handling money online
Year 6	Setting ground rules for RSE and PSHE	I.1 Respect I.2 Respectful relationships I.4 Challenging stereotypes I.5 Resolving conflict I.6 Change and loss	I.3 Taking responsibility for my health I.4 The impact of technology on health I.5 Resilience toolbox I.6: Immunisation I.8 Physical Health concerns	I.1 Alcohol I.3 Social media I.4 Physical and emotional changes of puberty I.8 First Aid: Basic life support	I.1 Human rights I.4 Prejudice and discrimination I.6 National democracy	I.6 Career routes Identity I.2 Identity and body image

Science curriculum content with links to RSE

Year group		Brief outline of content
1	Autumn 1 - Ourselves	Changes as we grow. Names of body parts
2	Autumn 1 – Animal life cycles	Reproduction as part of life cycle, what we need to be healthy
3	Autumn 1 – Animals including humans	Functions of the main body organs, reference to reproductive organs.

Relationships and Sex Education (RSE) Policy

4	Spring 2 -Living things/habitats	Characteristics of different animal groups, including reproduction, the distinct features yet wide variety of mammals.
5	Spring 1– Life cycles and reproduction	Sexual and asexual reproduction Sexual reproduction in plants and animals Animals – invertebrates/ 5 vertebrate group – compare life cycles.
5	Spring 1/2 – Human reproduction	The human growth pattern – changes from birth to old age Puberty – biology (see note 1) Puberty – practical aspects (see note 2)
6	Autumn 2 – Evolution and inheritance	Reproduction /numbers/survival rate/gestation time/no. of offspring
6	Summer 2 – Recap on practical aspects of puberty (one lesson)	Pupils critique various information sources about puberty to get a recap of Year 5 content.

Note 1 Year 5: Communication to parents in advance, outlining content.

Note 2 Year 5: One lesson separate boys and girls chat session with a teacher

Appendix 2: By the end of primary school, students should know:

TOPIC	STUDENTS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Relationships and Sex Education (RSE) Policy

TOPIC	STUDENTS SHOULD KNOW
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online

Relationships and Sex Education (RSE) Policy

TOPIC	STUDENTS SHOULD KNOW
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g., family, school and/or other sources

Appendix 3: Parent form: Withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken. E.g.: X will be taking part in all relationships lessons and during the sex education lessons, they will be working independently on a project in the Year 5 classroom

Relationships and Sex Education (RSE) Policy

Ownership and consultation	
Document sponsor (role)	Director of Education- Europe
Document author (name)	Former group Director of Wellbeing/PSHE Leads
Consultation February 2020	Consultation with the following: Regional Safeguarding Lead (RSL)
Review – June 2022	Director of Education for Europe Regional Safeguarding Lead for Europe
Review - June 2025	Regional Safeguarding Lead for Europe and USA

Audience	
Audience	All school staff

Document application and publication	
England	Yes
Wales	Yes

Version control	
Implementation date	September 2025
Review date	September 2028

Related documentation	
Related documentation	Curriculum Policy Anti-Bullying Policy Behaviour Policy SEND Policy EAL Policy Preventing Radicalisation and Extremism Policy Drug and Alcohol Policy Early Years Policy, where relevant Safeguarding and Child Protection Policy and Procedures Independent School Standards