

## Relationships and Sex Education Policy

Scope:	Prep School
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Author:	Assistant Deputy Head Prep Schol
Reviewer:	Senior Deputy Head Prep School
Approval body:	Board of Directors (Ratified at Trinity Term Board Meeting)
Review date	April 2026

### Linked documents

This policy should be read in conjunction with the

- Safeguarding and Child Protection Policy (A6)
- Prep School Personal, Social, Health and Citizenship Education Policy (A5)
- Prep School Anti-Bullying Policy (A4)
- Prep School Behaviour Policy (A4)
- Curriculum Policy (A3)
- SEND Policy (A2)

### Availability

This Policy is available to parents and prospective parents online and on request from the School Office / Pupil Services Team.

### Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

**RSE is not about the promotion of sexual activity.**

### Recent Changes

April 2025	<b>Mental Health</b>	Mental Wellbeing	
	<b>Addition of the following</b>	Parents will be sent an email at the commencement of the Trinity term, outlining the content of the intended lessons.	In Parents right to withdraw section

## **Aim**

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

High quality RSE helps create safe school communities in which pupils can grow, learn and develop positive, healthy behaviour for life. Our RSE programme will reflect the schools' over-arching aims and demonstrate and encourage the following values:

- respect for self
- respect for others
- responsibility for our own actions
- responsibility for our family, friends, school and wider community

## **Statutory requirements**

As a Prep School we must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017.

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science, which would include the elements of sex education contained in the science curriculum.

## **Curriculum**

Our curriculum follows the Cambridgeshire PSHE Service scheme, as shown in our PSHCE policy, but we may need to adapt it as and when necessary.

We have developed the curriculum, initially, through consultation with staff, considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and do not seek answers online.

Prep School sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

## Delivery of RSE

The Prep School teaches Personal, Social, Health and Economic education (PHSE) through the Cambridgeshire PSHE Service scheme. RSE is taught within the PSHE education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious studies (RS).

Pupils also receive sex education sessions appropriate to their age and stage of development. These lessons take place during the Trinity term.

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 relationships
- Online relationships
- Being safe

## Sex Education

The specific content of RSE is taught through the “Healthy and Safer Lifestyles” unit of the Cambridgeshire Primary Personal Development Programme. However, essential work is done in prior lessons to build children’s self-esteem, enhance their own sense of self in regard to their body image, how to develop caring and healthy relationships and how to develop assertiveness skills in keeping themselves valued, safe and respected. This work underpins the explicit RSE content and is part of the holistic approach to RSE teaching and learning.

In the Prep School, puberty is covered age-appropriately, prior to onset so that children are prepared emotionally and physically when their bodies change and approach puberty without fear. The names for the main external parts of the body are taught in KS1, developing this in KS2 so children understand the male and female reproductive systems. Growth from birth to old age is taught in each year group, with each year group building on the previous year’s knowledge. Conception and childbirth is taught within KS2.

**Emotional and mental wellbeing** is an underpinning concept in every RSE lesson taught through mindfulness, philosophy, and practice. We aim to empower children to understand and regulate their own emotional states. There is a strong emphasis on providing children with knowledge and skills related to physical and emotional health, so if issues arise, they can recognise them, have strategies to assist, and to seek early help from appropriate sources.

**Growth mindset** – or resilience-building - is also fully integrated into our RSE lessons. We are passionate that good mental wellbeing underpins everything. In the Prep School, we encourage a safe, open and positive school environment in which to learn and seek help when needed.

## Equality

We are fully compliant with the Equality Act 2010 through our inclusive ethos; we are committed towards equal opportunities in all aspects of school life. All resources used will support this commitment. We will respect the ethnic, cultural and religious diversity that different groups may have.

## SEND

RSE will be accessible by all pupils. High quality teaching that is differentiated and personalised will help to ensure accessibility for all. Young people with special educational needs will not be withdrawn from RSE but will be given help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are and are not acceptable. Work may be planned in different ways in order to meet the needs of individual young people with special educational needs.

Young people working beyond the curriculum will be encouraged to apply their skills, knowledge and understanding in other areas of the curriculum.

## Safeguarding

All teachers will be aware that sometimes disclosures may be made during these sessions; in which case, the school safeguarding procedures will be followed immediately, following the Safeguarding Policy.

## Assessment

We have high expectations of the quality of pupils work, in line with other curriculum areas. The curriculum will build on the knowledge pupils have previously acquired, with regular feedback on pupil progress. Lessons are planned to ensure that pupils are suitably challenged. Although there is no formal examined assessment, teachers capture progress via self-evaluations and reflection.

**The areas of learning can be found in the Prep School PSHCE policy.**

**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, LGBT 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).**

## **Roles and responsibilities**

### **Board of Directors**

Board of Directors will approve the RSE policy and hold the Senior Deputy Head Prep School to account for its implementation.

### **Senior Deputy Head Prep School**

The Senior Deputy Head Prep School is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

### **Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory 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 Senior Deputy Head Prep School.

Class teachers are responsible for teaching RSE in the Prep school.

### **Pupils**

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

### **Parents' right to withdraw**

Parents do not have the right to withdraw their children from relationships education as this is a statutory component of the curriculum.

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

Parents will be sent an email at the commencement of the Trinity term, outlining the content of the intended lessons. Requests for withdrawal should be put in writing and addressed to the Senior Deputy Head Prep School.

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

## **Training**

Staff are offered training on the delivery of RSE. The Senior Deputy Head Prep School may also invite visitors from outside the school, such as sexual health professionals, to provide support and training to staff teaching RSE.

## **Monitoring arrangements**

The delivery of RSE is monitored by PHSE Subject Leaders through:

- monitoring the standards of children's work and the quality of teaching
- supporting colleagues in the teaching of RSE
- providing information about current developments in the subject
- providing a strategic lead and direction for the subject

Class teachers, as part of our internal assessment systems, monitor pupils' development in RSE.

This policy will be reviewed by the PHSE subject leaders annually. At every review, the policy will be approved by the Board of Directors.