Relationships and Sex Education (RSHE) Policy

Grange Park Prep School

January 2026

Member of staff responsible: Gavin Biston

Head: Gavin Biston

Contents

1 Statement 3
2 Definition of Relationship and Sex education 3
3 Statutory guidance 3
4 At Grange Park Prep School we aim to: 4
5 Aims of this Policy 5
6 RSHE in the Curriculum 5
7 Curriculum Content: 5
8 Children with SEND 6
9 Equal opportunities 6
10 Safeguarding (Staff) 7
11 Right to withdraw 7
12 Questions and issues 7
13 Safeguarding (Parents) 7
14 Teaching 8
15 RSHE has three main elements: 8
16 Roles and responsibilities 9
17 Assessment, Reporting and Recording 9
18 Child Protection 10
19 Working with Parents 10
20 Version control 10
Appendix 1 Curriculum Overview (topics taught) 11

1 Statement

1.1 Through a positive caring environment, we provide the opportunity for every child to reach their full potential.

2 Definition of Relationship and Sex education

2.1 Relationship and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality, sexual health, healthy lifestyles, diversity and personal identity. When we use the term 'relationships' in this policy we refer to both online and offline relationships. It involves a combination of sharing information and exploring issues and values.

2.2 Some aspects are taught in science, and others are taught as part of Wellbeing (PSHE). This policy should be read in conjunction with our Safeguarding and Child Protection, Behaviour and Anti-Bullying policies.

2.3 The Department of Health set out its ambition for all children and young people to receive high quality relationship and sex education in its statutory guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education (2026 (update)). This policy also reflects guidance given under the Children and Social Work Act 2017.

2.4 RSE is not about the promotion of sexual activity.

3 Statutory guidance

3.1 From the Summer Term 2021, it was a legal requirement to provide relationship and health education (RHE) to all pupils as per section 34 of the Children and Social work act 2017. Relationships and sex education is now statutory in all secondary schools in England. Relationships education is statutory in all primary schools. In line with statutory guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education it is recommended that age-appropriate sex education is also taught in all primary schools.

3.2 In accordance with the Children and Social Work Act 2017, relationships and sex education should have regard to the age and religious background of the pupils and must include: i safety in forming and maintaining relationships, ii the characteristics of healthy relationships, and iii how relationships may affect physical and mental health and well-being.

3.3 Documents that inform the school's RSHE policy include:

- 3.3.1 Education Act (1996)
- 3.3.2 Learning and Skills Act (2000)
- 3.3.3 Education and Inspections Act (2006)
- 3.3.4 Equality Act (2010)
- 3.3.5 Supplementary Guidance SRE for the 21st century (2014)
- 3.3.6 Keeping Children Safe in Education – Statutory safeguarding guidance (2025)
- 3.3.7 Children and Social Work Act (2017)

3.4 At GPPS we teach RSHE as set out in this policy.

3.5 Department for Education guidance states that from September 2020, all primary schools must teach Relationships and Health Education. The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum including the main external body parts, the human life cycle (including puberty) and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons.

3.6 Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this information:

"Sex education is not compulsory in primary schools, but we recommend that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science." (Relationships Education, Relationships and Sex Education (RSE) and Health Education, 2026)

3.7 The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

3.8 Within this policy, as in the DfE guidance, Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

3.9 RSE is lifelong learning about personal, physical, moral and emotional development. It is set in the context of clear values about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

4 At Grange Park Prep School we aim to:

4.1 Provide a framework in which sensitive discussion can take place.

4.2 Develop positive values and a moral framework that will guide the pupils' decisions, judgements and behaviour, ensure that pupils have the confidence and self-esteem to value themselves and others, to respect individual conscience and to develop the skills required to judge what kind of relationship is appropriate.

4.3 Help pupils to understand the consequences of their actions and behave responsibly within relationships.

4.4 Develop the pupils' knowledge to avoid being exploited or exploiting others or being pressured into sexual interactions.

4.5 Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.

4.6 Help pupils develop feelings of self-respect, confidence and empathy.

4.7 Create a positive culture around issues of relationships and sexuality; challenge sexism and prejudice, foster LGBT and gender equality and consider issues surrounding gender identity.

4.8 Teach pupils the correct vocabulary to describe themselves and their bodies and to develop the appropriate terminology for relationship and sex issues.

5 Aims of this Policy

5.1 To meet the requirements of the DfES guidance on RSHE.

5.2 To help and support children through physical, emotional and moral development

5.3 To develop in children the skills and understanding to have the confidence to approach their relationships in a positive way.

5.4 To enable children to move with confidence from childhood through adolescence to adulthood.

5.5 To live confident and healthy lives.

5.6 To understand the changes that occur to the human body during puberty.

5.7 To understand how a baby is conceived and born.

5.8 To ensure children are aware of personal space and their right to privacy.

6 RSHE in the Curriculum

6.1 At GPPS we believe that RSHE should be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.

6.2 RSHE lessons are set within the wider context of the PSHE curriculum and address the emotional aspects of development and relationships and the physical aspects of puberty and reproduction. The biological aspects of RSHE are taught within the Science curriculum. These lessons are focussed on the physical aspects of development and reproduction.

6.3 In each Year Group (Rec-Y6) the children discuss key safeguarding issues linked to personal space and privacy. The school utilises the NSPCC resources to promote children's awareness of these issues in an age appropriate manner. The teachers sensitively ensure children are aware of and understand the boundaries that should exist linked to the private areas of their body.

7 Curriculum Content:

7.1 Key Stage 1 (school years 1 and 2 - normally between the ages of 5 and 7)

7.1.1 Maintaining personal hygiene

7.1.2 The process of growing from young to old and how people's needs change

7.1.3 The names of the main parts of the body

7.1.4 To identify and respect the differences and similarities between people

7.1.5 That family and friends should care for each other

7.1.6 Notice that animals, including humans, have offspring which grow into adults

7.1.7 Key Stage 2 (school years 3, 4, 5 and 6 - normally between the ages of 7 and 11)

7.1.8 To recognise their worth as individuals

7.1.9 To recognise and challenge stereotypes.

7.1.10 To recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use and judging what kind of physical contact is acceptable or unacceptable

7.1.11 Be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships

7.1.12 Where individuals, families and groups can get help and support

7.1.13 To recognise, as they approach puberty, how people's emotions change at that time and how to deal positively with their feelings towards themselves, their families and others

7.1.14 Learn about how the body changes as children approach puberty

7.1.15 That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know and how to ask for help and the skills and language for resisting pressure to do wrong

7.1.16 To understand the human life cycle from conception to old age

7.1.17 To understand human reproduction (how a baby is made and how it grows)

7.2 The curriculum is a graduated, age appropriate programme which will be delivered by the school staff with support and advice from health professionals. Parents will be informed of when lessons on puberty and human reproduction will take place and the resources and teaching materials to be used will be shared with parents.

8 Children with SEND

8.1 Teaching and resources will be differentiated as appropriate to address the needs of all children in order for them to have full access to the content relationship and sex education.

9 Equal opportunities

9.1 The provision of RSHE complies with relevant requirements of The Equality Act 2010. All pupils aged three and above are entitled to RSHE regardless of ability, gender, race, or religious belief.

9.2 It is our intention for pupils to have the opportunity to experience a programme of RSHE at a level which is appropriate for their age and physical development, with differentiated provision if required. We will provide equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it. The relevant protected characteristics are: sex, race, disability, religion or belief, sexual orientation, pregnancy and maternity, gender reassignment and age.

9.3 Both boys and girls receive the same input and understand the changes that occur in their own gender as well as that of the opposite sex.

10 Safeguarding (Staff)

10.1 Teachers are aware that effective relationship and sex education, which brings an understanding of what is and is not acceptable in a relationship, may lead to a disclosure of a safeguarding nature. Under common law, young people are entitled to the same duty of confidentiality as adults. Personal information about them should not be shared without their permission except for the purposes of child protection as detailed in the Safeguarding Policy.

11 Right to withdraw

11.1 Parents/carers do not have the right to withdraw pupils from relationships education however parents/carers have the right to withdraw their children from some or all sex education within RSHE and should in the first instance contact the Headteacher in writing to request withdrawal. This does not include what is taught as part of the science curriculum.

11.2 Parents/carers who elect to withdraw their child from sex education lessons will be advised that they have an obligation to provide the information at home using information available from the DfE. Parents/carers are encouraged to discuss such a decision with staff at the earliest opportunity and are welcome to view any RSHE resources the school uses.

11.3 Resources used are made available for parents to view prior to the Year 5/6 lessons.

12 Questions and issues

12.1 Any RSHE lesson may consider questions or issues that some children will find sensitive. Before embarking on these lessons, ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When pupils ask questions, teachers will aim to answer them honestly, within the ground rules established at the start of the sessions.

12.2 There is no expectation that any teacher delivering RSHE will automatically answer pupil questions, as this may infringe personal boundaries. Any situation which indicates knowledge about sex or sexual activity which is inappropriate for the pupils' age should be addressed and any concerns emerging from conversations should be shared with the Designated Safeguarding Lead.

13 Safeguarding (Parents)

13.1 There may be times when a question raised by a pupil should be referred to a parent or carer. It is good practice to talk to the pupil(s) concerned before involving a parent or carer - to explain that it is in their best interests to talk to their parent(s) or a trusted adult. If a child feels that they do not want their parent or carer to be spoken to, then this should be taken seriously and discussed with the Designated Safeguarding Lead.

13.2 It is important to note that a disclosure regarding sexual orientation or gender identity is not, in itself, a safeguarding issue and does not need to be reported to anyone unless it is felt that sharing a concern is likely to ensure the health and happiness of the child in question. Staff would refer to the Safeguarding Policy and record any concerns appropriately.

14 Teaching

14.1 Teachers ensure that RSHE lessons are taught in an environment where questions and discussions on sexual matters can take place without any stigma or embarrassment. We recognise that parents are key in teaching their children about relationships, sex and growing up. As such, we aim to work in partnership with pupils and parents. Prior to any lessons on puberty or reproduction taking place, for example, parents are written to with an outline of the content of the lessons.

14.2 Homosexuality is discussed at a level appropriate to the age of the children. Children are reminded that 'loving relationships' can be between a man and a woman or people of the same sex. Teachers again use their own discretion in these situations when responding to children's questioning. Children are taught to respect the life choices of others (including their sexuality). Homophobic bullying is discussed at a level appropriate the age of the children.

14.3 At Year 6 teachers may, where appropriate, split the group according to gender to discuss issues relating to puberty and sex; however, this is not always the case.

15 RSHE has three main elements:

15.1 Attitudes and Values:

15.1.1 Learning about the values of family life and stable relationships.

15.1.2 Learning the value of respect, love and care.

15.1.3 Exploring, considering and understanding moral dilemmas.

15.1.4 Developing critical thinking as part of decision making.

15.1.5 Learning the importance of values, individual conscience and moral choices.

15.1.6 Challenging myths, misconceptions and false assumptions about 'normal' behaviour.

15.2 Personal and Social Skills:

15.2.1 Learning to manage emotions and relationships confidently and sensitively.

15.2.2 Developing self-respect and empathy for others.

15.2.3 Learning to make choices based on the understanding of differences and with the absence of prejudice.

15.2.4 Providing opportunities for young people to develop the ability to understand the consequences of their decisions and actions and to manage conflict.

15.2.5 Empowering pupils with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter).

15.3 Knowledge and Understanding:

15.3.1 Information about healthier, safer lifestyles

15.3.2 Understanding the importance of appropriate, respectful and consensual relationships

15.3.3 Learning and understanding physical development at appropriate stages.

15.3.4 Understanding human emotions, relationships, reproduction and sexuality.

15.3.5 Learning about and understanding the importance of staying safe online and of developing healthy, consensual online relationships.

16 Roles and responsibilities

16.1 The Governors

16.1.1 Governors will approve the RSHE policy annually. The Governors delegate the responsibility for implementation of this policy to the Headteacher.

16.2 The Headteacher

16.2.1 The Headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSHE.

16.3 Staff

16.3.1 Delivering RSHE in a sensitive way

16.3.2 Modelling positive attitudes to RSHE

16.3.3 Monitoring progress

16.3.4 Responding to the needs of individual pupils

16.3.5 Responding appropriately to pupils whose parents wish them to be withdrawn from the non- statutory/non-science components of RSHE.

16.4 Pupils

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

17 Assessment, Reporting and Recording

17.1 Monitoring arrangements

17.1.1 Teachers assess progress and understanding in sex and relationships education through pupil discussions and responses in their written work. Brief records of pupils' understanding and progress may be kept by teachers to form part of the records of overall progress in PSHE.

17.1.2 The delivery of RSHE is monitored by the senior staff through:

(a) Work scrutiny

(b) Lesson observations

(c) Regular key stage meetings

(d) Meeting with individual teachers delivering the programme

(e) Pupil Surveys

18 Child Protection

18.1 All teaching staff are trained in child protection issues. Any concerns raised through RSHE are dealt with according to child protection procedures.

19 Working with Parents

19.1 The school aims to work in partnership with parents when planning and delivering relationship and sex education. This is achieved through:

19.1.1 Consulting parents over the development of the policy through information events and sharing policies and documentation

19.1.2 Involving parents in viewing resources and discussing the RSHE curriculum

19.1.3 Supporting parents in helping children cope with the emotional and physical aspects of growing up

19.1.4 Making alternative arrangements for pupils who are withdrawn from RSHE lessons

20 Version control

Date of adoption of this policy	January 2024
Date of last review of this policy	January 2026
Date for next review of this policy	September 2026
Policy owner (SMT)	
Policy owner (Proprietor)	ILG

Appendix 1 Curriculum Overview (topics taught)

Families and people who care for me

Curriculum content:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as 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.
3. That the families of other children, 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.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Curriculum content:

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

Curriculum content:

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness

Curriculum content:

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being Safe

Curriculum content:

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

	Healthy and happy friendships	Similarities and differences	Caring and responsibility	Families and committed relationships	Healthy bodies, healthy minds	Coping with change
Y1	Forming friendships and how kind or unkind behaviours impact other people.	Similarities and differences between people and how to respect and celebrate these.	Identifying who our special people are and how they keep us safe.	What a family is (including difference and diversity between families), and why families are important and special.	Our bodies and the amazing things they can do. Learning the correct names for different body parts.	Growing from young to old and how we have changed since we were born.
Y2	Understanding what makes a happy friendship. Recognising personal boundaries and safe/unsafe situations.	Exploring different strengths and abilities. Understanding and challenging stereotypes.	The different communities and groups we belong to and how we help and support one another within these.	The different people in our families, and how families vary.	Ways to stay healthy, including safe and unsafe use of household products and medicines.	Exploring how our bodies and needs change as we grow older. Aspirations and goal setting.
Y3	Being a good friend and respecting personal space. Strategies for resilience.	Respecting and valuing differences. Shared values of communities.	Our responsibilities and ways we can care and show respect for others.	Different types of committed relationships and the basic characteristics of these.	Maintaining physical and mental wellbeing, through healthy eating, sleep and keeping clean.	Coping with feelings around the changes in our lives.
Y4	Solving friendship difficulties. How to act if someone invades your privacy or personal boundaries.	Identity and diversity. Seeing different perspectives and not making judgements based on appearance.	Rights and responsibilities within families and wider society, including the UN Convention on the Rights of the Child.	The range of relationships we experience in our everyday lives. How to understand the differences between types of relationships we encounter.	Influences on our health and wellbeing, including friends, family and media, and awareness of how these can affect personal health choices.	How our bodies change as we enter puberty, including hygiene needs and menstruation.
Y5	Identity and peer pressure off- and online. Positive emotional health and wellbeing.	Celebrating strengths, setting goals and keeping ourselves safe online.	How our care needs change and the effects of loneliness and isolation. Ways in which we can show care in the community.	The characteristics of healthy, positive and committed relationships, and how these develop as people grow older.	Our unique bodies and self-acceptance – valuing our bodies and minds; lifestyle habits (including alcohol, tobacco and drugs) and their effects on wellbeing.	How puberty changes can affect our emotions and ways to manage this; questions about puberty and change.
Y6	How relationships evolve as we grow, including when transitioning to secondary school. How to cope with a wider range of emotions.	Identity and behaviour online and offline. Reflecting on how people feel when they don't 'fit in'.	How we can take more responsibility for self-care and who cares for us as we grow older, including at secondary school.	Human reproduction, including different ways to start a family. *	Being the healthiest me: ongoing self-care of bodies and minds, including ways to prevent and manage mental ill-health.	Ways to manage the increasing responsibilities and emotional effects of life changes.