# COGNITA

# Relationships, Sex and Health Education (RSE) Policy ENGLAND

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

Contents

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## 1 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.
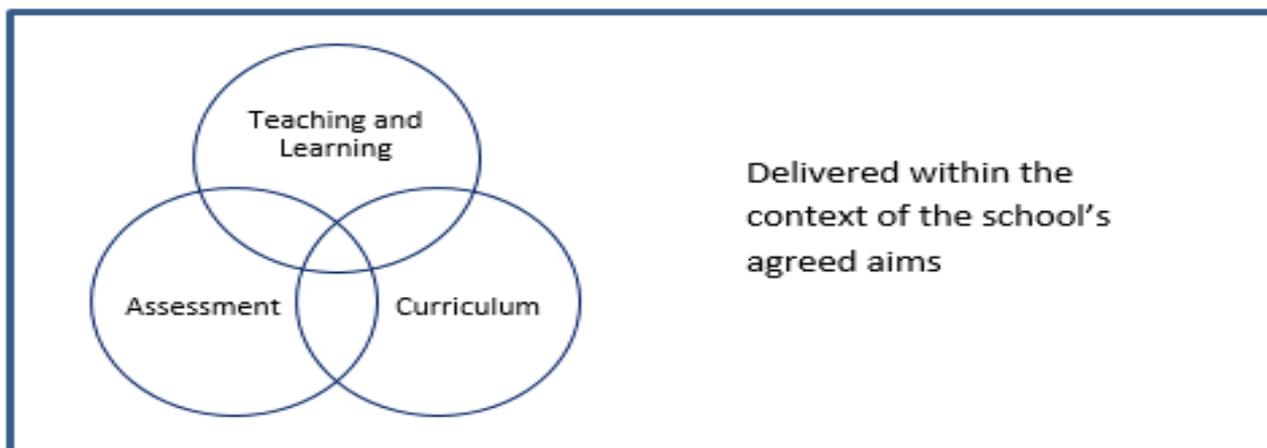
<u>Scope</u>
This policy applies to all students, including those in the Early Years.

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

• To stretch and challenge each student to achieve the best they can as an individual learner

• To celebrate our diversity and encourage passions through our enhanced curriculum



• To ensure a sense of wellbeing through belonging, representation, and inclusion in a safe and happy learning environment

1.1 This policy forms part of the curriculum.

1.2 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'.

1.3 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.

<u>Aims</u>

The aims of RSE at our school are to:

1.4 Provide a framework in which sensitive discussions can take place.

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

1.6 Help students develop feelings of self-respect, confidence and empathy.

1.7 Create a positive culture around sexuality and relationships.

1.8 Teach students the correct vocabulary to describe themselves and their bodies.

1.9 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

## 2 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.

2.1 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.

2.2 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 Hendon Prep, we teach RSE as set out in this policy.

## 3 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 in school council meeting along with PSHE Lead.

- Ratification – once amendments were made, the policy was published.

- Policy review – this policy will be reviewed every three years.

## 4    Definition

4.1    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.

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

4.3    RSE is not about the promotion of sexual activity, sexual orientation, or a specific sexual identity.

## 5    Curriculum

5.1    Our curriculum is set out in Appendix 1, but we may need to adapt this as and when necessary.

5.2    We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs, and feelings of students.

5.3    Sex education is not compulsory in primary schools. However, additional content on sex education is taught via the ISEB Science curriculum to meet the needs of our students in Year 5.

5.4    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.

5.5    For more information about our curriculum, see Appendices 1 and 2 and our Curriculum Policy

## 6    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.

Our RSE is taught as part of our PSHEE curriculum. The PSHEE course is delivered to all students through discrete PSHEE lessons taught by our teachers. There is one lesson of taught PSHEE a week. Elements of the programme may be supported through the bringing in of additional expertise, such as outside speakers and/or trained health professionals (the credentials of any visitor or visiting organisation, and their materials will be checked prior to booking). The school will not use resources from any individual or organisation who hold partisan views on contested topics. External providers may not include contractual restrictions preventing schools from sharing materials with parents. Our curriculum is inclusive and our RSE and Health Education is accessible for all students, including those with special educational needs (also see section 8 on SEND).

The school will also use teachers with a particular interest or knowledge in a specific area. In addition to these discrete sessions, PSHEE 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.

6.1    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

<u>Health topics</u> will include:
> ➢ General wellbeing
> ➢ Wellbeing online
> ➢ Physical health and fitness
> ➢ Healthy eating
> ➢ Drugs, Alcohol, Tobacco and Vaping
> ➢ Health protection and prevention
> ➢ Personal safety
> ➢ Basic First Aid
> ➢ Developing bodies

6.2 For more information about our RSE curriculum, see Appendices 1 and 2 and our Curriculum Policy.

6.3 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.

## 7 Roles and responsibilities

### Staff & Governance

7.1 **PSHE Lead Teacher**
The person with responsibility for the overview and yearly evaluation of this policy is Shweta Randeri-Dey. 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.

7.2 **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).

7.3 **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.

7.4 **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.

Staff who are responsible for teaching RSE at HPS:
- Lindsey Walley - EYFS Lead & Deputy Designated Safeguarding Lead EYFS
- Marc Jones - Reception Teacher & First Aid Coordinator
- Renata Platt - Preschool and Reception teacher
  - Caroline Wood - Year 1 Teacher
  - Shweta Randeri-Dey Y2 Teacher, PSHE Lead, LGBTQ Champion and Preventing Radicalisation Lead
  - Jamilla Agmin – Y3 Form Tutor
  - Marija Rancaite – Y4 Form Tutor & Maths Lead
  - Pandora Tsepani – Y5 Form Tutor & Assistant Head (Pastoral & DSL)
  - Laurie Power – Y6 Form Tutor & Assistant Head (Teaching & Learning)
  - Ruth Gafson –SENDCO, DDSL, Mental Health Lead and Looked After Children Lead
  - Abi Rosen –Learning Support Teacher
  - Kelly Martin – Extra Curricular & Digital Lead, Deputy EVC

**8 Students**

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

8.1 **Students with Special Educational Needs and Disabilities**

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, Hendon Preparatory School is mindful of preparing students for adulthood.

Hendon 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.

## 9 Parents' right to withdraw

9.1 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

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. We use the Jigsaw SoW and resources from the PSHE Association.

10.2 The Headteacher will also invite, following a due diligence and vetting process, 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 Monitoring
The delivery of RSE is monitored by Shweta Randeri -Dey (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.

11.3    Evaluation

The delivery of RSE is evaluated by: Shweta Randeri-Dey (PSHE Lead), Laurie Power (Assistant Head Teaching & Learning) and Matthew Foley (Headteacher).

## 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

| YEAR GROUP | TERM | TOPIC DETAIL | RESOURCES |
|---|---|---|---|
|  |  |  |  |

| YEAR GROUP | TERM | TOPIC DETAIL | RESOURCES |
|---|---|---|---|
| Year 1 | Summer | **Relationships**<br><br>• Families: identify members of the family and know there are lots of different types of families<br><br>• Making friends: trying to solve friendship issues when they occur<br><br>• Greetings: know appropriate ways of physical contact to greet my friends and know which ways I prefer<br><br>• People who help us: I know who can help me in my school community<br><br>• Being my own best friend: I can recognise my qualities as person and a friend<br><br>• Celebrating my special relationships: I can tell you why I appreciate someone who is special to me<br><br>**Changing me**<br><br>• Life cycles: I am starting to understand the life cycles of animals and humans<br><br>• Changing me: I can tell you some things about me that have changed and some things about me that have stayed the same<br><br>• My changing body: I can tell you how my body has changed since I was a baby<br><br>• Boys and Girls bodies: I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina<br><br>• Learning and growing: I understand that every time I learn something new I change a little bit<br><br>• Coping with changes: I can tell you about changes that have happened in my life | Jigsaw scheme of work |

| Year 2 | Summer | • **Relationships** | Jigsaw scheme of work |
|---|---|---|---|
| | | • Families: I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate | |
| | | • Keeping safe- exploring physical contact: I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not | |
| | | • Friends and conflict: I can identify some of the things that cause conflict with my friends | |
| | | • Secrets: I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret | |
| | | • Trust and appreciation: I recognise and appreciate people who can help me in my family, my school and my community | |
| | | • Celebrating my special relationships: I can express my appreciation for the people in my special relationships | |
| | | **Changing me** | |
| | | • Life cycles in nature: I can recognise cycles of life in nature | |
| | | • Growing from young to old: I can tell you about the natural process of growing from young to old and understand that this is not in my control | |
| | | • The changing me: I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old | |
| | | • Boys and Girls bodies: I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private | |
| | | • Assertiveness: I understand there are different types of touch and can tell you which ones I like and don't like | |
| | | • Looking ahead: I can identify what I am looking forward to when I am in Year 3 | |

| YEAR GROUP | TERM | TOPIC DETAIL | RESOURCES |
|---|---|---|---|
| Year 3 | Summer | **Relationships**<br><br>• Family roles and responsibilities: I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females<br><br>• Friendship: I can identify and put into practice some of the skills of friendship eg. Taking turns, being a good listener<br><br>• Keeping myself safe: I know and can use some strategies for keeping myself safe<br><br>• Being a global citizen 1 and 2: I can explain how some of the actions and work of people around the world help and influence my life, I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.<br><br>• Celebrating my web of relationships: I know how to express my appreciation to my friends and family<br><br>• Sharing online/chatting online appear- I know how to stay safe online.<br><br>**Changing me**<br><br>• How babies grow: I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby<br><br>• Babies and growing up: I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow<br><br>• Outside body changes: I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process<br><br>• Inside body changes: I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up<br><br>• Family stereotypes: I can start to recognise stereotypical ideas I might have about parenting and family roles Looking ahead: I can identify what I am looking forward to when I am in Year 4. | Jigsaw scheme of work PSHE association<br><br>https://www.internetmatters.org/schoolsesafety/<br><br>Servives for Education: Bits and Bobs lessons |

| YEAR GROUP | TERM | TOPIC DETAIL | RESOURCES |
|---|---|---|---|
| Year 4 | Summer | **Relationships**<br><br>• Jealousy: I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens<br><br>• Love and loss: I know how most people feel when they lose someone or something they love<br><br>• Memories: I understand that we can remember people even if we no longer see them<br><br>• Getting on falling out: I know how to stand up for myself and how to negotiate and compromise<br><br>• Boyfriends and girlfriends: I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend<br><br>• Celebrating my relationships with people and animals: I can love and be loved<br><br>• Sharing online/chatting online appear to know how to stay safe online<br><br>**Changing me:**<br><br>• Unique me: I appreciate that I am a truly unique human being<br><br>• Having a baby: I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult<br><br>• Girls and puberty- I have strategies to help me cope with the physical and emotional changes I will experience during puberty<br><br>• Circles of change: I am confident enough to try to make changes when I think they will benefit me<br><br>• Accepting change: I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively<br><br>• Looking ahead: I can identify what I am looking forward to when I am in Year 5. I can reflect on the changes I would like to make next year and can describe how to go about this. | Jigsaw scheme of work  PSHE association<br><br>https://www.internetmatters.org/schoolsesafety/<br><br>https://www.always.co.uk/en-gb/aboutus/campaigns-and-initiatives/pubertyeducation-programme/primary-schoolsresources/<br><br>Services for Education: Bits and Bobs lessons |

| YEAR GROUP | TERM | TOPIC DETAIL | RESOURCES |
|---|---|---|---|
| Year 5 | Summer | **Relationships**<br><br>• Recognising me: I know how to keep building my own self- esteem<br>• Safety with online communities: I can recognise when an online community feels unsafe or uncomfortable<br>• Being in an online community: I can recognise when an online community is helpful or unhelpful to me<br>• Online gaming: I can recognise when an online game is becoming unhelpful or unsafe<br>• Relationships and technology and screen time: I can identify things I can do to reduce screen time, so my health isn't affected<br>• Relationships and Technology: I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others<br>• E-Safety: cyberbullying<br><br>**Changing me**<br><br>• Self and body image: I am aware of my own self-image and how my body image fits into that<br>• Puberty for girls- single sex groups: I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally<br>• Puberty for boys- single sex groups: I can describe how boys' and girls' bodies change during puberty<br>• Conception- single sex groups: I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby<br>• Looking ahead 1: I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)<br>• Looking ahead 2: I can identify what I am looking forward to when I am in Year 6 I can start to think about changes I will make next year and know how to go about this. | Jigsaw scheme of work PSHE association<br><br>https://www.internetmatters.org/schoolsesafety/<br><br>https://www.always.co.uk/en-gb/aboutus/campaigns-and-initiatives/pubertyeducation-programme/primary-schoolsresources/ |

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

| YEAR GROUP | TERM | TOPIC DETAIL | RESOURCES |
|---|---|---|---|
| Year 6 | Summer | **Relationships**<br><br>• What is mental health? I understand that people can get problems with their mental health and that it is nothing to be ashamed of<br>• My mental health: I can help myself and others when worried about a mental health problem<br>• Love and loss: I can recognise when I am feeling those emotions and have strategies to manage them<br>• Power and control: I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control<br>• Being online: Real or fake? Safe or unsafe?: I can resist pressure to do something online that might hurt myself or others<br>• Being safe with technology 1 & 2: I can take responsibility for my own safety and well-being • E-safety: cyber- bullying<br><br>**Changing me**<br><br>• My self image: I know how to develop my own self esteem<br>• Puberty: I can express how I feel about the changes that will happen to me during puberty<br>• Babies- conception to birth: I can recognise how I feel when I reflect on the development and birth of a baby<br>• Boyfriends and Girlfriends: I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to<br>• Real self and ideal self: I can express how I feel about my self-image and know how to challenge negative 'body-talk'<br>• The Year Ahead: I know how to prepare myself emotionally for the changes next year. | Jigsaw scheme of work  PSHE association<br>https://www.internetmatters.org/schoolsesafety/<br>https://www.always.co.uk/en-gb/aboutus/campaigns-and-initiatives/pubertyeducation-programme/primary-schoolsresources/ |

# PSHE Curriculum overview   2025-26

| Year group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| Pre school | **EYFS Curriculum** | **EYFS Curriculum** | **EYFS Curriculum** | **EYFS Curriculum** | **EYFS Curriculum** | **EYFS Curriculum** |
| Reception | **EYFS Curriculum** | **EYFS Curriculum** | **EYFS Curriculum** | **EYFS Curriculum** | **EYFS Curriculum** | **EYFS Curriculum** |
| **Year 1** | Being me in the word<br><br>• Special and safe<br>• My class<br>• Rights and responsibilities<br>• Rewards and feeling proud<br>• Consequences<br>• Owning our own learning charter<br>• Black History month | Celebrating differences – including anti-bullying – Anti bullying week – odd socks.<br><br>• The same as<br>• Different from<br>• What is bullying?<br>• What do I do about bullying?<br>• Making new friends?<br>• Celebrating difference: celebrating me | Dreams and Goals<br><br>• My treasure chest of success<br>• Steps to goals<br>• Achieving together<br>• Stretchy learning<br>• Overcoming obstacles<br>• Celebrating my success – Celebrating women's day/ exploring influential women from the past and present | Healthy me<br><br>• Being healthy<br>• Healthy choices- link to world sleep day<br>• Clean and healthy<br>• Medicine safety<br>• Road safety<br>• Happy healthy me- link to Mental health week | Relationships<br><br>• Families<br>• Making friends<br>• Greetings<br>• People who help us<br>• Being my own best friend<br>• Celebrating my special relationships<br>• Explore difference dynamics LGBT Pride month | Changing me<br><br>• Life cycles<br>• Changing me<br>• My changing body<br>• Boys and Girls bodies<br>• Learning and growing<br>• Coping with changes |
| **Year 2** | Being me in the word<br><br>• Hopes and fears for the year<br>• Rights and responsibilities<br>• Rewards and consequences x 2 | Celebrating Differences - including anti-bullying<br>Anti bullying week – odd socks.<br><br>• Boys and girls x2 | Dreams and Goals<br><br>• Goals to success<br>• My learning strengths<br>• Learning with others<br>• A group challenge | Healthy me<br><br>• Being healthy<br>• Being relaxed<br>  Mental health week<br>• Medicine safety<br>• Healthy eating x 2 | Relationships<br><br>• Families - explore difference dynamics LGBT Pride month<br>• Keeping safe- exploring physical contact | Changing me<br><br>• Life cycles in nature<br>• Growing from young to old<br>• The changing me<br>• Boys and Girls bodies |

| | | | | | | |
|---|---|---|---|---|---|---|
| | • Our learning charter<br>• Owning our learning charter<br>• Black History month | • Why does bullying happen?<br>• Standing up for myself and others<br>• Gender diversity<br>• Celebrating differences and still being friends | • Continuing our group challenge<br>• Celebrating our achievement<br><br>• Celebrating women's day/ exploring influential women from the past and present | • Happy healthy me | • Friends and conflict<br>• Secrets<br>• Trust and appreciation<br>• Celebrating my special relationships | • Assertiveness<br>• Looking ahead |
| **Year 3** | Being me in the word<br><br>• Getting to know each other<br>• Our nightmare school<br>• Our dream school<br>• Rewards and consequences<br>• Our learning charter<br>• Owning our learning charter<br>• Black History month | Celebrating differences – including anti-bullying Anti bullying week – odd socks.<br><br>• Families<br>• Family conflict<br>• Witness and feelings<br>• Witness and solutions<br>• Words that harm<br>• Celebrating differences: compliments | Dreams and Goals<br><br>• Dreams and goals<br>• My dreams and ambitions<br>• A new challenge<br>• Our new challenge<br>• Our new challenge: overcoming obstacles<br>• Celebrating my learning<br>• Celebrating women's day/ exploring influential women from the past and present | Healthy me<br><br>• Being fit and healthy x2- Mental health week<br>• What do I know about drugs?<br>• Being safe<br>• Safe or unsafe<br>• My amazing body | Relationships<br><br>• Family roles and responsibilities<br>• Friendship<br>• Keeping myself safe<br>• Being a global citizen 1 and 2<br>• Celebrating my web of relationships<br>• Sharing online/chatting online appear to know how to stay safe online<br>• Explore difference dynamics LGBT Pride month | Changing me<br><br>• How babies grow<br>• Babies and growing up<br>• Outside body changes<br>• Inside body changes<br>• Family stereotypes<br>• Looking ahead |

| Year 4 | Being me in the word | Celebrating differences–including anti-bullying Anti bullying week-odd socks. | Dreams and Goals | Healthy me | Relationships | Changing me |
|---|---|---|---|---|---|---|
| | • Becoming a class Team<br>• Being a school citizen<br>• Rights, responsibilities and Democracy<br>• Rewards and consequences<br>• Our learning charter<br>• Owning our learning charter<br>• Black History month | • Judging appearances<br>• Understanding influences<br>• Understanding bullying<br>• Problem solving<br>• Special me<br>• Celebrating differences: How we look | • Hopes and dreams<br>• Broken dreams<br>• Overcoming disappointment<br>• Creating new dreams<br>• Achieving goals<br>• We did it!<br>• Celebrating women's day/exploring influential women from the past and present | • My friends and me<br>• Group dynamics<br>• Smoking<br>• Alcohol<br>• Healthy friendships<br>• Celebrating my inner strengths and assertiveness<br>• Mental health week | • Jealousy<br>• Love and loss<br>• Memories<br>• Getting on falling out<br>• Boyfriends and girlfriends<br>• Celebrating my relationships with people and animals<br>• Sharing online/chatting online appear to know how to stay safe online<br>• Explore difference dynamics LGBT Pride month | • Unique me<br>• Having a baby<br>• Girls and puberty- single sex groups<br>• Circles of change<br>• Accepting change<br>• Looking ahead |
| Year 5 | Being me in the word | Celebrating Differences-including anti-bullying Anti bullying week-odd socks. | Dreams and Goals | Healthy me | Relationships | Changing me |
| | • My year ahead<br>• Being a citizen of my country<br>• Year of responsibilities<br>• Rewards and consequences<br>• Our learning charter | • Different cultures<br>• Racism<br>• Rumours and name calling<br>• The types of bullying<br>• Does money matter? | • When I grow up<br>• Investigate jobs and careers<br>• My dream job<br>• Dreams and goals of young people in other cultures<br>• How can we support others?<br>• Rallying support<br>• Celebrating women's day/ | • Smoking<br>• Alcohol<br>• Emergency aid<br>• Body image<br>• My relationship with food<br>• Healthy me<br>• Mental health week | • Recognising me<br>• Safety with online communities<br>• Being in an online community<br>• Online gaming<br>• Relationship s and technology x 2<br>• Screen time<br>• E-Safety: cyberbullying | • Self and body image<br>• Puberty for girls- single sex groups<br>• Puberty for boys- single sex groups<br>• Conception- single sex groups<br>• Looking ahead |

| | | | | | | |
|---|---|---|---|---|---|---|
| | • Owning our learning charter<br>• Black History month | • Celebrating differences: across the world | exploring influential women from the past and present | | explore difference dynamics LGBT Pride month | • Looking ahead to year 6 |
| **Year 6** | Being me in the word<br><br>• My year ahead<br>• Being a global citizen 1 and 2<br>• The learning charter<br>• Our learning charter<br>• Owning our learning charter<br>• Black History month | Celebrating Differences-including anti-bullying Anti bullying week-odd socks.<br><br>• Am I normal?<br>• Understanding differences<br>• Power struggles<br>• Why bully<br>• Celebrating differences x 2 | Dreams and Goals<br><br>• Personal learning goals<br>• Steps to success My dream for the world<br>• Helping to make a<br>• difference x<br>• 2<br>• Recognising our achievements<br>• Celebrating women's day/ exploring influential women from the past and present | Healthy me<br><br>• Take responsibility of my health and wellbeing<br>• Drugs<br>• Exploitation<br>• Gangs<br>• Emotional and mental health<br>• Mental health week<br>• Managing stress | Relationships<br><br>• What is mental health?<br>• My mental health<br>• Love and loss<br>• Power and control<br>• Being online: Real or fake? Safe or unsafe?<br>• Being safe with technology 1 & 2 E-safety<br>• Explore difference dynamics LGBT Pride month | Changing me<br>• My self-image<br>• Puberty<br>• Babies: birth to conception<br>• Boyfriends and girlfriends<br>• Real self and ideal self<br>• The year ahead |

## 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<br><br>• 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<br><br>• 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<br><br>• 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<br><br>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong<br><br>• 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 | • How important friendships are in making us feel happy and secure, and how people choose and make friends<br><br>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties<br><br>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded<br><br>• 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<br><br>• 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 |

| TOPIC | STUDENTS SHOULD KNOW |
|---|---|
| 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<br><br>• Practical steps they can take in a range of different contexts to improve or support respectful relationships<br><br>• The conventions of courtesy and manners<br><br>• The importance of self-respect and how this links to their own happiness<br><br>• 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<br><br>• 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<br><br>• What a stereotype is, and how stereotypes can be unfair, negative or destructive<br><br>• 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<br><br>• 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<br><br>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them<br><br>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met<br><br>• How information and data is shared and used online |
| Being safe | • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)<br><br>• 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<br><br>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact<br><br>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know<br><br>• How to recognise and report feelings of being unsafe or feeling bad about any adult<br><br>• How to ask for advice or help for themselves or others, and to keep trying until they are heard<br><br>• How to report concerns or abuse, and the vocabulary and confidence needed to do so<br><br>• 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 | |

| TO BE COMPLETED BY PARENTS | | | |
|---|---|---|---|
| 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:<br>Regional Safeguarding Lead (RSL) |
| Review – June 2022 | Director of Education for Europe<br>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<br>Anti-Bullying Policy<br>Behaviour Policy<br>SEND Policy<br>EAL Policy<br>Preventing Radicalisation and Extremism Policy<br>Drug and Alcohol Policy<br>Early Years Policy, where relevant<br>Safeguarding and Child Protection Policy and Procedures<br>Independent School Standards |