



Gidea Park

PREPARATORY SCHOOL AND NURSERY

Relationships and Sex Education (RSE)

This policy applies to all pupils in school, including in the EYFS

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This document draws significant guidance from 'Relationships Education, relationships and Sex Education (RSE) and Health Education' statutory guidance published by the DfE in July 2020. Where this is the case, the document is quoted in italics, and referenced with (DfE guidance 2020)

1. Statement of Intent

The aims of relationships and sex education (RSE) at Gidea Park Preparatory School and Nursery 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
- Raise pupils' self-esteem and confidence
- Provide a further platform to discuss aspects of mental and physical health
- Develop communication and assertiveness skills
- Make pupils aware of their rights especially in relation to their body
- Ensure children know how and where to access appropriate support
- Equip pupils with the skills to navigate the digital world safely, including recognising online misogyny, harmful influencers, and AI-generated content.
- Reflect current safeguarding priorities, including awareness of gendered violence, consent, and online exploitation.

The RSE scheme of work will teach pupils to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them. We want our pupils to lead a healthy and safe lifestyle, teach them to care for and respect their bodies and provide them with all the right tools that will enable them to seek information or support, should they need it, both during their school years and after.

The aim of this policy is to ensure that the right provision is in place so that pupils may have all the background knowledge they need to make informed decisions and responsible choices as they grow up. The RSE Policy should be read in conjunction with our PSHE Policy and Curriculum Policy and procedures.

We have based our school's relationships and sex education policy on the statutory guidance document: "Relationships and Sex Education (RSE) and Health Education" (DfE, 2019) and the PSHE Association's supplementary guidance

2. 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 now includes education on emerging safeguarding risks such as online misogyny, deepfakes, and toxic digital subcultures. It also covers personal safety in public spaces, water, roads, and railways.

RSE is not about the promotion of sexual activity.

3. Delivery

Guidance states that

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. (DfE guidance 2020)

RSE is taught within the personal, social, health and economic (PSHRE) education curriculum. Biological aspects of RSE are taught within the Science curriculum, and other aspects may be included in Religious Education (RE).

Most importantly, the content of Relationships and Sex Education should match the age and maturity of the pupils involved and at EYFS, KS1 and KS2 include:

Attitudes and Values

- Valuing and respecting others and ourselves;
- Valuing and respecting healthy personal relationships, including between friends, families and others;
- Developing an understanding of the value of family life and an appreciation of the many different types of family;
- Recognising the importance of pursuing a healthy lifestyle and keeping others and ourselves safe.

Knowledge and Understanding

- Recognising and naming parts of the body;
- Describing the reproductive system and childbirth;
- Developing and understanding of the physical and emotional aspects of puberty;
- Developing and understanding of behaviour that carries risks;
- Providing opportunities for pupils to ask questions and clarify misinformation.
- Understanding online risks including AI-generated content, pornography, and online scams
- Awareness of gendered violence, stalking, revenge porn, and strangulation
- Recognising financial exploitation as a safeguarding issue

Personal and Social Skills

- Developing skills in talking, listening and thinking about feelings and relationships;
- Enabling pupils to identify and seek help and support;
- Developing pupils abilities to make informed decisions, manage their relationships and in the future lead sexually fulfilling and healthy lives.
- Building resilience and emotional regulation
- Understanding grief, loss, and loneliness
- Developing awareness of menstrual health, including PCOS and heavy bleeding

Terminology

Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and is not acceptable language to use.

Pupils will be taught to critically evaluate online content, including identifying fake social media accounts and understanding the influence of digital subcultures.

Establishing a safe learning environment and dealing with difficult questions

Teaching staff will use a range of strategies to deliver RSE but will focus on active and experiential learning techniques. This will enable pupil participation and involvement in their learning and develop pupil's confidence in talking, listening and thinking about relationships and sex.

These techniques include:

- Establishing ground rules with pupils – as in all aspects of PSHE a set of ground rules helps create a safe environment;
- Using 'distancing' techniques (talking about things in general, rather than personal, terms)
- Knowing how to deal with unexpected questions or comments from pupils;
- Encouraging reflection.
- Teachers will be trained to manage sensitive topics such as suicide prevention, gender identity, and sexual violence using evidence-based approaches.
- Staff will be supported with training resources and mental health professional input where needed.
- an anonymous question box; this will enable pupils to feel more comfortable to ask questions without being identified
- making the classroom a 'cone of silence'; this means that whatever is discussed in the classroom stays in the classroom and should not be brought up at any other time. We hope this will give pupils the sense that they are in a safe zone to speak freely about relationships and sex.

In all PSHE and RSE sessions, teachers will ensure that a safe learning environment is established. A set of ground rules will provide boundaries over what is appropriate and not appropriate and about how to respond to unexpected, embarrassing questions or comments from pupils in a whole-class situation.

Guidance for teachers is as follows:

- If a question is of a personal nature, remind the pupil of the ground rule: 'No-one has to answer personal questions';
- If a teacher or member of staff does not know or is unsure of an answer, they will say so and explain that they will get back to the pupil later (and try to specify when);
- Colleagues can always be consulted for support. It may be appropriate (having agreed with the pupil) to liaise with parent/carers.
- Lengthy or complicated responses are not usually necessary, a simple and concrete piece of information offers clarity and may avoid confusion, for example, 'At the moment we are looking at 'X', in Year 4 you will look at 'Y' in more detail.'
- Recognise different views are held, for example, about contraception;
- Place within the context of the schools RSE curriculum past and in the future;
- If a question is very explicit; it seems too old for a pupil; or inappropriate for a whole class session, acknowledge the question and, if teacher and pupil are concerned are comfortable with this, arrange to respond later, on an individual basis;
- If a pupil needs further support, s/he could be referred to the GP, helpline or outside agency;
- If there are concerns about sexual abuse, follow the school's child protection procedures.

Sex Education Content

Guidance states that

"Sex education is not compulsory in primary schools" (DfE Guidance 2020)

However, the school recognises the responsibility it has in preparing children for adolescence. Science and PSHE content cover areas relating to stages of growth in humans (including puberty), as well as life cycles and reproduction on plants and animals. In addition to this, as stated, the school takes the recommendation below that;

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. 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... (DfE Guidance 2020)

To achieve this, the school has the option to deliver additional Sex Education lessons to Year 5 and 6 pupils. The content for these is designed to address misconception that arise at this time in a child's life, as suggested in the guidance...

The 2025 guidance encourages schools to address misconceptions and provide factual, age-appropriate information to prevent pupils from seeking answers from unreliable online sources. This includes teaching about online safety, harmful digital influences, and the risks of misinformation.

These lessons centre largely around the reproductive system content associated with Key Stage 3 Science, as well as covering menstruation specifically for both genders. Sessions take place in both gender-separated groups, and as a whole class. Furthermore, children will have scope to pose questions which may or may not be answered at the discretion of the teacher delivering the sessions.

Teachers will be supported with training to handle sensitive questions confidently and safely. The school will use distancing techniques and anonymous question boxes to ensure pupils feel safe asking questions.

This content will be shared with parents prior to the lessons taking place in the Summer Term, and parents are invited to state areas they do not wish to be discussed, or similarly may opt to withdraw the child (see below for further information)

We consult with parents each year on whether they wish for this non-statutory element to be delivered and we are guided by the majority response. All parents have the option to withdraw their child from this element of the RSE curriculum (see Section 5)

4. Roles and Responsibilities

The Governing Board

The governing board of ILG will approve the RSE policy and hold the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE.

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 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 will receive updated training to deliver RSE in line with the 2025 guidance, including safeguarding topics such as online exploitation, gendered violence, and emotional wellbeing.

Pupils

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

respect and sensitivity.

5. Parents right to withdraw

Parents' have the right to withdraw their children from the non-statutory components of RSE. Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action. Parents do not have the right to withdraw from the 'relationships' part of the learning.

Parents may request to see representative samples of lesson content, and schools should respond positively to such requests.

Consultation with parents is a key part of policy development and review.

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

6. Assessment and Review

Staff will use work produced and small group discussions to assess pupil understanding within RSE.

Teachers will use informal assessments to revise future RSE plans. The school will evaluate the effectiveness of RSE delivery annually, incorporating pupil voice and feedback to ensure content remains relevant and inclusive.

Staff will be offered ongoing CPD to stay aligned with statutory expectations and emerging safeguarding priorities.

The school uses the Cambridge PSHE program for planning and all resources.

7. Parents

We believe that RSE should be a partnership with parents and carers. Parents will be informed about RSE throughout the school, with letters explaining when RSE will take place in different years, as well as changes to the school policy. Years 5 and 6 parents will be sent ALL lesson plans beforehand and requests to withdraw children from the non scientific part of RSE lessons. If children are withdrawn, teachers will plan activities.

8. Child Protection

Teachers are aware that effective RSE, which brings an understanding of what is and is not acceptable, can lead to a disclosure of a child protection issue. Everyone involved in RSE will be alert to the signs of abuse (through training and KCSIE documentation) and report concerns to the DSL as outlined in our safeguarding policy.

The 2025 guidance reinforces the role of RSE in early identification of abuse and safeguarding risks. Teachers will be trained to recognise signs of coercion, online grooming, and gender-based violence.

The RSE policy and curriculum will be reviewed annually. Teacher assessment will influence RSE planning as will evaluation of the program by pupils and staff. An audit of training needs will be carried out and training offered as appropriate.

Version control

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| Date of adoption of this policy | September 2024 |
| Date of last review of this policy and consultation with parents on changes made | November 2025 |

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|-------------------------------------|---------------|
| Date for next review of this policy | November 2026 |
| Policy owner (SMT) | Deputy Head |

Appendix 1:
Yearly overview of PSHRE, with RSE highlighted

Gidea Park Prep PSHRE Overview

| | Michael mas 1 | Michael mas 2 | Lent 1 | Lent 2 | Trinity 1 | Trinity 2 |
|---------------|---|---|---|--|--|---------------------------------|
| EYFS | Beginning and Belonging MMR1 BBF | Family and Friends (incl. anti-bullying) MMR2 FFF My Emotions MMR3 MEF | Identities & Diversity Cit1 IDF Me and My World Cit2 MWF | My Body and Growing Up HSL1 BGF | Keeping Safe (incl. Drug Education) HSL 2 KSF | Healthy Lifestyles HSL3 HLF |
| Form 1 | Beginning and Belonging MMR4 BB12 | Family and Friends MMR6 FF12 Anti-bullying MMR7 AB12 | Diversity and Communities Cit4 DC12 | Relationships Education HSL6 SR1 Drug Education | Personal Safety HSL9 PS12 | Managing Change MMR8 MC12 |
| Form 2 | Rights, Rules and Responsibilities Cit5 RR12 | My Emotions MMR5 ME12 Anti-bullying MMR7 AB12 | Working Together Cit3 WT12 Financial Capability EW1 FC12 | Relationships Education HSL10 SR2 Drug Education HSL8 DE12 | Managing Risk HSL4 MR12 Safety Contexts HSL5 SC12 | Healthy Lifestyles HSL7 HL12 |
| Form 3 | Beginning and Belonging MMR9 BB34 | Family and Friends MMR11 FF34 Anti-bullying MMR12 | Diversity and Communities Cit7 DC34 | Relationships Education HSL13 SR3 Drug Education | Personal Safety HSL16 PS34 | Managing Change MMR13 MC34 |

| | | | | | | |
|---------------|---|---|---|--|--|---|
| | | AB34 | | HSL15 DE34 | | |
| Form 4 | Rights, Rules and Responsibilities Cit8 RR34 | My Emotions MMR10 ME34 Anti-bullying MMR12 AB34 | Working Together Cit6 WT34 Financial Capability EW2 FC34 | Relationships Education HSL17 SR4 Drug Education HSL15 DE34 | Managing Risk HSL11 MR34 Safety Contexts HSL12 SC34 | Healthy Lifestyles HSL14 HL34 |
| Form 5 | Beginning and Belonging MMR14 BB56 | Family and Friends MMR16 FF56 Anti-bullying MMR17 AB56 | Diversity and Communities Cit10 DC56 | Relationships Education HSL20 SR5 Drug Education HSL22 DE56 | Personal Safety HSL23 PS56 | Managing Change MMR18 MC56 |
| Form 6 | Rights, Rules and Responsibilities Cit11 RR56 | My Emotions MMR15 ME56 Anti-bullying MMR17 AB56 | Working Together Cit9 WT56 Financial Capability EW3 FC56 | Relationships Education HSL24 SR6 Drug Education HSL22 DE56 | Managing Risk HSL18 MR56 Safety Contexts HSL19 SC56 | Healthy Lifestyles HSL21 HL56 |