



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 2025. 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 through the school's PSHRE programme using the Kapow Primary RSE & PSHE scheme. Biological aspects of RSE continue to be taught through the National Curriculum for Science, while wider aspects of relationships, health, safety and personal development are delivered through dedicated PSHRE lessons. Teaching is age-appropriate, progressive and responsive to the needs of pupils

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

- Through the Kapow Primary scheme pupils learn about:
 - Families and relationships.
 - Health and wellbeing.
 - Safety and the changing body.
 - Citizenship.
 - Economic wellbeing.
- Teaching supports pupils in developing healthy relationships, emotional literacy, resilience, personal safety, financial awareness and an understanding of their responsibilities as members of society. Lessons promote respect, inclusion, diversity and equality and help pupils develop the knowledge and skills required to stay safe both online and offline.

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 teaches age-appropriate Sex Education as part of the Kapow Primary curriculum in the upper school. Teaching supports pupils' understanding of puberty, reproduction, pregnancy, birth, different types of families and consent, ensuring that children are prepared for the transition to secondary school. Parents retain the right to withdraw their child from the non-statutory sex education elements of the curriculum. The content is designed to address misconception that arise at this time in a child's life, as suggested in the guidance...

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)

The school consults parents regularly regarding RSE provision and takes parental views into account when reviewing the curriculum.

.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 training in line with current DfE Relationships Education, RSE and Health Education statutory guidance.

Pupils

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

The school is committed to ensuring that Relationships and Sex Education is accessible to all pupils, including those with special educational needs and disabilities. Teaching will be adapted where necessary to enable pupils to access learning. The curriculum promotes respect for diversity and reflects the protected characteristics contained within the Equality Act 2010. Pupils are taught to value and respect differences and to challenge prejudice and discrimination.

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

Assessment within RSE and PSHRE is primarily formative. Teachers use discussion, questioning, reflection activities, pupil voice and lesson outcomes to assess understanding and inform future planning. Assessment focuses on the development of knowledge, skills and attitudes rather than formal testing. Subject leaders regularly monitor provision to ensure that the curriculum remains effective and responsive to pupils' needs.

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 Kapow Primary RSE & PSHE scheme as the basis for planning, teaching and assessment. The scheme provides a progressive curriculum from EYFS to Year 6 and is designed to meet the statutory requirements for Relationships Education and Health Education whilst supporting pupils' personal development, wellbeing and safeguarding awareness.

The PSHRE Subject Leader will monitor provision through planning reviews, lesson observations, pupil voice activities and staff discussions.

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 school recognises the role of RSE in supporting safeguarding and early identification of risks to children.

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

Date of adoption of this policy	September 2026
Date of last review of this policy and consultation with parents on changes made	September 2026
Date for next review of this policy	September 2027
Policy owner (SMT)	Deputy Head

Appendix 1: RSE & PSHE Curriculum Overview

The school follows the Kapow Primary RSE & PSHE scheme. Detailed long-term plans and progression documents are maintained by the PSHRE Subject Leader and reviewed annually.

The curriculum is organised through the following strands:

- Families and Relationships
- Health and Wellbeing
- Safety and the Changing Body
- Citizenship
- Economic Wellbeing

Each strand is revisited throughout the school to ensure progression in knowledge, understanding and skills.