ROUNDWOOD PARK
MAPLE WALK
PREP SCHOOL

RELATIONSHIP AND SEX EDUCATION (RSE)

In this policy the following members of staff are referred to:

TITLE	NAME
Head Teacher	Mia Santa-Humfrey
PSHE Coordinator	Michelle Ward

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1. WHAT IS RSE?

   RSE is lifelong learning about physical, moral and emotional development. It involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It is enabling pupils to understand the features of positive relationships that are likely to lead to happiness and security.

   RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

2. AIMS

   The aims of relationships and Sex Education (RSE) at our school are to:

- To provide a framework in which sensitive discussions can take place
- To prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- To help pupils develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and empathy
- To create a positive culture around issues of sexuality and relationships
- To teach pupils the correct vocabulary to describe themselves and their bodies
- To help children to develop a clear understanding of their bodies, including the changes which have taken place since birth and those which will take place in the years ahead.
- To comply with statements relating to sex education in the Science curriculum concerning the reproductive processes in humans and animals.
- To develop skills in personal relationships and encourage pupils to move towards taking responsibility for themselves and their own well-being, physically, emotionally and socially.
- To develop a growing understanding of risk and safety and the motivation and skills to keep themselves safe.
- To prepare pupils for the opportunities, responsibilities and experiences of adult life
- To support the children's understanding of anti-bullying and child protection by using these lessons to reinforce appropriate and inappropriate behaviour in the context of different relationships.

This policy is intended for the whole school, including children within the Early Years Foundation Stage (EYFS) setting. It has been developed in consultation with staff, pupils and parents.

Staff and parents are given the opportunity to look at the policy and make recommendations.

Pupil feedback is gained each year and is used to inform curriculum development.

The policy is reviewed annually and shared with the Board and is found on the School website.

RSE is seen as one aspect of a broad and balanced personal development programme, and as such it is linked to our PSHE policy.

3. STATUTORY REQUIREMENT

We provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017. We also teach the elements of sex education contained in the science National Curriculum and when teaching RSE, we have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996.
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

4. MORAL AND VALUES FRAMEWORK

Relationship and Sex Education (RSE) will reflect the values of the PSHE programme. RSE will be taught in the context of relationships, as set out in this policy.

In addition, RSE will promote self-esteem and emotional health and wellbeing and help pupils form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

5. EQUAL OPPORTUNITIES

The RSE programme will be delivered in accordance with the School's Policy for Equal Opportunities. Resources and methods of teaching will be in line with the criteria set out in the **Equal Opportunities for Pupils Policy.**

The 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).

6. POLICY DEVELOPMENT

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. **Review** – the School's PSHE Coordinator Michelle Ward, supported by members of the

Senior Leadership Team, pulled together all relevant information including updated national and local guidance. This was discussed with the board of advisors at the TEaching and Learning Committee and the Head teacher.

2. **Staff consultation** – all school staff were given the opportunity to look at the policy and make recommendations.

3.**Parent/stakeholder consultation** – Parents, families and other interested parties were invited to attend a meeting about the policy and view sample resources in July 2026. A summary of the statutory changes taking effect in September 2026 was also emailed to all parents. Suggestions arising from the consultation, including further guidance on having difficult conversations at home and a recommended reading list to support these discussions, have been incorporated into the sample resources page available on the school website.

4. **Pupil consultation** – the School's PSHE Coordinator MIchelle Ward held pupil consultations in small groups, determining what is working well and what more pupils want from their RSE lessons.

5. **Ratification** – once amendments were made, the policy was shared with directors, ratified and published on the School's website.

7. ORGANISATION OF THE RSE PROGRAMME

Coordination
RSE will be coordinated by the PSHE Coordinator Michelle Ward, in consultation with the Head teacher.

Delivery
RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum across the school, with a particular focus in Years 5 and 6.

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

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

Biological aspects of RSE are taught within the science curriculum and will be taught alongside the rest of the agreed programme:

Key Stage 1:

● that animals including humans, move, feed, grow, use their senses and reproduce ● to recognise and compare the main external parts of the bodies of humans ● that humans and animals can produce offspring and these grow into adults ● to recognise similarities and differences between themselves and others, and treat others with sensitivity

Key Stage 2:

● that the life processes common to humans and other animals include nutrition, growth and reproduction ● about the main stages of the human life cycle.

Primary sex education is taught to Year 5 and 6 pupils in line with government guidance and focuses on:

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

Throughout each year group we will use age-appropriate material to assist learning, such as:

- ➢ Lesson plans and resources created by The Family Planning Association
- ➢ Diagrams
- ➢ Videos
- ➢ Books
- ➢ Games
- ➢ Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

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

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, LGBTQ+ parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:

  - Safe and supported
  - Able to engage with the key messages

We will also make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats

And give careful consideration to the level of differentiation needed.

Use of Resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that when we consult with parents and carers, we provide examples of the resources that the school plans to use. Sample resources are also available on our School website and available in full upon request.

Difficult questions
Sometimes children may ask explicit or difficult questions in the classroom. Teachers will use their professional skill and discretion before answering and if necessary deal with them later individually. Where appropriate, teachers will discuss the child's concerns with the parents. Any sensitive questions addressed to non-teaching staff (eg. lunchtime supervisors, TAs) should be referred to the class teacher who will be aware of the child's background and level of maturity to allow a more considered answer. Similarly, if a child is using abusive terms or sexual language in the playground, the class teacher needs to be informed and appropriate action taken.

Safeguarding
Safeguarding and child protection are paramount, and teachers are aware that effective

Relationships and Sex Education, which brings an understanding of what is and is not acceptable in a relationship, can lead to the disclosure of a child protection issue. If a teacher becomes concerned that a pupil is at risk, they must follow the School's safeguarding procedures.

The School has used the guidance, 'Sexual Violence and Harassment between children in Schools and Colleges' (September 2021) to ensure staff have the necessary knowledge and understanding to fulfil their duties effectively. Sexual violence and harassment are addressed as part of our broader, whole school approach; the children are taught about respectful and harmful behaviour in RSE and PSHE lessons. Please refer to our **Child Protection Policy**, **Behaviour Policy** and **Anti-Bullying Policy** for further information about the School's approach.

Parental consultation
At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

Parents are made aware that the programme of study includes biological aspects of human development and reproduction, and the parents' meeting with class teachers at the beginning of the academic year or term gives an opportunity for staff and parents to discuss this issue.

The School specifically informs parents when aspects of the sex education programme are taught in KS2 and provides opportunities for parents to view the resources being used. Parents have the right to withdraw their children from those aspects of sex education, not included in the Science curriculum and alternative work would be set.

8. USE OF EXTERNAL ORGANISATIONS AND MATERIALS

We will make sure that any agency and any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

We will:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:
  - This policy
  - The Teachers' Standards
  - The Equality Act 2010
  - The Human Rights Act 1998
  - The Education Act 1996

Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses

Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum

Review any case-study materials and look for feedback from other people the agency has

worked with

Be clear on:

- What they're going to say
- Their position on the issues to be discussed

Ask to see in advance any materials that the agency may use

Know the named individuals who will be there, and follow our usual safeguarding procedures for these people

Conduct a basic online search and address anything that may be of concern to us, or to parents and carers

Check the agency's protocol for taking pictures or using any personal data they might get from a session

Remind teachers that they can say "no" or, in extreme cases, stop a session

Make sure that the teacher is in the room during any sessions with external speakers

Inform all external organisations that the school is legally obliged to share all content with parents and carers

Share all external materials with parents and carers

We won't, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers

9. ROLES AND RESPONSIBILITIES

The **Board of Directors** will approve the RSE policy, and hold the Head teacher to account for its implementation.

The **Head teacher** is responsible for making sure that RSE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 10).

Staff are responsible for:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes

- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL). Mia Santa Humfrey

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 Head teacher.

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

10. PARENTS' RIGHT TO WITHDRAW

Parents do not have the right to withdraw their child from relationships education.

The School specifically informs parents when aspects of the sex education programme are taught in KS2 and provides opportunities for parents to view the resources being used. Parents have the right to withdraw their children from those aspects of sex education not included in the Science curriculum and alternative work would be set.

Requests for withdrawal should be put in writing and addressed to the Head teacher.

11. MONITORING ARRANGEMENTS

The delivery of RSE is monitored by Michelle Ward, PSHE Coordinator, through learning walks, planning and work scrutiny and pupil interviews, where appropriate.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. Teachers will also be required to evaluate their teaching programmes and feedback to the coordinator.

The teaching programme will be reviewed on an annual basis in meetings with staff taking in account feedback from parents and pupils. Teachers will be given necessary training and support to help them deliver the curriculum effectively.

The teaching of RSE at the School is under constant review as we incorporate contemporary issues into the programmes of study, alongside regular curriculum modules, such as physical and emotional development.

Mia Santa-Humfrey
Head Teacher
September 2026

Review approved by Deborah Livsey CEO
New Model School Company Limited
September 2026

Next review date: August 2027

APPENDIX 1:
CURRICULUM MAP

YEAR GROUP	LESSON SEQUENCE	SAMPLE RESOURCES
Year 1	Lesson 1: Introducing Yasmine and Tom Lesson 2: Friendships and feelings Lesson 3: Different families Lesson 4: My brilliant body Lesson 5: Keeping safe Lesson 6: Sleeping well Lesson 7: Keeping clean Lesson 8: Safety in the sun Lesson 9: Good manners	Our curriculum is delivered through lessons by the Family Planning Association, samples of which can be found here. Lesson plans and resources can be provided in full upon request to the school office.
Year 2	Lesson 1: Keeping clean and taking care of myself Lesson 2: Naming body parts - external and private Lesson 3: Keeping safe Lesson 4: Healthy Eating Lesson 5: Emotions and anger Lesson 6: Keeping fit Lesson 7: Safety - out and about	

Year 3	Lesson 1: Recap and Ground Rules for Year 3 Lesson 2: Me, myself and I Lesson 3: What makes a good friend? Lesson 4: Families and getting on with our families Lesson 5: My personal and private body parts and keeping safe Lesson 6: People who can help us on and offline Lesson 7: Being safe in the sun Lesson 8: Hidden sugar Lesson 9: Getting physical	
Year 4	Lesson 1: Gender stereotypes and aspirations Lesson 2: My personal and private body parts and keeping safe Lesson 3: Body care Lesson 4: Is it risky? Lesson 5: People who can help us on and offline Lesson 6: Germs Lesson 7: Getting enough sleep Lesson 8: Oral hygiene Lesson 9: Feeling good Lesson 10: Keeping safe - online risks	

Year 5	Lesson 1: Respectful relationships Lesson 2: On and offline friendships Lesson 3: Keeping safe - online images Lesson 4: Friendships and secrets Lesson 5: Friendships and Pressures Lesson 6: Keeping safe - safe and unsafe touch Lesson 7: Consent Lesson 8: Keeping clean Lesson 9: Safety in the sun Lesson 10: Keeping safe - online risks Lesson 11: Physical fitness Lesson 12 Feeling good Lesson 13: Getting help Lesson 14: Isolation and loneliness Lesson 15: Immunisation and vaccinations	
Year 6	Lesson 1: Changes at puberty Lesson 2: Periods (menstruation) Lesson 3: Wet dreams and masturbation *(optional opt out)* Lesson 4: Making babies-sexual intercourse *(optional opt out)* Lesson 5: Making babies-assisted fertility and multiple births *(optional opt out)* Lesson 6: Making babies-pregnancy and birth *(optional opt out)* Lesson 7: Identity and prejudice Lesson 8: Equality and law Lesson 9: Dangers of smoking Lesson 10: The effects of alcohol Lesson 11: Legal and illegal drugs Lesson 12: Coping with grief Lesson 13: Marriage Lesson 14: First aid	

APPENDIX 2:
BY THE END OF PRIMARY SCHOOL PUPILS SHOULD KNOW

TOPIC	PUPILS 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 · 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 · That other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care · That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up · That marriage and civil partnerships represent a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong · 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 · The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties · That healthy, caring and kind 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 · 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 · That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened · About managing conflict with kindness and respect, and that violence is never right · How to recognise when a friendship is making them feel unhappy or

	uncomfortable, and how to seek help or advice from others, if needed
Respectful, kind relationships	· The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated · The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults · How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration · That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example: physically, in character, personality or background), or make different choices, or have different preferences or beliefs · The practical steps they can take in a range of different contexts to improve or support their relationships · The conventions of courtesy and manners · The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like self-esteem and building a sense of their own identity · Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs. · 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 · How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust

	· What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype
Online Safety and awareness	· That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child · 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 · The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them · That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults · That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online · How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met · How information and data is shared and used online, including where pictures or words might be circulated · 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 · 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	· What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example · About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe · That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact · How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do/don't know · How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust · How to report concerns or abuse, 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 · Where to get advice, for example from their family, school and/or other sources