

NP2.3 Relationships and Sex Education Policy

This policy applies to the whole school including EYFS at Newton Prep

Executive Summary

This policy relating to Relationships and Sex Education (RSE) applies to all pupils from Reception to Year 8, written in accordance with the updated Department for Education guidance (July 2025) . It outlines how both Relationships and Sex Education is provided to pupils at Newton Prep through the curriculum, in addition to providing guidance to those who teach it. The school's approach reflects the seven RSE principles, particularly parental partnership, age-appropriate sequencing, and delivering teaching within a whole-school safeguarding and wellbeing framework. Furthermore, it states how we ensure that parents are made aware of the content taught during these lessons and their right to withdraw their child from receiving all or some of the Sex Education lessons.

Introduction

Newton Prep takes very seriously its responsibility to provide relevant, effective and responsible relationships, sex education (RSE) and health education to all its pupils as part of the school's personal, social, health and economic (PSHE) education curriculum. Newton Prep wants parents and pupils to feel assured that sex education will be delivered at a level appropriate to both the age and development of pupils, and that it is safe to voice opinions and concerns relating to the sex education provision.

This policy has been developed in consultation with parents, pupils and staff to ensure that it meets the school community. The policy is available on the School website and is reviewed annually.

Aims

Through the delivery of high quality, evidence-based and age-appropriate RSE and Health Education, the School aims to:

- Help prepare pupils for the onset of puberty;
- Give them an understanding of sexual development and the importance of health and hygiene;
- Create a positive culture in relation to sexuality and relationships;
- Teach about the importance of mental health;
- Provide strategies to help with emotional regulation;
- Teach about the importance of online safety; and
- To ensure pupils know how and when to ask for help and where to access support.

By the end of their education at Newton Prep the School hopes pupils will have developed the appropriate levels of resilience and feelings of self-respect, confidence and empathy in preparation for the responsibilities and experiences of the next stage of their school life.

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Statutory Requirements

The Relationships Education, Relationships, Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. This policy outlines how we achieve this at Newton Prep in line with the new government updates which become compulsory in all schools from September 2026.

Definitions

Relationships Education (statutory for all pupils)

Relationships Education is defined as learning about the physical, social, legal and emotional aspects of human relationships including friendships, committed relationships and family life. This also applies to online relationships to ensure that children are safe when online and how others can use their information in a way that they may not expect. We seek to ensure that our teaching of relationships education gives pupils the knowledge, skills, attitudes and values that will help them, in an age-appropriate way, to:

- realise their health, wellbeing and dignity
- build self-esteem and self-worth
- explore and value their personal identity and the identities of others
- explore a range of family structures, including single-parent families, families headed by grandparents, adoptive parents and LGBT+ families and other family structures
- understand and make sense of the real-life issues they are experiencing in the world around them
- manage and explore difficult feelings and emotions
- consider how their choices affect their own wellbeing and that of others
- develop as informed and responsible citizens
- understand and ensure the protection of their rights throughout their lives.

Relationships and Sex Education (RSE) (statutory for all Secondary-aged pupils)

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about teaching sex, sexuality and sexual health in a way that gives pupils the confidence to make sound decisions when facing risks and other challenges. It includes teaching about friendship, the importance of caring, stable and mutually supportive relationships with another person, and how to control and understand feelings that come with being in a relationship. It also covers human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health. Pupils in Years 7 and 8 receive age-appropriate Sex Education that aligns with the statutory expectations for the start of secondary RSE.

RSE does not encourage early sexual experimentation. It teaches children and young people to understand human sexuality and to respect themselves and others, to build self-esteem and understand the reasons for delaying sexual activity so that they can develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

RSE will outline that there are different types of committed, stable relationships; the characteristics and legal status of other types of long-term relationships; the importance of marriage as a relationship choice and why it must be freely entered into; how relationships might contribute to

human happiness and their importance for raising children, as well as highlighting the roles and responsibilities of parents with respect to raising children.

Roles and Responsibilities

Senior Leadership Team

The Headteacher, with support from the Senior Leadership Team (SLT), will ensure that staff are supported and up to date with policy changes. They will ensure that RSE and Health Education is well led, effectively managed and well planned across various subjects (to avoid unnecessary duplication of topics) and that the quality of provision is subject to regular and effective self-evaluation.

The Deputy Head Teaching & Learning, with the support of the Head of PSHE will ensure that teaching is age-appropriate, delivered in ways that are accessible to all pupils with SEND and that the subjects are resourced, staffed and timetabled appropriately. They will liaise with parents regarding any concerns or opinions regarding RSE and Health Education provision and will manage parental requests for withdrawal of pupils from non-statutory, non-science components of RSE.

Staff

Teachers of RSE and Health Education will ensure that they are up to date with school policy and curriculum requirements regarding sex education and will attend and engage in professional development training. Teachers will encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously.

Parents

The School expects parents to share the responsibility of sex education and support their children's personal, social and emotional development. We encourage parents to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school PSHE teaching. Parents are also encouraged to seek additional support in this from the school where they feel it is needed.

Pupils

Pupils are expected to attend sex education classes that are part of the curriculum and take them seriously. Although they are not assessed through examination, these classes are still a very important part of the curriculum and a tool to aid personal development, and the school expects pupils to recognise this.

Pupils should support one another with issues that arise through Relationships and Sex Education. Listening in class, being considerate of other people's feelings and beliefs are key to effective provision.

Implementation and Curriculum

The School wishes to promote pupils' health and well-being by encouraging self-control, the ability to self-regulate and strategies for doing so. This will enable pupils to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally. Teaching is structured so that pupils are equipped with knowledge before they might face related real-life situations. The School believes that an integrated, whole-school approach to the teaching and promotion of health and wellbeing will have a positive impact on behaviour and attainment. Health Education will be delivered within Science, Computing, Physical Education (PE) and Personal, Social, Health and Economic (PSHE) .

At Newton Prep, we teach Relationships and Sex Education as part of our PSHE education curriculum, which is taught primarily by the Form Teacher. Primary-aged pupils do receive Relationships and Sex Education (RSE). We ensure that the scheme of work is delivered in a non-judgemental, factual way, using the correct medical terms where appropriate (for example, when teaching about the external body parts). The curriculum is delivered in an age-appropriate and accessible way and teachers take into consideration the access requirements of pupils on the SEND register if appropriate. School staff will not express or be expected to express their personal views or beliefs when delivering the curriculum.

The School believes that Relationships and Sex Education is best approached in an integrated way. We take care to inform parents of lessons that contain what we define as sex education before they are taught so that we can respect the wishes of those who wish to withdraw their children from this content. Simultaneously, we will seek to nurture children's curiosity about the world around them, supporting their development and their respect for themselves and each other. By the end of each year at Newton Prep, the school expects pupils to know the information set out in [Appendix 1 \(RSE Learning Objectives by Year Group\)](#).

Teachers of RSE are expected to follow the Feedback and Marking Guidelines (NP6.1) set out by the school. It is acknowledged that assessment in RSE will primarily be formative in nature. Teachers should give feedback verbally, both to the whole class and individuals, and offer children opportunities for self-reflection. Baseline assessments are encouraged at the start of each unit so that children can understand the progress they make in lessons and to assist teachers with identifying any gaps in knowledge that they may need to address during the lessons.

All staff who have responsibility for delivering Relationships and Sex Education will undergo regular training to ensure that they follow this policy and the teaching requirements regarding the curriculum content. In order to ensure that this is timely, Relationships and Sex Education is timetabled for the Spring Term in all year groups.

Dealing with difficult questions

Staff training will include sessions on how to deal with difficult questions. There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from the Head of PSHE or their Head of Year. Any question which raises a safeguarding concern will be handled in line with the safeguarding policy.

Ground rules in class are essential when discussing sensitive subject matter. Some strategies staff may use to support this might be:

- an anonymous question box; this will enable pupils to feel more comfortable to ask questions without being identified
- making the classroom a safe zone; 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 sex and relationships.

Pupils with special educational needs

The School works hard to ensure that all aspects of the school curriculum are inclusive and support the needs of pupils of all ranges of abilities. Staff should differentiate lessons to ensure that all members of the class can access the information fully, and this is no different when it comes to RSE and health education.

The School will use a variety of different strategies to ensure that all pupils have access to the same information. Some of these include:

- interactive teaching methods
- using DVDs or video
- group and paired activities

Withdrawal from RSE

Parents have the right to request that their children be withdrawn from some or all of the sex education delivered as part of the statutory RSE. Parents must state their request in writing to the Head. Parents will then be invited into School to discuss the request to ensure that their wishes are fully understood.

Before withdrawing or making a request, the School strongly urges parents to carefully consider their decision as sex education is a vital part of the school curriculum and supports child development. Parents cannot withdraw their child from Relationships or Health Education, or the elements on human growth and reproduction which fall under the Science curriculum.

Unless there are exceptional circumstances, the School will respect the parents' request to withdraw their child. Requests from parents must be made annually for consideration. There is no right to withdraw from relationship education. Alternative work will be given to pupils who are withdrawn from sex education.

Monitoring Review & Evaluation

The educational and personal needs of our pupils develop in line with varying societal pressures and economic change. Our aim is to provide RSE that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we review the RSE curriculum yearly, and will inform parents of any revisions to the policy or sex education curriculum.

We aim to monitor the effectiveness of our sex education provision through:

- feedback from pupils
- feedback from parents
- feedback from staff

The School will review this policy annually, evaluating its effectiveness by taking into account feedback from pupils, staff and parents, as well as what has come to light through classroom observations and information we receive from national reports and curriculum reviews.

Equal opportunities

The School has duties under the Equalities Act 2010 to ensure that pupils are not discriminated against because of their sex, race, disabilities, religion or belief, sexual orientation, gender reassignment or pregnancy or maternity. RSE and Health Education lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views will be challenged, and equality promoted. Any poor behaviour that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously. The procedures regarding this are outlined in the School's Behaviour Policy and Anti-Bullying Policy (which can be found on the School's website).

Safeguarding and confidentiality

We hope to provide a safe and supportive community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the school's **Safeguarding and Child Protection Policy** (which can be found on the School's website) will be followed.

Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from one of the Designated Safeguarding Leads (DSLs) to decide what is in the best interest of the child.

Accessing the Policy: This policy is also available in various formats to allow everyone to access it e.g. hard copy, enlarged print version, braille etc. Please contact the Bursar to request a copy of this policy in an alternative form.

Review and Update Process

Last update	September 2025
Next update	September 2026

Appendix 1 - RSE Learning Objectives by Year Group

	<p>To recognise the importance of friendship</p> <p>To recognise the importance of saying sorry and Forgiveness</p> <p>To recognise that all families are different</p>	<p>To understand how our behaviour in friendships can affect others.</p> <p>To understand that families can look different and that all families are valuable.</p> <p>To learn about personal privacy and boundaries for our bodies.</p> <p>To recognise and name different feelings.</p>	<p>To recognise how our words and actions affect others and how to act kindly.</p> <p>To understand how people show their feelings through body language and expression.</p> <p>To understand the qualities of a good friend and how to build positive friendships.</p> <p>To learn rules for safe and kind behaviour online.</p> <p>To learn how regular activity helps our body and mind stay healthy.</p>	<p>To recognise appropriate and inappropriate touch and know where to seek help.</p> <p>To understand what we can do to keep our bodies healthy and strong.</p> <p>To recognise safe and unsafe behaviours when using the internet.</p> <p>To understand what to do if someone is hurt or unwell.</p> <p>To learn safe behaviours when near railway tracks and crossings.</p>	<p>To explore how to identify unhealthy or uncomfortable behaviour in relationships.</p> <p>To recognise changes in our bodies as we grow and use correct body terminology.</p> <p>To recognise and value the diversity of families.</p> <p>To learn how to set and respect personal boundaries in relationships.</p> <p>To understand ways to support our emotional and physical wellbeing.</p>	<p>To learn about the different changes boys and girls experience during puberty.</p> <p>To understand that people can have different views about relationships.</p> <p>To explore how to build and maintain strong friendships.</p> <p>To learn how to protect personal information and privacy on social media.</p> <p>To understand the importance of being aware of our surroundings.</p>	<p>To understand how a baby is conceived and the main stages of pregnancy.</p> <p>To explore simple ways to maintain good hygiene every day.</p> <p>To explore strategies for managing screen time responsibly.</p> <p>To explore strategies for effective and positive communication.</p> <p>To recognise hazards in roads, railways, and water and how to respond safely.</p>	<p>To understand what makes a positive and respectful relationship.</p> <p>To understand why boundaries are important in friendships and how to respect them.</p> <p>To understand the changes that happen during puberty, including periods, and how to manage them.</p> <p>To understand what consent means and why it is important online and on social media.</p> <p>To understand different attitudes towards mental health and why kindness and understanding matter.</p> <p>To understand simple strategies that can help support positive mental wellbeing.</p>	<p>To understand what respectful and healthy behaviour looks like in relationships.</p> <p>To understand what gender stereotypes are and how they can affect people.</p> <p>To understand how puberty can affect people and how society influences attitudes towards it.</p> <p>To understand what HPV is and why vaccination is important.</p> <p>To understand the importance of emotional wellbeing and how to look after it.</p> <p>To understand that good health includes physical, emotional, and social wellbeing.</p>
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