

COGNITA

Breaside Preparatory School



Relationships, Sex and Health Education (RSE) Policy

ENGLAND

2025

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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.

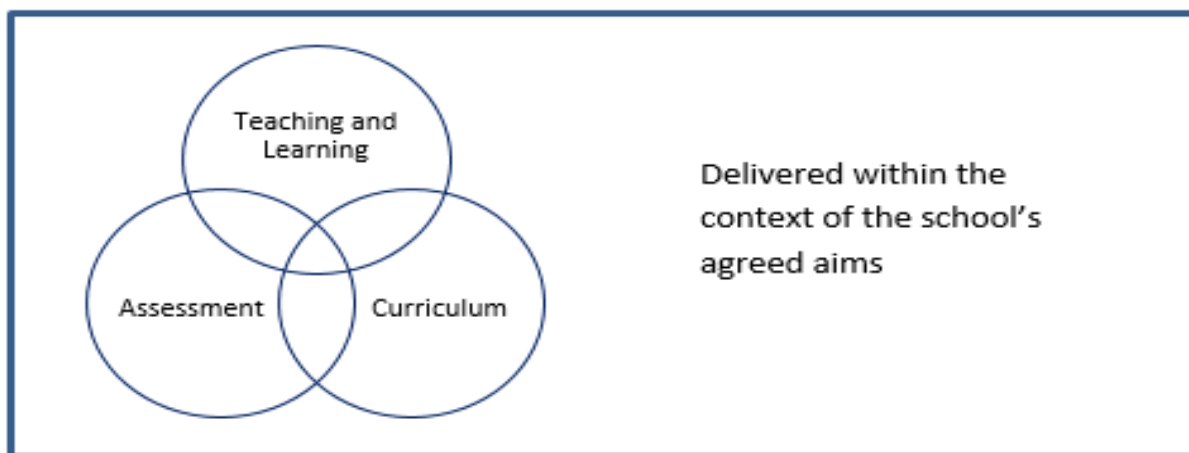
Scope

This policy applies to all students, including those in the Early Years.

Purpose

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:

Breaside Preparatory School's PSHE provision provides pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as



individuals and within the community. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

- 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.

Aims

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 follows the statutory guidance given by the government (DfE) and meets 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.

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 student voice sessions.
- Ratification – once amendments were made, the policy was published.
- Policy review – this policy will be reviewed every three years.

4 Definition

Definition of Relationship and Sex Education (RSE): RSE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings. RSE focuses on exploring the emotional, social and physical aspects of growing up, having relationships, engaging in sex, and learning about human sexuality and sexual health. Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain positive relationships. It also enables children and young people to make responsible and informed decisions about their personal physical and mental health and well-being.

- 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. At Breaside Preparatory School, we offer a relationships and sex education programme in line with our membership of the 1decision programme which allows us to teach age-appropriate relationship and sex education to best prepare our children for teenage years and the challenges of secondary school age.

Relationships and Sex Education (RSE) Policy

5.4 The grid below shows the area of focus for learning in primary relationship education, within each year group. This is taken from the 'Relationships' and 'Growing and Changing' 1decision units taught in the summer term:

Year Group	Module & Topic Name	Areas of Focus
1-3 Age 5-8	<i>Relationships</i>	<ul style="list-style-type: none"> The Relationships module helps children to explore and understand a range of feelings, how feelings can be communicated without words, and the importance of caring about other people's feelings. The topics in this module help students to understand situations from another person's point of view. Children will explore different types of relationships and from this they will gain an understanding of healthy and unhealthy relationships. They will also learn how to seek help and support if they feel uncomfortable in a relationship.
1	<i>Relationships - Friendship</i>	<ul style="list-style-type: none"> Friendship looks at how we behave within our friendships and how these behaviours can affect others.
2	<i>Relationships - Bullying</i>	<ul style="list-style-type: none"> Bullying looks at how our actions and words can affect others, and it enables students to explore kind and positive behaviours.
	<i>Relationships - Body Language</i>	<ul style="list-style-type: none"> Body Language looks at recognising how other people may be feeling and allows students to explore different ways we can express our emotions.
3	<i>Relationships - Touch</i>	<ul style="list-style-type: none"> Touch recognises the physical differences between boys and girls, uses the correct names for parts of the body and appreciates that some parts of our body are private. Touch looks at appropriate and inappropriate touch and enables students to explore who they can talk to if they feel uncomfortable in a relationship.
4-6 Age 8-11	<i>Growing and Changing</i>	<ul style="list-style-type: none"> The Growing and Changing module covers the expected statutory content for RSE. Within this module, children will have the opportunity to look at how we change and grow, including how we grow at different rates. Following on from the 5-8 module Relationships, students will continue to look at healthy and unhealthy relationships and will be provided with information on how to seek help if they feel worried or scared about a particular relationship they have with someone. This module also includes informative lessons and animations on puberty and conception.
4	<i>Growing and Changing - Appropriate Touch (Relationships)</i>	<ul style="list-style-type: none"> Appropriate Touch explores the difficult subject of how relationships can be unhealthy or uncomfortable.
5	<i>Growing and Changing - Puberty</i>	<ul style="list-style-type: none"> Puberty is a short animation video that looks at the different changes boys and girls go through during puberty.
	<i>Growing and Changing – Children's and Adults' Views</i>	<ul style="list-style-type: none"> Children's and Adults' Views, include videos where children and adults share their views on relationships. This topic allows children to explore and discuss their own views on relationships.
6	<i>Growing and Changing - Conception</i>	<ul style="list-style-type: none"> Conception is a short animation video that looks at how a baby is conceived and the various stages of pregnancy.

5.5 Primary sex education will focus on:

- Preparing all students for the changes that adolescence brings; and
- How a baby is conceived, develops in the uterus and is born.

It will:

- consider the ages, aptitudes and needs of all pupils, including those pupils with SEND/ and an EHC plan.
- 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
- ensure that discriminatory, extremist opinions or behaviours are challenged as a matter of routine.

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

6 Delivery of RSE

At Breaside Preparatory School, We believe PSHE plays a central role in supporting the personal development, wellbeing, and safeguarding of all pupils. Through a carefully structured and age-appropriate curriculum, we aim to help children understand and respect themselves and others, develop their voice, and acquire the knowledge and skills needed to navigate life safely and responsibly.

- 6.1 To ensure coherence, progression, and engagement, we use 1decision as our core PSHE curriculum resource. This programme is adapted to meet the specific needs of our pupils and supports a whole-school approach to safeguarding.
- 6.2 Our PSHE programme, fully embedded across Years 1 to 6, incorporates all statutory requirements for Relationships and Health Education. The [2025 RSHE](#) mapping document outlines how 1decision - and, by extension, our school's provision - meets these statutory expectations in full.
- 6.3 We ensure that our provision remains current and compliant through the 1decision online portal, which provides up-to-date, quality-assured teaching materials. In addition, the training and support offered by 1decision - both online and in-person - ensures that staff are confident, well-informed, and appropriately equipped to deliver the curriculum effectively and in line with statutory guidance.
- 6.4 The 1decision PSHE course is delivered to students through discrete weekly PSHE lessons taught by Form Tutors. The school will also use teachers with a particular interest or knowledge in a specific area
- 6.5 The PSHE curriculum is delivered through two dedicated 30-minute lessons per week, supported by weekly assemblies that are often aligned with key PSHE objectives and intended outcomes.
- 6.6 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.
- 6.7 Topics related to puberty and conception are delivered through a team-teaching approach involving the PSHE Subject Lead, the specialist science teacher, and an additional subject expert with relevant expertise.
- 6.8 In addition to the delivery of Relationships and Sex Education through PSHE lessons, key themes are embedded across the wider curriculum - for example, health and reproduction are covered in Science and PE, while online relationships are addressed through the Computing curriculum. RSE provision is further supported by centrally organised initiatives, such as the annual Global Be Well Day, which complement and enhance in-school delivery.
- 6.9 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 relationships
 - Online safety and awareness
 - Being safe

- 6.10 Our specific PSHE sex education topic is taught in Year 6 during the Growing and Changing Topic – with lessons on conception.
- 6.11 For more information about our RSE curriculum, see Appendices 1 and 2 and our Curriculum Policy.
- 6.12 Health topics 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
- 6.13 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).
- 6.14 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 Subject Lead

The person with responsibility for the overview and yearly evaluation of this policy is the PSHE Subject Lead. 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.

Please see the table above in section 5.4 for additional information about our relationship and sex education provision, which is in addition to the statutory teaching requirements of the Science curriculum.

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.

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

Here at Breaside, we are committed to ensuring that our RSHE curriculum is inclusive, accessible, and responsive to the needs of all pupils, including those with special educational needs and disabilities (SEND).

High-quality teaching that is differentiated and personalised is the foundation of our approach to accessibility. We recognise that pupils with SEND may require additional support to access and engage with RSHE content, and we tailor our provision accordingly.

The school has a well-established Learning Support department, led by the SENCO, which works closely with teaching staff to adapt resources, teaching strategies, and content delivery to meet individual needs. Further information about this support can be found in our Special Educational Needs and Disabilities (SEND) Policy.

As outlined in the SEND Code of Practice, we are mindful of our role in preparing pupils with SEND for adulthood. We also recognise that some pupils may be more vulnerable to exploitation, bullying, or other safeguarding risks due to the nature of their needs. For these pupils, RSHE is particularly important in helping them understand healthy relationships, personal boundaries, and how to seek help and support.

This includes pupils with Social, Emotional and Mental Health (SEMH) needs, learning disabilities, or communication difficulties. Teaching is designed with sensitivity and adapted to ensure that all pupils receive relevant, meaningful, and appropriate information, delivered in a way that supports their understanding and personal development.

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

- 9.2 Parents do not have the right to withdraw their children from relationships education.
- 9.3 Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE.
- 9.4 Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.
- 9.5 Alternative work will be given to students who are withdrawn from sex education.

- 9.6 At Breaside Preparatory School, we create a safe, respectful, and inclusive environment where children feel comfortable asking questions related to RSE. While our RSE curriculum is age-appropriate and in line with statutory guidance for primary schools, we recognise that pupils may occasionally ask questions about topics not included in our programme or about aspects of sex education from which they have been withdrawn.
- 9.7 In such cases, teachers will respond sensitively and professionally, taking into account the pupil's age, maturity, and individual needs. If a question relates to content outside the scope of the school's RSE curriculum – or to sex education from which a pupil has been withdrawn – teachers will:
- Acknowledge the question in a respectful and non-judgmental manner;
 - Provide a brief, factual response if appropriate and age-appropriate;
 - Reassure the pupil that their question is valid and important;
 - Encourage the child to speak with a parent or carer for further discussion, where appropriate; and
 - Follow up with parents or carers if the nature of the question suggests a need for further support, safeguarding, or clarification at home.
- 9.8 Staff are trained to handle such situations with care, ensuring that responses align with school policy, safeguarding procedures, and the rights of parents to withdraw their child from non-statutory elements of sex education.

10 Training

- 10.1 Teaching staff receive training in the delivery of RSE as part of their induction, with ongoing development supported through our CPD programme. Regular in-school training is provided, drawing on high-quality resources, including those from 1decision and 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 the PSHE Subject Lead to ensure consistency, quality, and alignment with statutory requirements. Monitoring activities include:

- Lesson observations and/or learning walks
- Planning and resource reviews
- Pupil voice activities (e.g. surveys, discussions)
- Work scrutiny to assess progression and coverage
- Staff feedback to identify training or support needs

Findings from monitoring activities are used to inform curriculum development and staff CPD, ensuring continuous improvement in the delivery of RSE across the school.

- 11.2 Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

11.3 Evaluation

The effectiveness of the RSE programme is evaluated annually by the PSHE Subject Lead in collaboration with the Senior Leadership Team. Evaluation draws on evidence from monitoring activities, including:

- Pupil progress and understanding
- Feedback from pupils, staff, and parents
- Lesson outcomes and engagement levels
- The extent to which the programme meets statutory requirements and reflects current best practice

Evaluation outcomes inform any necessary updates to the curriculum, resources, or staff training, ensuring that RSE provision remains relevant, inclusive, and effective in supporting pupils' personal development and safeguarding.

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: PSHE Curriculum Map

Including Relationships and Sex Education Curriculum



Breaside PSHE Curriculum Map – 2025-26

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Computer Safety Unit Baseline Assessment	Keeping/Staying Safe Unit Baseline Assessment	Washing Hands	Being Responsible Unit Baseline Assessment	Growing in Our World	Fire Safety Unit Baseline Assessment
	Online Bullying	Road Safety	Feelings and Emotions Unit Baseline Assessment	Water Spillage	Relationships Unit Baseline Assessment	Hoax Calling
		Keeping/Staying Healthy Unit Baseline Assessment		Our World – Unit Baseline Assessment	Friendship	
			Jealousy			
Year 2	Image Sharing	Tying Shoelaces	Worry	Helping Someone in Need	Bullying	Hazard Watch (Stand-alone unit)
	Computer Safety Documentary	Healthy Eating	Anger	Living in our World	Body Language	Petty Arson
		Brushing Teeth	Practice Makes Perfect	Working in Our World		Texting Whilst Driving
Year 3	Making Friends Online	Staying Safe	Medicine	Feelings and Emotions Unit Summative Assessment	Our World Unit Summative Assessment	Enya and Deedee at the Fire Station
		Leaning Out of Windows				
		Keeping/Staying Safe Unit Summative Assessment	Keeping/Staying Healthy Unit Summative Assessment	Stealing		
	Computer Safety Unit Summative Assessment		Grief	Being Responsible Unit Summative Assessment	Touch	
				Looking After Our World	Relationships Unit Summative Assessment	Fire Safety Summative Assessment

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	Computer Safety Unit Baseline Assessment	Cycle Safety	Feelings and Emotions Baseline Assessment	Looking Out for Others	A World Without Judgement Unit Baseline Assessment	Relationships (Appropriate Touch)
	Online Bullying			The Working World Unit Baseline Assessment	Breaking Down Barriers	
	Keeping/Staying Safe Unit Baseline Assessment	Keeping/Staying Healthy Unit Baseline Assessment	Jealousy		Growing and Changing Unit Baseline Assessment	First Aid Unit Baseline Assessment
		Healthy Living	Being Responsible Unit Baseline Assessment	Chores at Home		
Year 5	Image Sharing	Adults' Views & Children's Views	Smoking	Adults' Views & Children's Views	In-App Purchases	Adults' Views & Children's Views)
						A World Without Judgement Unit Summative Assessment
	Adults' Views & Children's Views	Puberty	Adults' Views & Children's Views	Coming Home on Time	Inclusion and Acceptance	First Aid – Year 5
	Peer Pressure	Adults' Views & Children's Views	Anger	Adults' Views & Children's Views	British Values	
Year 6	Making Friends Online	Keeping/Staying Safe Unit Summative Assessment	Worry	Being Responsible Unit Summative Assessment	The Working World Unit Summative Assessment	First Aid – Year 6
	Computer Safety Unit Summative Assessment	Alcohol	Feelings and Emotions Unit Summative Assessment	Enterprise		
	Water Safety				Keeping/Staying Healthy Unit Summative Assessment	Stealing
					Growing and Changing Unit Summative Assessment	

Appendix 2: By the end of primary school, students should know:

TOPIC	STUDENTS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none">• That families are important for children growing up because they can give love, security and stability• 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• 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• 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• That marriage represents a formal and legally recognised commitment of two 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	<ul style="list-style-type: none">• How important friendships are in making us feel happy and secure, and how people choose and make friends• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded• 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• 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

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TOPIC	STUDENTS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 • 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 • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • 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 • 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
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • 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 • 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) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • 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	
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	

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