



Policy and Guidelines for Teaching Relationships Education, Relationships and Sex Education (RSE) and Health Education

Date reviewed: September 2026
Next review due: September 2027

Our Philosophy

At NPS we value the importance of Relationships Education (RE), Relationships and Sex Education (RSE) and Health Education to help and support young people through their physical, emotional and moral development. This subject is vital in helping children to cope with the emotional and physical aspects of growing and preparing them for the challenges and responsibilities that sexual maturity brings.

Working in partnership with parents

In Autumn 2025, a parent consultation was carried out in order to discuss what would be taught in each year group, address any concerns and help to support parents in managing conversations with their children on these issues. See Appendix 1 for form for a copy of the consultation questions which were shared with parents. Responses were taken into account when finalising this policy.

At NPS, we recognise the partnership of home and school, of parent and teacher, in this important area of personal development. Parents (and carers) are the prime educators for children on sex and relationships and schools should complement and reinforce this role, building on what pupils learn at home.

Parents are informed by class teachers when lessons addressing certain areas of the curriculum are about to take place. These topics include safe touch, stranger danger, correct terminology for the genitals and physical changes during puberty. The parents of children in Years 5 and 6 are informed by letter when RSE lessons dealing specifically with puberty, sexual relationships and reproduction will be taking place. They are given an outline of the lesson content and invited to contact school if they have any queries or concerns.

Parents are aware that they have the right to withdraw their children from Sex Education lessons, (beyond the National Curriculum for science, which remains statutory.) However, parents who are considering withdrawing their child are encouraged to first discuss this with the class teacher or head teacher to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. The teacher can then explain to parents the benefits of receiving this important education and any detrimental effects withdrawal may have on the child, for example the social and emotional effects of being excluded from the lessons and the chances of the child hearing their peers' version of what was said rather than the teacher's. However, if parents still decide they wished to withdraw their child, their wishes are respected.

What is Relationships Education?

Relationships Education is about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.

Relationships Education has three main elements.

1. Attitudes and values:
 - learning the importance of values and moral considerations
 - learning the value of family life, marriage and stable relationships
 - learning the value of love, respect and care
2. Personal and social skills:
 - learning to manage emotions and relationships confidently and sensitively
 - developing empathy and self-respect
 - learning to make choices without prejudice
 - appreciating the consequences of choices made

- managing conflict
 - recognising and avoiding exploitation and abuse
3. Knowledge and understanding:
- learning about and understanding physical development
 - understanding human sexuality, reproduction, sexual health, emotions and relationships

What is Relationships and Sex Education?

RSE is a continuing, developmental process, which includes the exploration of attitudes and values and the development of skills, as well as the presentation of factual knowledge. As with all other learning, it should be gradual and matched to the child's maturity and stage of development.

RSE teaches children to develop an awareness of, and respect for, themselves and others. It aids the development of positive self-esteem, which will help children to cope with the challenges of personal growth. It enables children to be aware of the personal choices they can make and prepares them to make responsible decisions. It is about exploring feelings and emotions and enjoying confidence in one's own ability.

RSE teaches children how to maintain healthy, respectful relationships, concentrating on family and friendships, on and offline.

The 2025 curriculum covers issues such as talking about emotions, online safety, body image, consent and harassment (in an age-appropriate way), stereotypes, respect and self-respect, tolerance and trust.

As part of the Relationships and Sex Education framework, pupils are taught about the nature and importance of family life and bringing up children. Pupils will learn about the significance of marriage and stable relationships, what a healthy family life looks like, that sometimes families look different, that these differences should be respected. Children are encouraged to be able to recognise if a family relationship is making them feel unhappy or unsafe and who to talk to. Care is taken that no child is stigmatised because of his or her home circumstances.

Aims and Objectives of our RSE Programme

At NPS, we aim to provide a secure, sensitive and caring framework where learning and discussion can take place.

- To reassure children of their value and self-worth, including aspects of dignity, self-respect and self-restraint.
- To nurture a responsible attitude towards personal relationships, such as aspects of mutual respect and care, and to develop sensitivity towards the needs of others encompassing fidelity and loyalty.
- To foster the ability to manage relationships in a responsible and healthy manner.
- To promote the value of loving relationships and of family life.
- To recognise the importance of stable loving relationships as a basis for family life.
- To provide knowledge of human reproductive processes.
- To inform children on matters of personal hygiene and related health issues.
- To encourage exploration of values and moral issues, taking into account the physical and moral risks associated with certain behaviour.
- To educate against discrimination and prejudice.

This policy supports the following School Policies and should be read in conjunction with them.

- Equal Opportunities
- Statement of School Ethos, Aims and Objectives
- Health and Safety
- Personal, Social and Health Education and Citizenship
- Safeguarding and Child Protection

Policy, Formation and Consultation Process

The policy has been written following the 2025 guidance for Relationships Education (RE), Relationships and Sex Education (RSE) and Health Education introduced by the Department for Education, which is compulsory from September 2026.

Equal Opportunities

In support of the Equal Opportunities Policy, all pupils, regardless of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, have the same opportunity to benefit from the Sex Education resources and teaching methods.

Organisation of School Sex and Relationship Education

Who Will Teach RSE?

All teaching staff (class teachers) will teach aspects of Relationship Education as part of the Science and the PSHE Curriculum. Opportunities will be provided in Years 4 and 5 for separate lessons on physical and emotional changes in puberty, and in Year 6 on conception and birth and on forming healthy relationships, assessing risks and resisting peer pressure. These lessons will be led by the form teachers, during timetabled PSHE lessons, and may occasionally involve health professionals and other members of staff. The Science lessons will also cover this curriculum and may be taught by specialist Science staff.

Methodology and Approach

The Head Teacher and the PSHE Co-ordinator will be responsible for the organisation of RSE throughout the school.

There will be a whole-school approach from Reception to Year 6. The subject will be taught in a cross-curricular way, encompassing all the elements within Personal, Social and Health Education topics, as well as expanding on human relationships, human and physical development and reproduction in Key Stage 2.

The SCARF PSHE scheme that we use delivers these units in a carefully sequenced way across Key Stage 1, then Key Stage 2, ensuring that content is both suitable and age appropriate.

In discrete Sex Education lessons in Years 5 and 6, material used will be from a variety of sources as appropriate but will be based around Channel 4 Living and Growing Units 1, 2 and 3, as well as BBC bitesize 'Operation Ouch'.

Dealing with Sensitive Issues

Governors and teachers agree that teachers should answer all children's questions relating to sex and relationship education in an open and factual way, taking into consideration their family background, culture, religious beliefs, and pupils' differing experiences. Governors expect teachers to use their professional judgement and discretion when faced with, or answering, questions, which they deem to be of a sensitive nature, for example sexuality, transgender issues, contraception or sexually transmitted diseases.

The following ground rules have been established.

- Teachers should not enter into discussions about personal issues and lifestyles.
- No one (child or adult) has to answer a personal question.
- Nobody is forced to take part in discussion.
- Children are required to write any questions down anonymously rather than ask them out loud.
- In discussion, teachers will promote the knowledge and use of correct anatomical names of body parts.
- Meanings of words are explained in a sensible and factual way.
- Children are told not to talk about the issues discussed outside of SRE lessons, unless it is at home with their parents or with the delivering teacher.

Newcastle Preparatory School Sex and Relationship Education Programme

Relationship education is delivered within the Science Curriculum and the four broad themes within PSHE.

1. Increasing confidence and responsibility and making the most of pupils' abilities.
2. Preparing to play an active role as citizens.
3. Embracing a healthier lifestyle.
4. Developing good relationships and respecting differences between people.

Through Relationship Education, the children should:

- develop confidence in talking, listening and thinking about feelings and relationships
- be able to name parts of the body and describe how their bodies work
- be able to protect themselves and ask for help and support
- be prepared for puberty

Within the Science Curriculum, the children should in Key Stage 1:

- know that all creatures, including humans, move, feed, grow, use their senses and reproduce
- recognise the main external parts of their bodies
- know that humans and animals can produce offspring, which grow into adults
- recognise the similarities and differences between themselves and others, and treat others with sensitivity

Key Stage 2:

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

Parents should be aware that children cannot be withdrawn from these Science lessons.

Content for Key Stages 1 and 2

At NPS, the scheme of work for relationship education is taught under the following headings. Progression and continuity are built into the programme from Year 1 to Year 6, following the SCARF PSHE scheme. At Foundation Stage, Relationships Education is delivered through the Early Learning Goals, in particular those relating to self-confidence and self-esteem, making relationships, behaviour and self-control and a sense of community.

RSE Content within the PSHCE CURRICULUM (SCARF Primary Resources)

Key Stage One	
Year 1	• Loving, caring and supportive relationships and family life • Staying safe online • Personal Boundaries, safe touch and unsafe secrets • Exploring and expressing feelings and emotions • Respecting and looking after each other • Dealing with bullying • Personal hygiene - looking after our bodies • Playing together – choosing a friend
Year 2	• Friends and friendships • Developing self-confidence and independence • Keeping myself and others safe • How my behaviour (positive and negative) affects others • Growing from young to old and how people's needs change • Boundaries and privacy (recap naming the genitals)
Key Stage Two	
Year 3	• Identifying key members of a family and knowing that there are different types of families • Changes in families, including bereavement • Understanding risk, making informed choices and resisting pressure • Discrimination and its consequences • Images in the media, protecting personal information online • Distinguishing between healthy and unhealthy relationships

Year 4

- Different types of family units, inc. marriage
- Good and not so good feelings
- Recognising and challenging stereotypes, including those promoted online
- Working and co-operating with each other
- Pressure to behave in unacceptable, unhealthy or risky ways. Consequences of our actions.
- Consider the impact of vaping
- Challenging bullying – strength in numbers
- Exploring old age. Respecting our elders
- Staying safe online
- Changes in puberty, including a broad understanding that periods are normal for girls and naming body parts

Year 5

- Working together and cooperating with others
- Identifying, discussing and expressing emotions.
- How our feelings affect people we live with
- Bullying, inc. homophobic bullying
- Communities - family celebrations
- Understanding of physical and emotional changes during puberty expanded on that from Year 4
- Exploring developing responsibility/internet safety
- Implications of sharing images online
- Consider implications of AI on the reliability of information we read online
- Keeping personal information private online
- Unhealthy relationships and risky behaviour
- Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life

Year 6

- Belonging - to a family, to a class, to a community
- Feeling good about myself - including body image
- Pressure to conform to society's expectations
- Looking after my body/risks of internet, social media. Sharing images online.
- Conception, sexual reproduction and birth.
- Forced marriage.
- The importance of consent.
- Stereotypes; labelling, role models, transgender issues, media manipulation

Specific Classroom Arrangement

When planning lessons, teachers should consider appropriate grouping in respect of pupil experience and need. Mixed-gender classes will be the norm for the younger pupils.

Following consultation with parents we have decided that, in Years 5 and 6, girls and boys should be taught about issues such as menstruation, puberty and reproduction together, thus treating the issue as part of the broad Sex Education programme and avoiding boys' misconceptions and speculation. However, where further discussion of specific issues is required, single sex groups may be formed, in order to facilitate a safe and secure environment.

This is particularly the case for girls in Years 5 and 6 who may have extra sessions with a female form teacher, or school nurse, to discuss menstruation wellbeing and issues surrounding female puberty.

Online Safety

From Lower Key Stage Two, children are informed of the risks involved in using the internet and social media, including grooming and abuse. Through discussion and the use of recommended resources, they are encouraged to develop awareness and resilience in the face of these dangers. Additionally, pupils are made aware of the impact social media can have on how people feel about themselves and others, for example promoting negative stereotypes.

Inclusion

At NPS, the RSE curriculum offered is appropriate for the ages and aptitudes of the children, including children identified by the school as having special educational needs (SEN) and those with an Education Health Care Plan (EHCP). The SENCO and wider SEN team support children throughout school and work is differentiated appropriately. All teachers have a clear understanding of the needs of each child. A range of teaching strategies are applied to ensure that activities are matched to the child's academic and emotional needs. The RSE policy does 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.

Complaints Procedure

If a parent or guardian has any cause for concern about the Relationships and Sex Education Policy, they are encouraged to approach the Head Teacher and staff.

This policy is available online for all parents to read, so that they are fully aware of Newcastle Preparatory School's position in this matter. The Head Teacher and Pastoral Assistant Head continuously develop and monitor the RSE programme of study and this policy.

Monitoring and evaluation of the subject and policy

This policy is formally reviewed annually by the subject lead. Monitoring of the policy is ongoing to ensure that procedures in our school for teaching RSE are in line with best practise and current statutory guidance.

This policy is subject to ratification at the first Governor's meeting in Autumn Term 2026.

Appendix 1 – Copy of parental consultation questions

NPS RSE Parent Consultation Feedback Form 2025

After you have read the letter and draft RSE and Health Education Policy that are attached, we would value your input with regards to the policy as it outlines when various aspects of relationships education will be covered in our school. There are some statements to which you show the extent to which you agree, along with a box for general comment. We will use your contributions on this form to gather feedback and develop our Relationships, Sex and Health Education to ensure that NPS students are provided with a modern curriculum tailored to their needs.

1. Please select an option for each statement. If you have additional comments, please record them in the comments box below.

I understand what my child will be taught and when.	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
I trust the school's judgment in delivering this programme.					
I understand and accept my role as the 'first educator' of my child on matters relating to human sexuality.					
I would value further support from school about how to talk to my child about sensitive issues.					
I understand that my child will be introduced to the proper names for the genitals.					
I think that Years 4 upwards is a good time to start learning about physical changes during puberty.					
I am happy for my child to be taught about human reproduction towards the end of Year 6.					
I think it is important that 'inappropriate image sharing' is covered from an internet safety perspective.					

2. COMMENT BOX

In the box below, please write any further comments or queries that you may have.