



**St George's**  
School Edgbaston

# PREP SCHOOL: RSE POLICY

Revised: March 2025



**This policy applies to all Prep School Pupils, inclusive of the EYFS.**

St George's School is a Gold Rights Respecting School. As a consequence, all staff and children are aware of the UN Convention on the Rights of the child. Through delivery of RSE lessons we aim to promote children's rights:

- Article 3** Best interests of the child
- Article 5** Parental guidance
- Article 16** Right to privacy
- Article 19** Protection from violence, harm and neglect
- Article 24** Health and health services
- Article 28** Right to education

## **Introduction**

This policy has been written after consultation with parents, pupils and staff, and it:

- defines any sex education they choose to teach other than that covered in the Science curriculum
- sets out the subject content, how it is taught and who is responsible for teaching it
- describes how the subject is monitored and evaluated
- includes information to clarify why parents do not have a right to withdraw their child
- includes information about a parent's right to request that their child be excused
- confirms the date by which the policy will be reviewed

Children are growing up in a complex world and living their lives both on and offline. As much as this bestows many positive and exciting opportunities, it also creates challenges and threats. In this environment, children need to know how to be safe and healthy, and how to manage their personal, social and academic lives in a positive way.

We want children to put in place the key building blocks of respectful and healthy relationships, which focus on family and friendships, in all contexts, including online, which enable children to be safe and healthy.

Relationship, sex and health education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and

caring relationships. It is about the teaching of sex, sexuality and sexual health. Research demonstrates that good, comprehensive relationship and sex education does not make young people more likely to become sexually active at a younger age.

Relationship, sex and health education will reflect the values of the PSHE Association programme. RSE will be taught in the context of healthy, positive relationships. In addition, RSE will promote self-esteem and emotional health and wellbeing and help children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

### **Aims and Objectives for Relationship, Sex and Health Education**

The aim of RSE is to provide children with age-appropriate information, explore attitudes and values in a safe environment and empower them to make positive decisions about their health-related behaviour.

- To raise pupils' self-esteem and confidence, especially in their relationships with others
- To help pupils understand their feelings and behaviour, so they can lead fulfilling and enjoyable lives
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities
- To provide the confidence to be participating members of society and to value themselves and others
- To help gain access to information and support
- To develop skills for a healthier safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood

### **The Organisation of Relationship, Sex and Health Education**

Mrs Sparks is the designated teacher with responsibility for coordinating relationship and sex education. She will work in partnership with the school nurse Mrs V Jones to ensure a balanced curriculum.

Relationship education is delivered through PSHE and is supplemented in Science, Topic, RE, Protective Behaviours, Citizenship and Literacy activities.

A range of teaching methods which involve children’s full participation are used to teach relationship and sex education. These include use of video, discussion, looking at case studies, drama and role play.

Relationship, sex and health education is usually delivered in mixed gender groups. However, there may be occasions where single gender groups are more appropriate and relevant.

Resources to teach relationship and sex education include fiction, reference books, leaflets and extracts from videos.

### **The Teaching Programme for Relationship, Sex and Health Education**

It is our intention all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development, with differentiated provision if required.

We build on children’s knowledge from EYFS through to Year 6 at a level that is appropriate for their age and understanding. This is carefully linked into the PSHE Association programme of study which talks about feelings, emotions and helps pupils to form stronger relationships with their families and peers.

The programme of study is outlined below:

| <b>Term</b>                        | <b>Unit</b>                     | <b>Content</b>  |
|------------------------------------|---------------------------------|---|
| <b>Autumn</b><br><br>Relationships | Families and friendships        | Includes learning about different family types and relationships; how to make, maintain and manage positive friendships         |
|                                    | Safe relationships              | Includes learning how to stay safe; seeking permission/consent; personal boundaries and managing pressure                       |
|                                    | Respecting ourselves and others | Includes recognising feelings and respectful behaviour; celebrating differences; discrimination and prejudice; antibullying     |
| <b>Spring</b>                      | Belonging to a community        | Includes learning about the importance of rules; roles and responsibilities within the community; looking after the environment |

| <b>Term</b>                    | <b>Unit</b>                           | <b>Content</b>  |
|--------------------------------|---------------------------------------|---|
| Living in the Wider World      | Media literacy and digital resilience | Includes learning how to communicate and stay safe online; how data is shared and used; different media types and their impact  |
|                                | Money and work                        | Includes learning about jobs in the community; what money is; wants and needs; goals and aspirations, career choices; stereotypes   |
| Summer<br>Health and Wellbeing | Physical and mental wellbeing         | Includes healthy food and exercise; hygiene routines; feelings and habits; sleep; medicine; allergies; loss and bereavement; transitions  |
|                                | Growing and changing                  | Includes what makes them unique; feelings; naming body parts; personal hygiene routines; personal identity; personal strengths and achievements; physical and emotional change; increasing independence |
|                                | Keeping safe                          | Includes age rules and restrictions, road safety; risks and hazards; medicines and household products; first aid; drugs   |

## **Legal Requirements**

All schools must teach the following as part of the National Curriculum Science which states parents do not have the right to withdraw their child/children from this because it is part of the National Curriculum.

Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, special needs, disadvantaged and looked after children.

## **National Curriculum Science**

### **EYFS**

(No National Curriculum Science, see below for more details)

### **Animals, Including Humans:**

**Year 1:** Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

**Year 2:** Notice that animals, including humans, have offspring which grow into adults

**Year 5:** Describe the changes as humans develop to old age

### **Living Things and their Habitats**

**Year 5:** Describe the life process of reproduction in some plants and animals

### **Evolution and Inheritance**

Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

### **EYFS**

This work links in with the Prime Area of Personal, Social and Emotional Development and the specific area of Understanding the World. Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

|                               |   |
|-------------------------------|---|
| <b>Managing Self</b>          | <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</li> </ul>   |
| <b>Building Relationships</b> | <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others</li> <li>• Form positive relationships with adults and peers</li> <li>• Show sensitivity to their own and to others' needs</li> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> </ul>   |
| <b>The Natural World</b>      | <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> </ul> |

## Key Stage 1

Through work in Science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health.

In RE and PSHE children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

## Key Stage 2

In Science children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby in Years 5 & 6.

Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene.

In RE and PSHE, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures. Relationships and sex education should focus on the development of skills and attitudes, not just the acquisition of knowledge.

## Protective Behaviours

RSE runs in conjunction with our Protective Behaviours Programme. This encourages children to understand that they have the right to feel safe all of the time. The programme gives them the tools to be able to do this. This is run in addition to the PSHE programme, which also encourages children to recognise their different emotional and physical responses to situations in which they may feel afraid or uncomfortable.

|     |   |
|-----|---|
| KS1 | Feelings<br>Feeling Safe<br>Fun to feel scared / Early Warning Signs<br>A Network - Network hand<br>Using our Network |
|-----|---|

|            |  |
|------------|--|
| <b>KS2</b> | Feelings and faces<br>Rights and Responsibilities<br>Feeling Safe<br>Fun to feel scared / Early Warning Signs<br>Networks<br>Using the Network<br>One Step Removed |
|------------|--|

To complement the planned provision, we use charities and other providers; for example, every year the NSPCC’s ‘PANTS’ rule is explained during an assembly. This helps children to understand that they have the right to privacy and no one has the right to touch them if they don’t want them to. Particular reference is made to private parts, and this will be discussed in an age-appropriate manner.

## **Specific Issues**

### **Parental choice**

Parents have the right to withdraw their children from those aspects of sex education that are not included in the National Curriculum for Science.

All requests to withdraw a child from sex education should be in writing addressed to the Head Teacher; however, this rarely happens and, by working in partnership with parents, they recognise the importance of this aspect of their child’s education.

Parents do not have the right to withdraw pupils from relationship and health education lessons.

### **Child Protection / Confidentiality**

Teachers need to be aware that effective relationship and sex education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member will follow the Safeguarding policy.

A member of staff cannot promise confidentiality if concerns exist.

### **Links with Other Policies**

This policy is linked with the following policies:

- PSHE Policy
- Safeguarding

### **Dealing with Difficult Questions**

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique.

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

### **Children with Special Educational Needs and/or Disabilities**

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

### **Monitoring and Evaluation**

The effectiveness of the RSE programme will be monitored and evaluated by the RSE Coordinator, SLT and the School Nurse annually or as and when legislation changes.

**To be reviewed March 2026  
or as and when guidance changes**