



HOMEFIELD PREPARATORY SCHOOL

Relationships and Sex Education Policy

2025

This policy also applies to the EYFS

Updated	Review Date	Version
September 2025	September 2026	2025.01

Signed: Ms M Gardiner Boiling (Chair of Governors)

Policy statement:

Definition of RSE – from *Sex Education Forum*

Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

Homefield Preparatory School takes its responsibility to provide relevant, effective and responsible relationships and Sex education (RSE) to all its pupils as part of the school's Personal, Social, Health and Economic Education curriculum (PSHE) very seriously. At our school we want parents and pupils to feel assured that sex education will be delivered at a level appropriate to both age and development of pupils.

This teaching is not intended to replace advice or guidance which is ideally received at home, but to supplement and broaden knowledge and understanding.

This policy is drafted by the Assistant Head Pastoral.

Parents are consulted on this policy annually and given the opportunity to discuss this policy content.

Aims of policy:

RSE is lifelong learning about physical, moral and emotional development. It is about teaching sex, sexuality and sexual health in a way that is fully understood and effectively retained by pupils in our care. This includes emphasis on good health, the value of self - esteem in making choices and judgements, the nature of healthy and consensual relationships, and knowledge about how the body works, all within a context of moral issues and values.

RSE will outline the importance of marriage and family life and the raising of children, as well as highlighting the role of marriage and other stable relationships as building blocks for community and society.

We want our pupils to lead a healthy and safe lifestyle and to care and respect their bodies and we provide them with the right tools that will enable them to seek information or support, should they need it, both during their school years and after.

This policy has been developed through consultation with teachers, pupils, parents and governors and is to be understood and implemented in relation to the following documents:

- Anti-Bullying Policy

- Equality and Diversity Policy
- Health and Safety Policy
- Child Protection and Safeguarding Policy
- Special Educational Needs Policy
- Supervision of Children Policy

Provision:

We subscribe to the Department of Education guidance that will be mandatory in England from September 2020: *Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance*. Revised guidance will come into force 1 September 2026.

Taught PSHE has also been part of the Independent Schools Standards since 2014. We aim to provide a relevant, broad and balanced curriculum that not just fulfils, but exceeds externally set standards.

The Homefield curriculum is spiral, so that topics can be re-visited in later years. Although the topics below are listed specifically, we treat Relationships and Sex Education as part of the wider PSHE curriculum. We support equal opportunities in education, seeing it as enabling and encouraging all our pupils to build self-esteem through discussion and activities in a safe environment. We are equipping them with decision-making skills irrespective of gender roles and stereotyping.

Homefield aims for pupils to:

- learn about relationships, including feelings and values
- build personal self-esteem and show respect for others
- learn about taking on responsibility for themselves and others
- understand the importance of stable relationships as key building blocks of the community and society
- receive information about contraception, safe sex and how they can access further information
- make informed and sensible decisions about their own sexual behaviour.

As part of the RSE programme, Relationships and Sex Education is taught as part of the boys' timetabled lessons, using a range of activities with materials and support provided by health professionals.

- The programme is developed and reviewed in consultation to ensure that it meets the needs of the whole school community.
- We ensure that RSE is age relevant and appropriate across all year groups; this means ensuring that the curriculum develops as our pupils do and meets their needs.

- We ensure that staff are given regular and ongoing training on issues related to RSE including confidentiality, setting ground rules and establishing positive behaviour, handling controversial issues and responding to questions.
- We ensure that all staff are up to date with policy changes, and familiar with the school policy and guidance relating to relationships and sex education.
- We ensure their personal beliefs and attitudes will not prevent them from providing balanced RSE in school.

Terminology:

Pupils will be taught the anatomically correct names for body parts, but slang and everyday terms used in social situations will be discussed; this will be part of the discussion about what is and what isn't acceptable language to be used.

Ground rules are essential when discussing sensitive subject matter and staff will use strategies to enable pupils to feel comfortable to ask questions. If controversial questions are asked, the teacher will use professional judgement about how to answer them and pupils will be allowed to raise anonymous questions if preferred.

We recognise that because of the nature of the subject, sensitive and controversial issues are likely to arise. These may include, for example, abortion, emerging gender identity, sexuality and sexual abuse. These are dealt with within the framework of the aims of the school and of the Relationships and Sex Education Policy as a whole. Any cause for concern will be dealt with in accordance with our pastoral systems and safeguarding arrangements.

Guest speakers:

We sometimes use outside speakers to complement our teaching of this content, who are asked to work within the framework of the school's Relationship and Sex Education policy and adhere to the policy for Visiting Speakers. A teacher will be present throughout these lessons.

Withdrawal from RSE:

The school aims to keep parents informed about all aspects of the RSE curriculum and urges parents to review this policy. RSE is a vital part of the school curriculum and supports the whole development of the child. Parents have the right to withdraw their child from some or all of the Sex Education delivered as part of statutory RSE. Parents cannot withdraw their child from Relationships Education. Any parents considering withdrawing their child from Sex Education should contact the Assistant Head Pastoral to discuss their concerns and will be invited to discuss the curriculum content, materials and resources.

Should parents then still decide to exercise their right to withdraw, school will remind parents of their obligation to provide alternative Sex Education at home, using information available from the DfE. School staff will make arrangements for the setting

of alternative work and the supervision of the pupil concerned during timetabled Sex Education lessons.

Review and evaluation:

The educational and personal needs of our pupils develop in line with varying societal pressures and other changes. For this reason we regularly review our RSE curriculum.

Relationship and Sex Education is rooted in the framework for PSHE and the framework for PSED for EYFS and aspects are also taught in science lessons.

These are the key issues for primary school children.

- to be able to name body parts and describe how their bodies work
- to develop effective relationships through building confidence in talking, listening and thinking about feelings and relationships.
- to assume greater personal responsibility and be able to protect themselves.
- to be prepared for physical and emotional changes at puberty

At Homefield Prep School, we believe that the responsibility for Sex Education is a shared role between parents and school. Parents are invited into school or to a Teams meeting to listen to and view the material that will be presented and discuss the information which will be shared with their sons.

At Homefield, we recognise that this is not just about biological fact and aim to ensure that information is delivered with understanding and sensitivity.

Aims of Relationships and Sex Education

- to promote the spiritual, moral, cultural, mental and physical development of pupils
- to complement and support the work of parents
- to prepare pupils to cope with the physical and emotional challenges of growing up
- to give pupils an elementary understanding of human reproduction
- to support the personal and social development of all pupils
- to understand the characteristics of positive, healthy relationships.
- to support emotional and mental wellbeing
- to offer balanced and factual information appropriate to the age and maturity of the pupils, acknowledging the moral, religious and ethical issues involved

Objectives of Relationships and Sex Education at Homefield Preparatory School

- to recognise the value of loving and caring relationships and the characteristics of healthy family life
- to recognise that other families sometimes look different from theirs, but that they should respect those differences and know that other children's families are also

characterized by love and care

- to discover what pupils know, understand, think and feel and identify their needs
- to recognise that healthy friendships are respectful, positive and welcoming towards others and do not make others feel lonely or excluded
- to create a programme for progressive and differentiated learning which caters for pupils' needs and is sensitive to individuals and groups
- to encourage unembarrassed acceptance of sexuality by providing appropriate vocabulary for all parts of the body and encourage positive attitudes to all bodily functions
- to generate an atmosphere where questions and discussions on sexual matters can take place without embarrassment
- to counteract misunderstanding on how the body functions
- to enable pupils to accept variation in rates of growth and development (physical, emotional, social) and in ages when puberty or social activities commence
- to provide constant reassurance that change is part of the life cycle and to give help in adjusting to these changes

How is Sex Education taught?

Some aspects of Sex Education are delivered through cross-curricular topics or in timetabled PSHE and Science lessons. RSE is taught in class groups or year groups and teachers respond to pupils' questions as and when they arise. There is also a specific question box in the classroom for pupils to ask anonymously should that make them feel more comfortable to ask a question.

Planning and Assessment

Long term, medium term and short term planning documents show knowledge covered by the schemes of work based on school guidelines. The school subscribes to the PSHE Association for guidance.

What is taught in RSE?

The school follows the curriculum set out by the PSHE Association.

The teaching of all RSE is set within a clear, balanced, sensitive and moral framework in which pupils are encouraged to consider the importance of respect for self and others, acceptance of responsibility and sensitivity.

Knowledge, skills and understanding.

- to understand physical development at the appropriate stage
- to develop self-respect and understanding of the opinion of others
- to learn to manage relationships
- to learn to make informed choices
- to make choices with an absence of prejudice

- to appreciate and manage results of choices
- to learn the value of respect, love and care
- to explore and consider moral values

Curriculum coverage:

EYFS and KS1

- to know and understand that they have some control over their actions and bodies
- to know and understand the ways in which they are like and different from others
- to know and understand that humans, animals and plants can reproduce
- to know and understand the needs of babies and young people
- to be aware that their feelings and actions have impact on others
- to recognise the main external parts of the bodies of humans
- to have considered the similarities and differences between people
- to know and understand that families are special for caring and sharing
- to know and understand about safe places to play and safe people to be with
- to be able to identify and talk with someone they trust
- to be able to identify and share their feelings with others

Key Stage 2: Year 3 and Year 4

- to know and understand about keeping themselves safe when involved with risky activities
- to be able to respect other people's viewpoints and beliefs
- to be able to recognise their own worth and identify positive things about themselves
- to listen and support their friends and manage friendship problems
- be able to express opinions; for example, about relationships and bullying
- to discuss moral questions
- to identify adults they can trust and who they can ask for help
- to be confident in a wide range of new situations, such as seeking new friends
- to have considered why being different can provoke bullying and why this is unacceptable
- to have considered the need for trust and love in established relationships
- to understand the changing emotions with friends and family and be able to express their feelings positively
- to recognise the pressure of unwanted physical contact and know ways of resisting it
- to have considered the diversity of lifestyles
- to know and begin to understand how the media impacts on forming attitudes

KS2: Year 5 and Year 6

- to know and understand why being different can provoke bullying and know why this is unacceptable
- to know and understand that the life processes common to humans and other animals include growth and reproduction

- to know and understand about the main changes of the human life cycle including menstruation
- to know and understand that the human life processes common to humans and other animals include growth and reproduction
- to know and understand about keeping themselves safe when involved in risky activities
- to have considered others' points of view including their parents or carers
- to listen and support their friends and manage friendship problems
- to recognise their own worth and identify positive things about themselves
- to respect other people's viewpoints and beliefs
- be confident in a wide range of situations, such as seeking new friends
- to recognise the need to balance the stresses of life in order to promote their own well-being
- to recognise the pressure of unwanted physical contact and know ways of resisting it
- to identify adults they can trust and who to ask for help
- to have considered the diversity of values and customs in the school and in the community
- to gain an understanding of life cycles including the main stages of human life

KS3: Year 8

- to know how to manage influences on beliefs and decisions about group-think and persuasion
- how to develop self-worth and confidence
- about gender identity, transphobia and gender-based discrimination
- how to recognise and challenge homophobia and biphobia
- how to recognise and challenge racism and religious discrimination
- the qualities of positive, healthy relationships
- how to demonstrate positive behaviours in healthy relationships
- about gender identity and sexual orientation
- about forming new partnerships and developing relationships
- about the law in relation to consent
- that the legal and moral duty is with the seeker of consent
- how to effectively communicate about consent in relationships
- about the risks of 'sexting' and how to manage requests or pressure to send an image
- about basic forms of contraception, e.g. condom and pill

Equal Opportunities

Children have equal access to the Sex Education curriculum unless specifically withdrawn from this provision by their parents.

In line with the equal opportunities provision in the PSHE policy we:-

- Actively promote non-sexist language
- Discuss issues of equal opportunities
- Develop a positive attitude to variety and difference

Extra care will be taken to ensure sensitivity is shown towards children whose maturity, experience of family life, sexual knowledge and moral framework is a cause of concern.

Monitoring the Sex Education Policy

The PSHE co-ordinator will have responsibility to monitor the effectiveness of the planning and organisation of Sex Education.

The RSE policy of Homefield Prep School will be reviewed and updated yearly.

1. Dealing with Sensitive Issues

Teachers will use their professional judgement to answer pupil questions appropriately (DCSF SRE draft guidance 2010 section 4.2). In situations where it is felt that a question infringes personal boundaries, pupils will be advised to speak to their parents or carers, another member of staff or, if deemed appropriate, advised as to where they may be able to access the information they require.

Through their subject specialism and through the provision of CPD to satisfy identified training needs, teachers will be in a position to anticipate and respond appropriately to issues relating to:

- Religious belief
- Homophobia
- Teenage pregnancy
- Inclusion of pupils with learning difficulties/disabilities

Should teachers have concerns about particular issues arising, they should approach and will be supported by the Assistant Head Pastoral.

2. Parents and Carers

The school will ensure that parents / carers:

- have access to the policy and information relating to its practice
- are encouraged to talk to their children about issues relating to sex and relationships
- are provided with support to undertake such conversations
- are involved in the review of policy relating to sex and relationships education

3. Monitoring and Review

Sex and Relationships Education and its policy are reviewed annually by the Assistant Head Pastoral, in consultation with the Head of Science, and the Head of TPR. In addition, pupils and parents are invited to review and offer feedback on the policy (DCSF SRE draft guidance 2010 section 3.2, 3.8 and 3.9).

Appendix 1

CONFIDENTIALITY STATEMENT (DCSF SRE draft guidance 2010 section 4.3)

Aim

To ensure that all members of the school community understand their respective roles in relation to confidentiality

Pupils

The school will ensure that pupils:

- know that teachers cannot offer unconditional confidentiality
- are reassured that their best interests will be maintained
- know that if confidentiality has to be broken, they will be informed first and then supported as appropriate
- are encouraged to talk to their parents or carers and are provided with support to do so
- are informed of alternative sources of confidential help, for example, the school welfare assistant, counsellor, GP or local young person's advice centre

Parents/carers

The school will ensure that parents / carers

- are fully informed of the school's policy and practice
- understand the school's policy in relation to confidentiality

Staff

The school will ensure that staff understand:

- the school's policy in relation to confidentiality;
- that they cannot offer unconditional confidentiality to pupils;
- the boundaries agreed by the school in relation to sensitive issues;
- the agreed procedure for recording and reporting disclosures and the nature of access to this information

Specialist Agency Involvement

Outside agencies working with the school will work within the agreed framework for Agency Involvement.

Outside the teaching situation, health professionals such as school nurses can give one-to-one advice or information to a pupil on a health related matter and exercise their own professional judgement as to whether young people have the maturity to consent to medical treatment. (The criteria for making such a decision can be found in the Fraser guidelines). Any competent young person, regardless of age, can independently seek medical advice and give valid consent to treatment.

Boundaries

The following has been agreed by school staff:

- If there is any possibility of abuse, school's child protection procedure should be followed.
- If a pupil discloses information at an inappropriate time or place, the teacher should talk again individually to the pupil before the end of the school day.
- If the teacher is unclear about the seriousness of the disclosure, it is important to try to clarify the issue with a trusted colleague, without giving the name of the pupil, before deciding to share the information.