

Relationships & Sex Education



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Relationships & Sex Education

Introduction

The objective of Relationships and Sex Education (RSE) is to support pupils through their physical, emotional, mental, social, and moral health and development. The curriculum is designed as a preventative education that helps pupils learn to respect themselves and others, take responsibility for their actions, and develop the personal knowledge and skills needed to make informed, responsible decisions. This includes preparing them to navigate both the offline and online world with confidence as they move from childhood through adolescence into adulthood.

As the Eltham College Family of Schools, we value an inclusive and sensitive approach to the teaching of RSE. Our curriculum is research-based and aligns with the schools' values to create a safe and supportive environment for our pupils.

RSE is important because it supports pupils to be safe, healthy, respectful, informed, and confident. It contributes to safeguarding by helping pupils recognise healthy and unhealthy relationships, understand consent, identify risk, and know how to seek help. Through our RSE curriculum, we address and challenge stereotypes in order to protect pupils from discrimination, promote equality, and ensure all children feel valued and respected.

We define **Relationships Education** as learning about families, friendships, respectful relationships, online relationships, personal safety, and the skills pupils need to form healthy, positive, and safe relationships. We define **Sex Education** as learning about conception and birth, which also forms part of the National Curriculum for science.

Children and young people need knowledge and skills that enable them to make informed and ethical decisions about their wellbeing, health, and relationships. High-quality, evidence-based teaching of RSE prepares pupils for the opportunities and responsibilities of adult life and promotes their moral, social, mental, and physical development. Blackheath Prep views Relationships Education as a vital component of the PSHE curriculum across all age groups, and Sex Education as part of the Science and PSHE curriculum in Years 5 and 6. Children begin learning about changing and growing (puberty) from Year 4.

Our RSE provision reflects our school values and our commitment to equality, inclusion, respect, dignity, and safety. We ensure RSE is inclusive and meets the needs of all pupils, including those with SEND, by adapting teaching, resources, and assessment so that all pupils can access essential learning.

Statutory requirements

The Department for Education's statutory requirements (July 2025) mean that all primary schools must teach Relationships Education and Health Education, and all secondary schools must teach Relationships and Sex Education and Health Education. This guidance is issued under section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

At Blackheath Prep we teach RSE as set out in this policy.

Aims and objectives of relationship and sex education

We believe the school curriculum should be one which:

Is age-appropriate, developmentally appropriate and carefully sequenced to build knowledge and skills progressively and support safe decision-making.

Teaches the foundations of positive, respectful relationships and appropriate behaviour across friendships, families and wider relationships, both offline and online.

Promotes positive emotional and mental wellbeing, including the role of healthy relationships.

Equips pupils to recognise and report abuse, with a clear focus on boundaries, privacy, consent and rights over their own bodies in all contexts, including online.

Includes age-appropriate sex education, preparing pupils for puberty and adolescence and teaching human reproduction and conception in line with the science curriculum.

Is inclusive, relevant and responsive to pupils' needs, informed by pupil voice, local context and SEND considerations.

Works in partnership with parents/carers, ensuring transparency, access to materials and respect for the right to withdraw from sex education.

Is delivered by trained staff using safe, supportive and interactive approaches, underpinned by safeguarding.

Promotes a positive, respectful culture that challenges harmful behaviours and stereotypes.

Is embedded within a whole-school approach to wellbeing, relationships and safeguarding.

Curriculum

We have developed the curriculum in consultation with staff and parents, taking into account the age and needs of pupils and pupil voice. The PSHE Association is used to inform our planning in line with the DFE statutory requirements published in July 2025. Relationships education does not involve explaining the detail of different forms of sexual activity, but can cover sensitive topics such as sexual violence and inappropriate image sharing, in order to keep children safe.

Curriculum model (may not be taught in this order):

Year 1	Making friends: playing and learning together	Mental health and wellbeing	Celebrating me, you and our families	Safety at home	Being healthy	Showing kindness to ourselves and others
Year 2	Mental health and wellbeing	Keeping safe online	Me, my body and staying safe	Money and work	Safety outside the home	Looking back and moving on
Year 3	Me, my friends and belonging	Mental health and wellbeing	Building healthy habits	Making choices online	Keeping safe out and about	Looking out for each other
Year 4	Mental health and wellbeing	Exploring ways to manage risk	Forming respectful relationships	Money matters and news literacy	Me, my body and growing up	Families and growing together
Year 5	Friendships, stereotypes and bullying	Mental health and wellbeing	Positively engaging with our world	Respecting boundaries	Safe connections online	Embedding healthy habits and learning first aid
Year 6	Mental health and wellbeing	Managing money and online spending	Changes in puberty (and sex education)	Drug education: assessing risk and managing influences	Developing our AI literacy	Looking to the future

Nursery and Reception

In Early Years, Relationships Education is covered in Personal, Social and Emotional Development (PSED) under the headings of:

- Self-confidence and self-awareness
- Managing feelings and behaviour
- Making relationships
- Supporting wellbeing

Year 1 to Year 6

Relationship Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Healthy and caring friendships
- Respectful and kind relationships
- Online safety and awareness
- Being safe

The curriculum is taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their family circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers and children born through IVF, 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). These structures are fully integrated into the programme of study rather than delivered as stand-alone lessons.

The teaching of puberty will begin in Year 4, including the physical and emotional changes and building children's confidence in the Talk PANTS rule. Children in Year 4 will learn about menstruation, wet dreams and personal hygiene during these lessons. In Year 5, children will learn about consent, personal boundaries and look at how to

keep safe. In Year 6, the children will revisit puberty and learn how a baby is made in simple terms, while also partaking in discussions around sharing inappropriate images.

Our RSE curriculum is set out as per Appendix A, but we may need to adapt it as and when necessary.

Delivery

Relationships Education is taught within the personal, social, health and economic (PSHE) education curriculum by Form Teachers. Throughout all ages and stages, these sessions are taught whole class as each individual should learn about the changes which happen to all bodies, not just their own.

In RSE lessons, teachers will use 'ask it baskets' to answer children's questions. If the questions are outside the curriculum remit, these questions will be communicated with the parents. If children write questions anonymously in the baskets, they will be answered as a whole class. If they ask a question with their name on it, these will be answered individually.

Accessibility of content / SEND

Our pupils have different needs based on their emotional and physical development, life experiences, and learning differences, but we aim to ensure that all pupils can access the RSE curriculum. Teachers will plan and deliver work in a variety of ways, in order to meet the needs of individual pupils. Where necessary, SEND pupils who need an adapted approach may access this with an additional adult.

The Head

The Head is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-science components of RSE covered in Year 6. These are managed in the first instance by the PSHE Lead.

Through the PSHE Lead, the Head ensures that both staff and parents are informed about the RSE Policy, and that the Policy is implemented effectively. It is also the Head's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity. The Head may delegate responsibility to another member of the SLT or PSHE Lead for these actions, although they remain accountable at all times for the school's provision.

Staff

Staff are responsible for:

- Delivering RSE in an age-appropriate, sensitive way
- Modelling positive attitudes to RSE
- Challenging stereotypes and discriminatory language
- Modelling scientific and age-appropriate vocabulary
- Monitoring progress
- Responding to the needs of individual pupils
- Reporting on safeguarding concerns
- Show openness and transparency with parents
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory 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 PSHE Lead.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Monitoring and evaluation

The PSHE Lead and SLT monitor the RSE Policy on an annual basis. They consider any comments from parents about the RSE programme and make a record of all such comments. Pupils' development in RSE is monitored by the class teachers as part of our internal assessment systems. Staff feedback, pupil interviews, parental feedback, book looks and lesson observations are used to review the impact and effectiveness of the curriculum. Pastoral care and safeguarding are tracked and inform the RSE Policy and curriculum. Where appropriate, reviews may involve consulting parents.

Sex Education and Puberty

Sex education is only taught in Year 6 in the lesson 'How a baby is made' (example resources attached in Appendix C).

Puberty is not part of Sex Education, but a statutory requirement of Health Education. Puberty teaching begins in Year 4 and continues throughout Year 5 and 6.

Parental rights

Parents do not have the right to withdraw their child from Relationships and Health Education as covered in PSHE lessons. At the beginning of the academic year, parents receive a curriculum overview, via the school website, for PSHE so they can see which topics are being covered and when. All parents and carers of children are informed about the content being covered in Sex Education. We recognise that parents have the final decision about their child's sex education. Some of the topics discussed may be deemed inappropriate to the background and beliefs of individual parents and their child. In such cases, we fully respect and uphold the rights of parents to withdraw their child from aspects of the curriculum. Alternative arrangements will be made for pupils in these circumstances. The right to withdraw from lessons relates only to Sex Education and not to the teaching of the biological aspects of human growth and reproduction in science. Parents can contact the PSHE Lead or SLT if they would like to withdraw their child from such lessons. See Appendix B for template of letter sent.

Confidentiality

If, in the event of a child revealing any information where, in the opinion of the member of staff, the child may be at some risk, there is a designated procedure which must be followed. The matter will be reported immediately to the school's Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL). They will decide whether to inform the parents and/or appropriate authorities.

APPENDIX A: Relationships and sex education curriculum

The RSE curriculum is covered within the PSHE curriculum. Please see the PSHE policy for details of the curriculum.

Pre- Prep curriculum: [PSHE Pre Prep PROGRESSION MAP for website.docx](#)

Prep curriculum: [PSHE Prep Progression Map Sept 2026.docx](#)

APPENDIX B: Example letter to parents regarding Relationships and Sex Education

Dear Parents and Carers

As we begin/approach the Summer Term, we would like to take this opportunity to share some information about our Personal, Social, Health and Economic (PSHE) education programme.

PSHE education plays an important role in supporting pupils' personal development, wellbeing and preparation for life now and in the future. It is the curriculum subject that gives children the knowledge, understanding, strategies and practical skills to live safe, healthy and productive lives to meet their full potential.

As part of PSHE education, we deliver Relationships, Sex and Health Education (RSHE) in line with the DfE statutory requirements. RSHE is designed to be age-appropriate, inclusive and respectful, and teaching takes place in a safe and supportive learning environment, underpinned by our school ethos and values.

Our RSE Policy

We encourage all parents and carers to read our RSE policy, which is available on the school website. This policy includes:

An outline of our Relationships and Sex Education curriculum:

How it is taught and who is responsible for teaching it.

How pupils' questions are handled in the classroom.

How parents can view curriculum materials.

The process for parents to request withdrawal from all or some elements of sex education, in line with statutory guidance.

How content is made accessible to all pupils, including those with special educational needs or disabilities (SEND).

PSHE curriculum and sample materials.

Curriculum

An overview of our PSHE education curriculum can also be found on our website. This provides further detail about what pupils will learn in each year group.

Questions or queries

We recognise that parents and carers may have questions about PSHE education. If you would like to discuss any aspect of the curriculum, policy, materials or teaching methods, please contact the PSHE Lead in the first instance.

We value working in partnership with parents and carers and appreciate your continued support in helping our pupils grow into confident, healthy and respectful young people.

Yours sincerely

PSHE Lead

APPENDIX C: Year 6 Sex Education Lesson Resources

Examples:



How a baby is made

Y6 Lesson 4

Loving relationships

Discuss the different ways in which people might show their love and care for each other.



Sex and consent

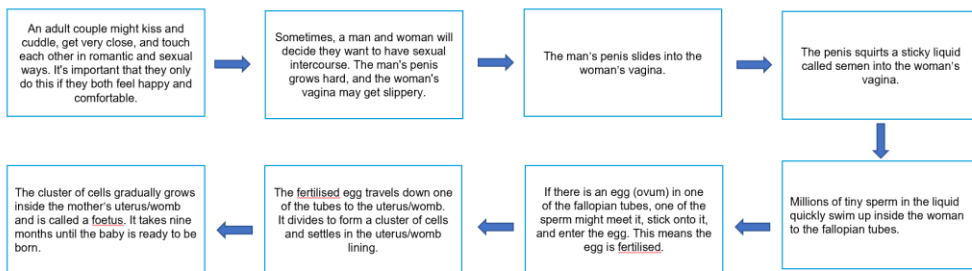
Sex is one way that adults, in different and same-sex couples, may choose to show love and care for each other, and also to feel good or close to each other.

It is also how babies are made without medical intervention.

What is meant by consent?

How a baby is made

With your group, put the cards in the order that explains how a baby is made through sexual intercourse.



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Pregnancy statements

Match the two halves of the statements together.

- A baby can be made by.... having sexual intercourse, or through IVF, assisted conception or surrogacy.
- Twins are made when.... two sperm find two eggs, or the egg splits and develops into two babies.
- A pregnancy is usually.... 9 months long.

Pregnancy statements

Match the two halves of the statements together.

- A baby is born through.... the vagina, or a 'caesarean section'.
- People who don't want to make a baby when they have sex can use something called.... contraception.
- The first few weeks or months of pregnancy.... can cause feelings of sickness and tiredness.

Appendix D: Year 6 'Pick your Pics' Resources

What is our starting point?

Sami likes to share photos with their friends.

1. What sort of photos do you think Sami might share?
2. How might they share them?
3. How might they feel about sharing and receiving photos?
4. What are the risks of sharing photos?
5. Are there any rules that the friends could have about the photos they share?



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To share or not to share?



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Are there any risks?



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'Flirty' photo

Hey Sami
Send me a flirty photo of yourself?



What do you think
the person means by
a 'flirty' photo?

How might Sami feel
about being asked to
send the photo?

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Group Rules

We need some rules for
sharing

What is ok to share, and
what isn't?

We're concerned about
image sharing

What do you think
their rules should be?

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2023.1	RSE curriculum updated.	July 2023	Assistant Head Academic
2025.1	New progression maps added. Content on puberty and menstruation in Y3 and Y4 clarified.	February 2025	Assistant Head Pastoral and PSHE Lead
2025.2	RSE curriculum and Letter to Parents updated	May 2025	Assistant Head Academic and PSHE Lead
2026.1	Update to meet the requirements of the new statutory guidance for September 2026	May 2026	PSHE Lead and Assistant Head Academic
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