

Document Control	
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RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

1. BPS Ethos and Aims.....	1
2. Policy Statement.....	2
3. Parental and staff involvement.....	3
4. Parental right to withdraw children	4
5. Teaching and learning objectives.....	4
6. Safeguarding.....	7
7. Monitoring, Reporting and Evaluation.....	7
8. Complaints.....	7
9. Other School Policies.....	8
10. Appendix (UL Guidelines).....	8

1. Ethos & Aims

At Banstead Prep School, we want every child to discover and embrace their individuality, independence and intellectual curiosity. We encourage all pupils to live our school values – **Be Respectful, Be Ready, Be Safe, Be Kind and Be Yourself** – so that they leave BPS as confident, compassionate and well-rounded individuals.

Our RSHE curriculum aims to provide **balanced, factual and age-appropriate education** that enables pupils to:

- understand the importance of friendships and positive connections
- communicate effectively and recognise unhealthy relationships

- make informed decisions and respond appropriately to different situations
- understand the legal framework around relationships, consent and safety
- reflect on their emotional development
- understand the consequences of their actions

2. Policy Statement

From September 2026, all primary schools must deliver RSHE in line with the **DfE RSHE Guidance (2025)**. Banstead Prep understands RSHE as lifelong learning about physical, moral and emotional development. It includes the importance of family life, stable and loving relationships, respect, love and care.

The aim of RSHE at Banstead Prep is to give pupils the knowledge and skills to develop **healthy, respectful relationships** of all kinds. Pupils will learn about:

1. families and people who care for them
2. forming and maintaining caring relationships
3. characteristics of healthy and respectful relationships, including online
4. how relationships affect physical and mental wellbeing
5. (at an age-appropriate stage) intimate and sexual relationships, including sexual health

Effective RSHE **does not encourage early sexual activity**. Instead, it builds self-esteem, confidence and respect for self and others.

RSHE is underpinned by the school's values and promotes honesty, integrity, courage, humility, kindness, generosity, trustworthiness and justice.

Compliance with 2026 Guidance

This policy reflects the following new statutory requirements:

- **Gender identity must not be taught** as a concept.
- **Sensitive content must follow new age thresholds** set by the DfE.
- **Parents must have full access to all RSHE materials** used in lessons.
- **Content must be factual, biologically accurate and politically neutral.**
- **Puberty must be taught before onset**, typically by Year 4.

3. Parental and staff involvement

The school will consult parents and staff when reviewing this policy (at least annually). Parents will be informed of curriculum content through:

- Information Booklets
- Banstead Bulletin
- Letters home
- Age-specific parental workshops

Before teaching puberty and human reproduction in Years 5 and 6, the Science Lead and Assistant Head Pastoral will hold an information session for parents.

Parents have the right to withdraw their child from **sex education that is not part of the science curriculum**, but **cannot withdraw from Relationships Education or Health Education**.

Requests must be made in writing to the Headteacher each term.

4. Roles and Responsibilities

- **All staff** share responsibility for responding appropriately to pupils' questions.
- **Form Teachers** deliver most RSHE content.
- **Assistant Head Pastoral** supports planning and delivery.
- **Deputy Head & Assistant Head Pastoral** review and evaluate RSHE provision.
- **Assistant Head Wellbeing** supports staff training and curriculum planning.
- **Governors** oversee the policy and monitor implementation.

5. Teaching and Learning Objectives

RSHE is taught through PSHCEE, Science and Form Time, with core units delivered in the **Spring Term**, and relationship themes revisited throughout the year.

EYFS & Key Stage 1

Pupils learn to:

- build appropriate relationships
- express emotions clearly
- understand personal space, privacy and consent

- use correct anatomical names
- understand life cycles and animal reproduction
- learn the NSPCC PANTS rule

Key Stage 2

Pupils learn to:

- recognise bullying, online risks and unsafe situations
- understand body changes and puberty (taught before onset)
- understand human reproduction (Year 5–6, factual and biological)
- develop emotional literacy and resilience
- understand consent, respect and boundaries
- recognise unhealthy relationships

Compliance with 2026 Age Thresholds

- **Puberty:** taught no earlier than Year 3 and no later than Year 4.
- **Human reproduction:** taught in Years 5–6 only.
- **Sexual content:** strictly factual, biological and age-limited.
- **No teaching of gender identity;** biological sex is taught factually.

6. Inclusion

Banstead Prep is committed to ensuring all pupils can access RSHE. We consider:

- SEND needs
- cultural and religious backgrounds
- age and developmental stage
- linguistic background

We teach respect for all families and individuals. We do **not** teach gender identity but we do teach respect, dignity and equality for all pupils, including those who may be LGBT+ or from LGBT+ families.

All planning is reviewed with the SENCO to ensure accessibility.

7. Safeguarding

Effective RSHE can lead to disclosures. Staff will follow safeguarding procedures and report concerns immediately to the **Designated Safeguarding Lead** or a **Deputy DSL**.

8. Monitoring, Reporting and Evaluation

- RSHE delivery is monitored through:
- lesson observations
- medium-term plans
- pupil voice (Pupil Parliament, Wellbeing Leaders)
- surveys and discussions
- Pupils reflect on their learning at the end of each unit.

9. Complaints

Any complaints about the relationship and sex education programme should be made in accordance with the school's usual complaints procedure.

10. Related Policies:

The RSE Policy should be read in conjunction with the other following School policies:

- Safeguarding Policy
- PSHCEE Policy
- Wellbeing Policy
- Behaviour Policy
- Equal Opportunities Policy
- Complaints Policy

RSHE Curriculum Map (2026) – Banstead Prep School

Overview

This curriculum map ensures:

- compliance with the **2026 statutory RSHE guidance**
- age-appropriate sequencing of sensitive content
- no teaching of **gender identity**
- factual, biological accuracy
- full parental transparency
- safeguarding integration across all year groups

EYFS (Reception)

Core Themes

- **Families** – love, care, different family structures
- **Friendships** – kindness, sharing, turn-taking
- **Emotions** – naming feelings, self-regulation
- **Safety** – trusted adults, NSPCC PANTS
- **Health** – hygiene, sleep, exercise

Biological Content

- Correct anatomical names (penis, vulva)
- Privacy and personal space

Year 1

Relationships

- **Belonging** to family and school
- Making and keeping friends
- Physical contact preferences
- Special people who help us

Health & Wellbeing

- Basic emotions
- Healthy routines (sleep, food, play)
- Safety in school and at home

Biological Content

- Life cycles (animals)
- Differences between male and female bodies (external only)

Year 2

Relationships

- Different types of families
- Conflict resolution
- Secrets vs surprises
- Trust and appreciation

Health & Wellbeing

- Growing from young to old
- Independence and responsibility
- Online behaviour basics

Biological Content

- External body differences
- Consent and boundaries
- Personal space and privacy

Year 3

Relationships

- Family roles
- Negotiation and compromise
- Online safety: who to talk to, what to share
- Global citizenship and empathy

Health & Wellbeing

- Emotions: grief, sadness, frustration
- Healthy choices (food, activity, rest)

Biological Content (New 2026 Requirement)

- **Introduction to puberty** (before onset)
- External body changes
- How babies grow (non-sexual, biological focus)

Year 4

Relationships

- Jealousy, loss and memories
- Friendships: falling out and repairing
- Respect and appropriate touch

Health & Wellbeing

- Coping with change
- Building confidence
- Environmental change and impact

Biological Content

- **Full puberty education** (statutory before onset)
- Physical and emotional changes
- Menstrual wellbeing

Year 5

Relationships

- Self-worth and identity (not gender identity)
- Online communication and safety
- Rights and responsibilities online
- Grooming risks and reporting

Health & Wellbeing

- Screen time and digital balance
- Healthy coping strategies

Biological Content

- Puberty for boys and girls (detailed)
- Body image
- **Human reproduction (factual, biological)**
- Growing responsibility

Year 6

Relationships

- Mental health literacy
- Power, control and coercion
- Assertiveness and boundaries
- Technology safety and digital footprints
- Respect and consent
- Healthy vs unhealthy romantic relationships

Health & Wellbeing

- Managing big emotions
- Transition to secondary school
- Online risks: sexting, pressure, manipulation

Biological Content

- Conception to birth (factual, biological)
- Physical attraction
- Puberty consolidation

Cross-School Safeguarding Threads

These are taught **every year**, increasing in complexity:

- **Consent**
- **Online safety**
- **Bullying & cyberbullying**
- **Trusted adults**
- **Reporting concerns**
- **Respect & equality**

Compliance with 2026 Statutory Requirements

Requirement	How This Curriculum Meets It
No teaching of gender identity	Only biological sex taught; respect taught without ideology
Age thresholds for sensitive content	Puberty Y3–4; reproduction Y5–6 only
Parental transparency	All materials available for review; parent workshops
Biological accuracy	All content factual, science-based
Safeguarding integration	Embedded across all year groups

UL Guidelines:

Health Education: Physical Health and Wellbeing – Primary Schools

Primary schools should focus on teaching the characteristics of good physical health and mental wellbeing, both of which are a part of normal, everyday life. This starts with pupils being taught the benefits of daily exercise, good nutrition and sufficient sleep, as well as giving children the language and knowledge to understand the normal range of emotions everyone experiences. This should equip children with the ability to articulate how they are feeling, to talk about their bodies, health and emotions, and determine whether what they are feeling and how they are behaving is appropriate and proportionate.

Once these building blocks are in place, content should move on to focus on how pupils can protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health problems and basic first aid. The positive two-way relationship between good physical health and good mental wellbeing, and the benefits of exercise and time spent outdoors, should be explored. The health and well-being benefits of hobbies, interests and community participation should also be covered. Delivery should also include the importance of balancing time spent on and off line, and for older children in primary school this should extend to why social media, computer games and online gaming have age restrictions.

Puberty should be covered in Health Education before its onset, so that pupils are prepared in advance for changes they will experience.

<p>Mental wellbeing</p>	<p>Pupils should know: That mental wellbeing is a normal part of daily life, in the same way as physical health. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. Simple self-care techniques, including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests.</p>
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	<p>Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> <p>That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p>Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p> <p>It is common for people to experience mental ill health. For many people who do, the problems can resolve if the right support is made available and accessed, especially if they access support as early as possible.</p>
<p>Internet safety and harms</p>	<p>Pupils should know:</p> <p>That for most people the internet is an integral part of life and has many benefits.</p> <p>About the benefits of balancing time spent on and offline, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</p> <p>How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p> <p>Why social media, some computer games and online gaming, for example, are age restricted.</p> <p>That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> <p>How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p> <p>Where and how to report concerns and get support with issues online.</p>
<p>Physical health and fitness</p>	<p>Pupils should know:</p> <p>The characteristics and mental and physical benefits of an active lifestyle.</p> <p>The importance of building regular exercise into daily and weekly routines and how to achieve this, for example a daily active mile or other forms of regular, vigorous exercise.</p> <p>The risks associated with an inactive lifestyle (including obesity).</p> <p>How and when to seek support including which adults to speak to in school if they are worried about their health.</p>
<p>Healthy eating</p>	<p>Pupils should know:</p> <p>What constitutes a healthy diet (including understanding calories, and nutritional content).</p>

	The principles of planning and preparing a range of healthy meals. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	Pupils should know: The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	Pupils should know: How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. About personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing. The facts and science relating to allergies, immunisation and vaccination.
Basic first aid	Pupils should know: How to make a clear and efficient call to emergency services if necessary. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	Pupils should know: Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. About menstrual wellbeing including the key facts about the menstrual cycle.

Through effective Relationship Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. These subjects complement Health Education as part of a comprehensive programme and whole school approach.

By the end of Primary School:

Families and people who care for me	Pupils should know: <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
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	<p>children and other family members, the importance of spending time together and sharing each other's lives.</p> <ul style="list-style-type: none"> ▪ That other 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 for them. ▪ 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/civil partnership 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.
<p>Caring Friendships</p>	<p>Pupils should know: 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, 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, how to manage these situations and how to seek help or advice from others, if needed.</p>
<p>Respectful relationships</p>	<p>Pupils should know: 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.</p>

	<p>What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults.</p>
Online relationships	<p>Pupils should know:</p> <p>That people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>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.</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>How information and data is shared and used online.</p>
Being safe	<p>Pupils should know:</p> <p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>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.</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>How to respond safely and appropriately to adults (in all contexts, including online) they may encounter who they do not know.</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>How to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.</p> <p>Where to get advice from e.g. family, school and/or other sources.</p>