



WREKIN
PREP

Relationships, Sex and Health
Education (RSHE) Policy
2025 - 2026

Last review: January 2026 (Mr Alan Grant)

Date for next review: September 2026

Relationships and Sex and Health Education (RSHE) Policy

Contents

- Policy Update
- Section 1
- 1. Policy Statement
- 2. Legal and Regulatory Framework
- 3. The Context of our RSHE Policy
 - Section 2 Our RSHE Policy
 - A. Introduction
 - B. Our Aims for RSHE
 - C. Delivering Our RSHE Curriculum
 - D. Responsibilities for Curriculum Delivery and Policy Implementation
 - E. Teaching Methodologies
 - F. Inclusion
 - G. Resources
 - H. Use of Visitors to Support RSHE
 - I. Safeguarding and Child Protection
 - J. Staff Training
 - K. Role of Governors
 - L. Pupil Participation
 - M. Working with Parents/Carers and our School Community
 - N. Monitoring, Evaluating and Reviewing Our RSHE Policy
- Section 3 Sensitive Issues

Policy Update

This Relationships, Sex and Health Education (RSHE) Policy has been developed in readiness for the statutory changes coming into effect in September 2026. In order to ensure a smooth and well-planned transition, the school has chosen to adopt and embed these changes within our current practice. This is supported by our chosen PSHE scheme, *1st Decision*, which has already produced high-quality, age-appropriate resources that fully reflect the updated guidance and expectations.

As this is a new policy, we recognise the importance of working in partnership with parents and carers. Parents are therefore invited to view this policy and are encouraged to provide feedback, ensuring that our RSHE provision remains transparent, inclusive and reflective of the values of our school community.

Section 1

1. Policy Statement

Wrekin Prep School is a co-educational independent prep school inspected by the Independent Schools Inspectorate (ISI). This policy sets out the school's approach to Relationships, Sex and Health Education (RSHE) in line with statutory requirements for independent schools in England and relevant Department for Education (DfE) guidance.

RSHE at Wrekin Prep aims to support pupils' personal development, wellbeing, and safeguarding, and to prepare them for the opportunities, responsibilities, and experiences of later life. Teaching is age-appropriate, inclusive, and sensitive to the needs of all pupils, while respecting the school's ethos and the views of parents.

2. Legal and Regulatory Framework

This policy has regard to the following: - Children and Social Work Bill 2017 - Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulations 2019 - DfE Statutory Guidance: *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (most recent version) - Education (Independent School Standards) Regulations 2014 - ISI Regulatory Requirements - Keeping Children Safe in Education (KCSIE) - Equality Act 2010 - Education Act 2002

As an independent primary school, Wrekin Prep is required to provide: - Relationships Education - Health Education Sex Education is not statutory at primary level but is taught in an age-appropriate manner as part of the school's broader PSHE provision.

3. The Context of our Relationship Sex and Health Education Policy

a) Our School's Beliefs about RSHE

We believe RSHE is learning about emotional, social and physical aspects of growing up and about ourselves and our relationships. It enables young people to develop essential life skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships and staying safe, both on and off line. It should equip young people with information about the body, conception, sex and sexuality. It will help young people to develop skills to keep themselves and others safer, both physically and emotionally. RSHE will enable young people to explore respectfully, their own attitudes and those of others.

b) Working together

Together, we are committed to working towards the implementation and development of the following entitlements.

Children are entitled to:

- Accurate, up-to-date, useful and appropriate information delivered in a way that meets their individual needs
- A well-planned, well-delivered RSHE programme, encompassed within the PSHE lessons; which is flexible to cater for their changing needs over time
- Know where and how to access information, support and local services
- Be informed about issues of confidentiality and how it affects them
- Have their views and ideas received in a respectful and non-judgmental manner

Adults working with children are entitled to:

- Mutual understanding of roles and responsibilities in relation to the planning and delivery of RSHE
- Contribute their views and ideas in support of the development of RSHE for children
- Professional guidance and support
- Opportunities to share good practice
- Be informed about issues of confidentiality and procedures to be followed.

Parents, carers and other adults in the community are entitled to:

- Accessible, accurate, up-to-date, information delivered in a way which meets their needs
- A safe and supportive environment for their children
- Information on how and when RSHE is taught
- Understand their responsibilities in relation to RSHE policy and curriculum
- Be informed about issues of confidentiality and how it affects them and their children
- Have their views and ideas received in a respectful, non-judgmental manner.

Section 2

Our Relationships Sex and Health Education Policy

a) Introduction

Our work in RSHE is set in the wider context of our school values, ethos and aims.

- *We promote a healthy, safe and caring environment for all pupils and staff.*
- *We provide a broad and balanced curriculum for all our pupils, which values their diverse backgrounds and needs.*
- *We promote pupil's self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.*
- *We prepare our pupils to confidently engage with the challenges of adult life.*
- *We provide sufficient information and support to enable our pupils to make safe choices.*
- *Through an enriched curriculum, we provide children with opportunities to develop the necessary skills to manage their lives effectively.*
- *We help our children to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood.*
- *We create a wider awareness of religious and moral values within a Christian framework and respect for other races, religions and ways of life.*

This RSHE Policy will be made available to staff *and parents, through the school website.*

We are engaged in the following areas of work, which support this policy and the delivery of effective RSHE: *1st Decision – online scheme.*

Our RSHE policy is the responsibility of the governing body and has been developed by the Head of PSHE, reviewed by the Head, discussed by the SLT. The policy will then be reviewed by the parents and amendments made accordingly. Once all these steps have been covered the governing body will confirm the policy for its implementation from September 2026 (as per government guidelines). However, we will be looking to implement the changes as soon as possible.

Our Policy also reflects recommendations from [OfSTED](#), ISI and the [Sex Education Forum](#).

We believe that provision of high quality RSHE supports us in fulfilling other statutory duties:

- Education and Inspection Act 2006 describes our duty to promote pupil wellbeing
- Keeping Children Safe in Education sets out our responsibilities for safeguarding and the requirement to be alert to signs of female genital mutilation (FGM), child sexual exploitation (CSE) and peer on peer abuse, including sexual abuse and sexual harassment.

b) Our Aims for RSHE

All adults will work towards achieving these aims for RSHE in our school. We seek to enable our children to:

- *develop interpersonal and communication skills*
- *develop positive values and a moral framework that will guide their decisions and behaviour*
- *develop understanding of the value of marriage, stable relationships and family life as a positive environment for bringing up children*
- *respect themselves and others, their views, backgrounds, cultures and experiences*
- *develop loving, caring relationships based on mutual respect*
- *name the private parts of the body using scientific terms confidently and communicate with trusted adults to keep themselves safe*
- *understand the process of human reproduction*
- *understand the reasons for and benefits of delaying sexual activity*
- *be prepared for puberty and the emotional and physical effects of body changes*
- *understand the attitudes and skills needed to maintain their sexual health*
- *recognise and avoid exploitative relationships*
- *have opportunities throughout their schooling to address RSHE in an age-appropriate way*
- *value, care for and respect their bodies*
- *access additional advice and support.*

c) Delivering our RSHE curriculum

Our RSHE Curriculum is consistent with Relationships Education and Health Education (July 2025 guidelines) along with the new Government guidelines that are to be implemented in September 2026.

We consider RSHE to be a continuous process of learning, which begins well before the children enter our school and continues into adulthood. We have planned a progressive curriculum appropriate to each age group. To varying degrees, all adults working with children have a part to play in supporting the delivery of RSHE which is embedded within our PSHE curriculum.

The objectives of the RSHE Curriculum will be taught in:

- PSHE through designated lessons, focused events, themed weeks.
- Other Curriculum areas, especially *Science, RS, PE, Games and English*.
- Enrichment activities, especially *our assembly programme, Police initiative programmes, involvement in school trips and adventurous activities*.

RSHE objectives are planned into our PSHE and Science teaching programme as highlighted in the current schemes of work.

Objectives covered through our 1st Decision scheme:

Relationships Education Objectives (Primary)

Pupils will be taught to:

- Develop positive, respectful and caring relationships with peers and adults
- Understand the importance of kindness, empathy, honesty and trust in friendships
- Recognise different types of families and know that loving, stable relationships are important for wellbeing
- Learn how to resolve conflicts peacefully and communicate feelings appropriately
- Understand the concept of personal boundaries and the importance of respecting others

- Recognise bullying behaviours (including online) and know how to seek help
- Understand what makes a relationship healthy or unhealthy
- Learn how to stay safe online and manage digital relationships responsibly

Sex Education Objectives (Primary – age appropriate)

Pupils will be taught to:

- Use the correct names for body parts in an age-appropriate and respectful way
- Understand how bodies change as children grow, including basic knowledge of puberty
- Recognise similarities and differences between boys' and girls' bodies
- Understand the importance of personal hygiene and self-care
- Learn about privacy, consent and keeping themselves safe
- Know who to talk to if they feel worried, unsafe or confused

(Sex education beyond the statutory content - conception, is delivered in line with school values and with parental permission.)

Health Education Objectives (Primary)

Pupils will be taught to:

- Understand the importance of physical health, including exercise, sleep and healthy eating
- Recognise the benefits of a balanced lifestyle for overall wellbeing
- Learn strategies for managing emotions, stress and worries
- Develop resilience, confidence and self-esteem
- Understand how to keep themselves safe, including road safety and basic first aid awareness
- Learn how to ask for help and support for their mental and emotional health
- Recognise the importance of personal responsibility and making safe choices

Overarching PSHE / RSHE Aims (1st Decision aligned)

- To promote pupils' spiritual, moral, social and cultural development
- To support pupils in becoming confident, healthy, respectful and responsible individuals
- To encourage inclusive attitudes and respect for diversity
- To equip pupils with skills to make informed and safe decisions
- To support safeguarding and pupil wellbeing across the whole school

We understand that at times children will benefit from varying methods of delivering the RSHE curriculum. For example, *we will use single-sex groups or small group teaching where this will help us to meet the needs of children more effectively. We will use team teaching where this enables us to best use teacher expertise.* We will ensure there are positive educational reasons for each method of delivery.

d) Responsibilities for Curriculum Delivery and Policy Implementation

- We regard it as the shared responsibility of all adults working in the school to respond appropriately to a child's request for information and advice. All staff are encouraged to access support from colleagues where necessary.
- The RSHE curriculum will primarily be delivered by *Class teachers/ PSHE specialist teacher, Science specific teachers.*

- Those delivering RSHE will have responsibility for assessing children's needs and selecting appropriate activities and methodologies to meet these needs, supported by the *PSHE Co-ordinator*.
- The *PSHE Co-ordinator* is responsible for reviewing and evaluating RSHE at our school. The *PSHE Co-ordinator* will report to the *Head* in this task.
- Staff will be assisted in their planning and delivery of the 'Curriculum for RSHE' by the *PSHE Co-ordinator* who will, with support, *provide lesson plans and activities for colleagues, collate assessments, liaise with PSHE advisors, plan INSET to meet staff needs and liaise with visitors who support the RSHE curriculum.*
- Governors hold responsibility for the RSHE Policy and will be assisted in monitoring its implementation by *the PSHE Co-ordinator/ Head / Staff.*

e) Teaching Methodologies

Ground Rules: RSHE is taught in a safe, non-judgemental environment where children are confident that they will be respected. Specific ground rules will be established at the beginning of any RSHE work, in addition to those already used in the classroom. The pupils will be made aware of any sensitive issues and given the security that if they do not feel comfortable with the subject matter that there is alternative provision for them. They will cover the following areas:

- Appropriate use of language
- The asking and answering of questions
- Strategies for checking or accessing information.

Answering Questions: We acknowledge that sensitive and complex issues will arise in RSHE, as students will naturally ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RSHE. As a first principle, we will answer questions relating to the planned curriculum for that age group or below to the whole class. We will answer questions relating to areas beyond the planned curriculum for that age group, in a sensitive and age-appropriate way, only to the student/s who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it, they will seek guidance from the *PSHE leader who will in turn seek advice if needed from the Head.*

When answering questions, we shall ensure that sharing personal information by adults, students or their families is discouraged. Where the question indicates the need for pastoral support, the conversation will be deferred to a time outside the teaching session and other colleagues may be involved. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, coercion or sexual exploitation, teachers will pass this information to the DSL for child protection in line with school Safeguarding and Child Protection policy.

Distancing Techniques: In order to protect children's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we will use *fiction, puppets, case studies, role-play, videos*, share ideas and opinions and to practise their decision-making skills in a safe learning environment.

f) Inclusion

We understand the importance of ensuring that all children in our school receive their entitlement to RSHE. We will carefully consider special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background when planning and delivering PSHE/RSHE.

In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding.

In order to ensure the RSHE Curriculum meets the needs of all:

- We will not promote one particular lifestyle over another.
- We will not seek to gain consensus, but will accept and celebrate difference.
- We will encourage respect and discourage abuse and exploitation.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

In relation to those with special educational needs or disability, we will review our RSHE programme to ensure that provision is made for those with additional needs. We will consider:

- their level of vulnerability
- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image
- the need to involve all staff, led by the SENDco
- the management of personal care
- clarity about sources of support for pupils.

g) Resources

We will primarily use the *1st Decision online platform* and the resources recommended within it when planning and delivering the RSHE objectives within the PSHE curriculum. Each class has a one hour timetabled lesson dedicated to PSHE.

Within the *1st Decision* online platform, there is a section titled (SIMPLY RSHE). This section is for teaching any issues that arise with more depth and understanding.

We will carefully evaluate teacher resources, leaflets and videos, before using them. We will select resources which:

h) Use of visitors to support RSHE

At Wrekin Prep, we believe that RSHE is most effectively taught by those who know our pupils well and are aware of their needs. We encourage visitors to our school who may enhance, but never replace, our planned provision. We will work closely with visitors to ensure that the needs of our pupils are met.

We will follow this Code of Practice when working with visitors:

- The care and management of pupils is the responsibility of the school at all times.
- In class teaching situations, visitors will not be asked to work alone with pupils, but will be supported by a member of staff.
- The school will know whether visitors are DBS checked and arrangements will be made to accompany them as appropriate.
- All visitors will be made aware of the content and principles of this Policy, prior to their visit.

- Visitors will be reminded that, whilst contributing to RSHE in a classroom setting, they must adhere to the same confidentiality code as staff members.
- Any resources which a visitor wishes to use or distribute will be viewed, discussed and agreed with the PSHE Co-ordinators/Class Teacher beforehand.
- The contributions of visitors will be regularly monitored and evaluated.

i) Safeguarding and Child Protection

We recognise that because effective RSHE may alert children to what is appropriate and inappropriate relationship / sexual behaviour, there is an increased possibility that a disclosure relating to abuse may be made. *All staff are aware of the Safeguarding and Child Protection procedures and will report the disclosure to the DSL immediately.*

j) Staff Training

Teaching RSHE can be very rewarding, but we understand that, in order to feel confident, staff need opportunities to develop their knowledge, skills and attitudes. We recognise that all adults have different personal beliefs and attitudes about RSHE. We will discuss relevant issues and, where appropriate, arrange training to enable staff members to feel confident in delivering the Curriculum for RSHE. We will also encourage the sharing of good practice.

k) Role of Governors

This Policy describes the governors' views on how RSHE will be delivered in addition to requirements of Relationships Education, Health Education and the National Curriculum.

It is the responsibility of the governors to ensure, through consultation, that the RSHE Policy reflects the wishes of the parents and the views of our community. It is the responsibility of governors to ensure that the Policy is made available to parents.

In order to facilitate this process, the RSHE Policy will appear *annually* on the agenda of a governors' meeting. *The policy will be available on the school's website.*

l) Pupil Participation

We will involve children in the evaluation and development of their RSE in ways appropriate to their age.

- We will engage the children in our PSHE ongoing classroom assessment.*
- Pupils are encouraged to communicate with the teachers either through direct conversation or anonymous questions in worry eaters or the green post box, situated by the Head's office. (if applicable).*

m) Working with Parents/Carers and our School Community

Parents' Involvement in RSHE

We value positive partnership with parents and carers in the delivery of Relationships, Sex and Health Education (RSHE). Parents play a central and ongoing role in supporting their children's learning about healthy relationships, personal wellbeing and safety.

Consultation and Communication

- As this is a new, updated policy, the school will engage parents and carers to review its content. This engagement supports understanding of the curriculum's aims, content and age-appropriate sequencing.
- Once the initial consultation process is complete, we will provide a curriculum information evening, where Parents will be given opportunities to ask questions and discuss concerns with senior leaders and RSHE subject leads.
- The completed policy will be available on the school website.

Access to Resources

- Parents have the right to review RSHE curriculum materials and resources used in lessons. The school will ensure resources are available for inspection on request and will share representative examples of teaching materials in advance where possible.
- The school will not agree to contractual restrictions with external providers that prevent parents from accessing RSHE teaching materials.

Supporting Home–School Conversations

- We recognise that parents are their children's first educators about relationships and health. The school will support parents by providing guidance and signposting on how to continue conversations at home in a respectful, age-appropriate way - if requested.

Withdrawal from Sex Education

- For primary age pupils, RSHE may include *sex education* beyond statutory Relationships and Health Education content (conception). Parents have a right to request that their child be withdrawn from such additional sex education content; details of this procedure will be clearly set out. This right does not apply to Relationships or Health Education, which is statutory and must be taught to all pupils.
- Requests for withdrawal should be made in writing to the Head and will be handled in accordance with statutory guidance.

Respecting Families' Beliefs

- We will be mindful of parents' rights under the Human Rights Act 1998 and duties under the Equality Act 2010 to respect parents' religious and philosophical convictions. We aim to deliver RSHE in a way that is inclusive and sensitive to diverse family backgrounds.

n) Monitoring, Evaluating and Reviewing our RSHE Policy

This policy is a working document and is the responsibility of the PSHE co-ordinator along with the Head to ensure it is kept updated and in-line with and government changes.

As this policy is under review, once parental feedback has been given, the policy will be confirmed and made available through the school website and then reviewed annually.

Section 3 Sensitive Issues

Sensitive Issues

We recognise that some topics within Relationships, Sex and Health Education (RSHE) may be considered sensitive, complex, or potentially challenging for pupils, staff, or parents. The school is committed to handling these topics with care, professionalism, and sensitivity, ensuring that teaching is age-appropriate, inclusive, and supportive of all pupils.

Approach to Sensitive Issues

Sensitive topics may include, but are not limited to:

- Puberty, body changes, menstruation, and personal hygiene
 - Families and relationships of diverse forms
 - Respectful discussion of differences in gender, sexual orientation, culture, and religion
 - Online safety, cyberbullying, and social media risks
 - Healthy and unhealthy relationships, consent, and boundaries
 - Teachers will deliver content in a way that is suitable for the age and maturity of pupils, using appropriate language and resources.
-
- Pupils will be encouraged to ask questions, and staff will provide answers in a factual, neutral, and supportive manner.

A . Grant

January 2026