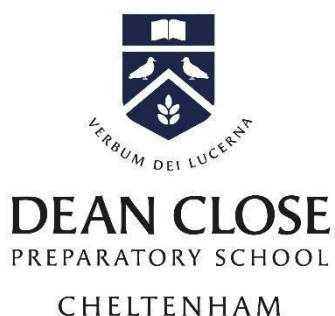




**Independent, Co-educational, Day and Boarding
Preparatory School**

**DCPS Relationships and Sex Education Policy
(P210)**

Registered Charity No: 1086829

Date of Issue: September 2026
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Owner: DCPS Head of PSHCE

DEAN CLOSE PREPARATORY SCHOOL

RELATIONSHIPS AND SEX EDUCATION POLICY

What is relationships and sex education?

Relationships and sex education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in Science, and others are taught as part of personal, social, health and citizenship economic education (PSHCE).

A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

Why is relationships and sex education in schools important?

High quality RSE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life. It is essential for the following reasons:

- Children and young people have a right to good quality education, as described in the United Nations Convention on the Rights of the Child.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that sex education was 'too little, too late and too biological.'
- RSE plays a vital part in meeting schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive RSE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve and can play a crucial part in meeting these obligations.

Statutory Framework

Dean Close Preparatory School delivers Relationships Education, Relationships and Sex Education (RSE) and Health Education in accordance with:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (updated 2025 and implemented from September 2026);
- The Equality Act 2010;
- Keeping Children Safe in Education;

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- The Independent School Standards Regulations.

The School's RSE provision is delivered within its Christian ethos and values whilst ensuring that teaching remains balanced, objective, factual and age appropriate.

Pupils are encouraged to understand a range of viewpoints and beliefs whilst developing respect for others and understanding of the law in England.

Relationships and sex education:

- Is a partnership between home and school.
- Ensures children and young people's views are actively sought to influence lesson planning and teaching.
- Starts early and is relevant to pupils at each stage in their development and maturity.
- Is taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender identity, sex and consent.
- Includes the acquisition of knowledge, the development of life skills and respectful attitudes and values.
- Has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills, and accessing services.
- Helps pupils understand on and offline safety, consent, violence and exploitation.
- Is both medically and factually correct and treats sex as a normal and pleasurable fact of life.
- Is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience.
- Uses active learning methods, and is rigorously planned, assessed and evaluated.
- Helps pupils understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media.
- Teaches pupils about the law and their rights to confidentiality even if they are under 16, and is linked to school-based and community health services and organisations.
- Promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs.

Promoting Respect and Preventing Sexual Harassment

In relation to this, the findings in March 2021, on the social media platform #Everyone's Invited reflect the need for clear instruction about respectful attitudes to everyone regardless of their sex. A number of reports suggested a culture of objectifying girls by boys in particular, and disrespectful behaviour and comments towards girls, both on and off a number of school sites throughout the country. That said, it is important to emphasise in lessons how girls can treat boys in the same way on occasions, and boys may feel less inclined to report it for male, macho reasons, such as a fear of appearing weak.

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Following the creation of #Everyone's Invited, a report was published on 10th June 2021 by the education regulator Ofsted, concluding that sexual harassment has become 'normalised' among school-age children. The review found that students often do not see the point of reporting abuse and many teachers underestimate the scale of these problems. Ofsted visited 30 state and independent schools and two further education colleges and spoke to more than 900 young people about sexual harassment. It found around 9 in 10 of the girls spoken to by inspectors said sexist name-calling and being sent unwanted explicit pictures or videos happened 'a lot' or 'sometimes'. Some had experienced unwanted touching at school. Many girls were frustrated about the lack of coverage of acceptable and unacceptable sexual behaviour on the school curriculum. As a result of this report, we have modified the curriculum to include advice during ICT lessons regarding online safety with advice on what to do if we come across something that makes us 'feel funny'. In Years 7 and 8, new sessions have been introduced covering making decisions about what we view and the difference between online and offline relationships; highlighting the artificial way in which pornography promotes sexual relationships. Since then, in 2026, the PSHCE curriculum now includes a vast amount of new lessons focusing on online safety. In Year 5, the following lessons have been introduced: safer online communities; rights and responsibilities online; online gaming and risks; reducing screen time; dangers of online grooming; internet safety rules.

Safeguarding

Relationships and Sex Education forms an important part of the School's safeguarding and preventative education programme.

Through RSE pupils are taught:

- how to recognise healthy and unhealthy relationships;
- the importance of consent and personal boundaries;
- how to identify abuse, exploitation and coercive behaviour;
- how to stay safe online and offline;
- how to seek support for themselves or others;
- how to report concerns appropriately.

Staff delivering RSE understand that safeguarding concerns may arise during lessons. Any disclosure or concern will be managed in accordance with the School Safeguarding and Child Protection Policy and Keeping Children Safe in Education.

Teachers cannot guarantee confidentiality where safeguarding concerns exist.

Online Safety and Emerging Technology

The School recognises that children increasingly encounter relationship and sexual content through digital technologies.

Through RSE pupils are taught:

- online safety
- online grooming
- cyberbullying
- pornography and its influence on relationships

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- sexting and sextortion
- social media pressures
- online misogyny
- manipulated and misleading content
- artificial intelligence and emerging technologies
- strategies for reporting concerns and accessing support
- deep fakes and manipulated content

Curriculum content is reviewed regularly to ensure emerging risks are addressed appropriately.

Relationship and Sex Education contributes to:

- A positive ethos and environment for learning.
- Safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school.
- A better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships.
- Helping pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice.
- Reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying.

Respectful Relationships and Harmful Behaviour

Dean Close Preparatory School is committed to promoting respectful relationships and preventing harmful behaviour.

Through the curriculum pupils are taught:

- the meaning of consent
- respectful communication
- personal boundaries
- recognising coercive and controlling behaviour
- recognising and challenging harmful stereotypes
- understanding the impact of sexual harassment
- recognising misogyny and sexism
- the importance of equality and mutual respect

Teaching reflects national safeguarding priorities including concerns relating to sexual harassment, online harms and violence against women and girls.

Pupils are encouraged to contribute positively to safe and respectful communities.

Why do children, young people and parents think RSE is important?

Children and young people:

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- Want to learn about issues such as body confidence, love and sexual attraction, how to respond to peer pressure, and how to behave in a relationship.
- Have a right to feel safe and healthy, and a right to education that helps them learn and achieve.
- Want parents and carers to talk to them about growing up and sex, and to learn about other people's views and opinions in school.
- Need help to understand the way their bodies and feelings change as they grow and develop, and to develop skills and confidence.

From September 2026, in order to gather pupils' views on PSHCE, a focus group will be formed and will meet termly to discuss the new Jigsaw scheme of learning. This will help to inform future planning.

Legal Requirements

The governing body is responsible for maintaining and reviewing an up-to-date RSE Policy.

Parents have the right to request withdrawal from some or all elements of Sex Education delivered beyond the statutory curriculum.

Parents do not have the right to withdraw pupils from:

- Relationships Education
- Health Education
- statutory Science

Requests for withdrawal should be made to the Headmaster and will be considered in accordance with statutory guidance.

The School maintains records of requests and outcomes.

Aims and Objectives

Dean Close Preparatory School aims to:

- a. Inform and prepare pupils for adult life and relationships in an age appropriate way.
- b. Provide a Christian moral framework as the context for future choices.
- c. Provide a safe and secure environment within which personal matters relating to their own bodies, and development into young adults, can be discussed openly and honestly.
- d. Encourage high self-esteem, self-awareness and emotional health.
- e. Encourage pupils to understand personal responsibility in all matters of relationships – mental and physical.
- f. Encourage pupils' sensitivity to the needs and situations of others.
- g. Give pupils the skills to make informed choices (that reduce risk).
- h. Develop pupils' understanding of their own bodies and of the rights they have over their own body.

Relationships and sex education is mainly delivered through the PSHCE and Science curriculum.

Content of RSE within the PSHCE (Personal Social Health and Citizenship Education) curriculum

In Key Stage 2 and 3 pupils learn:

- a. How thoughts and feelings can affect behaviour.
- b. To maintain positive relationships.
- c. To build self-esteem and develop resilience.
- d. To recognise healthy lifestyle choices.
- e. How to cope with body changes.
- f. How to manage the physical and emotional challenges of puberty (Year 4 onwards).
- g. To respect the views of others and to challenge stereotypes.
- h. How to access sources of advice and support and when and where to get help.

In Key Stage 3 pupils specifically learn:

- a. About managing their own health and hygiene: including body changes and puberty.
- b. About the law relating to sexual behaviour and age of consent, and how to recognise when a relationship is not healthy.
- c. About Christian values regarding sexual relationships (though this is presented in a balanced way acknowledging that it is a particular religious viewpoint).
- d. How to develop positive body image.
- e. About the risks of sexting and pornography, and digital resilience.
- f. How to be sure of their own values in relationships and how to end an unhealthy relationship.
- g. About sexual orientation and gender identity, and how to challenge homophobic behaviour.
- h. About their rights in the eyes of the law to refuse to consent to a sexual relationship.
- i. How to be a good parent and what this means.
- j. How to view critically what we watch online and where to get help if it makes us feel uncomfortable.

Year 7 Science: reproduction is taught including the reproductive organs, puberty, pregnancy, gestation and birth.

All staff seek to respond sensitively to the questions and concerns raised, whilst being aware that home situations may be complicated. There is a questions box available in PSHCE lessons for children to drop a note in to the teacher, so that we can come back to them with a general answer anonymously. Pupils also complete a questionnaire every year to find out if the curriculum fulfils their needs; questions such as 'are there any other topics we should be teaching you?', or 'have the lessons helped you to understand?'

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Involvement of parents and guardians:

- Parents/Guardians of pupils at Dean Close Prep School will be proactively consulted about the content of the PSHCE curriculum including RSE and encouraged to engage with the topic changes.
- Parents/Guardians of pupils at Dean Close Prep School can request to withdraw children from sex education lessons following a discussion with the Headmaster, Head of PSHCE, or the Head of Pastoral. A record of this will be recorded by the Headmaster.
- It is a statutory requirement for every child to be taught all of the relationships and health education objectives; therefore, parents/Guardians are unable to withdraw their children from these lessons.
- A letter is sent out advising parents/guardians of the week when the RSE topic is being taught, and they are encouraged to ask questions by email or in person regarding any of the topics. Some request a medium term plan or resources.
- In September of each year, parents are given a Curriculum Booklet explaining the schemes of work for all subjects including PSHCE.
- At the beginning of the academic year, parents are given the opportunity to talk with the Head of PSHCE at the Curriculum Evening in September.
- In July 2026, new policies were sent out to parents and parents were encouraged to participate in feedback via an online form.

From September 2026, as per the new Government guidance, parents are given the opportunity to see a range of resources used in PSHCE lessons. Parents are also allowed to request to see all resources used and can do so by emailing Annabel Eelbeck-Powell (areelbeck@deanclose.org.uk) and requesting a meeting. On Jigsaw, there is also a Parent Access feature which, on request, allows parents to view the content of the Puzzle being taught.

The School values partnership with parents and recognises parents as the primary educators of their children in matters relating to relationships and sex education.

Curriculum content, resources and statutory requirements are shared openly with parents and opportunities for consultation are provided regularly.

Delivery of the RSE curriculum:

- All teachers are provided with a fully comprehensive scheme of work - Jigsaw - with an overview of the year, medium term plans and week by week lesson plans. A summary of the overview is at the end of this document.
- Resources are based on those provided by the PSHE Association and Jigsaw. The Head of PSHCE, Annabel Eelbeck-Powell, has attended courses and will continue to do so. She will then pass on information to the teachers of PSHCE. Every PSHCE teacher has completed an extensive Educare course on teaching PSHE. They have also received training on how to use the Jigsaw programme of work. Staff are given help with all lessons and sometimes staff from

other departments deliver the material where appropriate, such as the Head of Science, Daniel Fraine.

- Assessment takes place in the following way:
 - Red/amber/green RAG self assessment is completed at the beginning and end of each lesson as a visual reminder of progress to the teacher; these have just been introduced to all year groups at the beginning of September 2022, and are working well. We also use the assessment tools provided by Jigsaw.
- Pupils with SEND:
 - All teachers check the SEND register and look at the individual action plans for children with additional needs. These needs are catered for within teaching and seating plans.
 - The red/amber/green RAG sheets have been a useful way for them to communicate when they do not understand something as it highlights whether an objective needs clarification.
 - All explanations are on the power point and read aloud to pupils.
 - Explanations are repeated and shortened, chunked in easy to understand instructions and an opportunity is offered to draw pictures as well as write down ideas.

Equality Act 2010:

The Act covers all aspects of school life to do with how a school treats pupils and prospective pupils, parents and carers, employees, and members of the community. Everything a school does must be fair, non-discriminatory and not put individuals or groups of people at a disadvantage.

At Dean Close Preparatory School, we teach pupils tolerance and respect with regard to the protected characteristics identified within the Equality Act 2010, including age, disability, sex, race, religion or belief, sexual orientation and gender reassignment.

Teaching encourages pupils to respect others, challenge discrimination and prejudice, and appreciate diversity within modern British society.

Teaching about biological sex, gender reassignment and gender identity is delivered in an objective, age-appropriate and factual manner, consistent with statutory guidance and the Equality Act 2010.

This is delivered through assemblies, PSHE lessons, the tutorial system and the School values of love, courage, contribution and flourishing.

Currently the following people teach PSHE:

Sharon Ridsdale and Beth Muckle: Year 3

Bradley Mears and Lisa Goodwin: Year 4

Annabel Eelbeck-Powell (Head of PSHE), Lisa Bailey and Jennifer Fletcher: Year 5

Bee Dickson and Sophie Dally: Year 6

Eric Harris: Year 7

Eric Harris and Jasmine Richards: Year 8

Monitoring and Review

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The RSE curriculum is monitored and reviewed through:

- pupil voice
- parental consultation
- curriculum audits
- safeguarding reviews
- staff feedback
- updates to statutory guidance
- analysis of emerging safeguarding concerns

The School seeks to ensure that RSE provision remains relevant, balanced, evidence-informed and compliant with current statutory requirements.

The policy is updated annually by Annabel Eelbeck-Powell and approved by the Senior Leadership Team.

The following table outlines the topics covered in each year group. These units of work are produced by Jigsaw, an award-winning programme, which follows the up to date Government guidelines. These lessons are reviewed annually against the Department for Education statutory guidance *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (updated 2025 and implemented from September 2026), alongside safeguarding priorities and pupil need.

	M1	M2	L1	L2	T1	T2
	Being Me in My World	Celebrating Differences	Healthy Me	Relationships	Changing Me	Dreams & Goals
3	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Exercise Food labelling and healthy swaps Attitudes towards drugs Keeping safe online and offline Respect for myself and others Healthy and safe choices outdoors	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Media influence Being a global citizen How my choices	How babies grow Outside body changes Inside body changes Personal hygiene Family stereotypes Challenging my ideas Preparing for transition	Difficult challenges and achieving success Dreams and ambitions Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning Processes Contributing

			Water safety Asking for help	affect others Awareness of other children's different lives Expressing appreciation for family and friends		to the community Managing feelings Simple budgeting
4	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Healthier friendships Peer influences Railway safety Staying safe with friends Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting and Falling Out Girlfriends and Boyfriends Showing appreciation to people and animals	Being unique Girls and puberty Being part of a family Confidence in change Accepting change Preparing for transition Environmental change	Hopes and dreams Overcoming disappointment Creating new realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes
5	Planning the year ahead Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and namecalling Types of bullying Materials wealth and happiness Enjoying and respecting other cultures	Smoking including vaping Alcohol and vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation	Self-recognition / self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and risks Reducing	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) – This will be reviewed, as Jigsaw recommends	Future dreams Spending, saving and value of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others

			and behaviour	screen time Dangers of online grooming Internet safety rules	that we introduce Sex Education in Y5, but DCPS will check if this is appropriate for our setting and pupils Growing responsibility Coping with change Preparing for transition	(charity) Motivation
6	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequence s and rewards Group dynamics Democracy, having a voice Anti- social behaviour Role- modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclu sion Differences as conflict, difference as celebration Empathy	Taking personal responsibilit y How substances affect the body Exploitation including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertivene ss Technology safety Take responsibili ty with technology use	Self-image Body-image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlf riends Sexting Transition	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievement s Compliments
7	Unique me Differences and conflict My influences Gateway emotions Belonging to a group Peer pressure	Prejudice and discrimination Equality Act 2010 Bystanders Assertiveness Positive and negative influences	Nutrition and exercise Managing physical activity and mental health Stress and anxiety	Changing relationship s, consent, healthy relationship s, falling out and friendships,	Puberty changes Reproduction facts Menstrual cycle Responsibilities of parenthood IVF Types of committed	Defining success Setting dreams and goals Skills for the future What is failure Coping

	Child-on-child abuse Online safety Sexting Consequences Online legislation Online identity Online gaming-safety Financial risks	Challenging attitude and negative behaviours Stereotypes Human Rights Inclusion Bullying Exclusion and respect	Effects of substances (nicotine and caffeine) Vaping Nutrition Sleep Health choices Physical illness and medicine Personal hygiene Contributing to your community	social media vs reality, authenticity online, personal space and setting boundaries, healthy and unhealthy relationships	relationships and families UN Rights of a child Media and self-esteem Self-image FGM Factors affecting hormones and moods	strategies for when things go wrong Building skills for the future and teamwork Health and wellbeing Gang culture and knife crime County lines
8	Self-identity Influences, Online influence Family and identity Managing expectations Active listening skills Personal beliefs and judgements First impressions Positive self talk Marriage, civil partnerships and the law Beliefs and religions Protected characteristics Online and offline identity	Prejudice and persecution LGBT bullying The equality act Social justice and hate crimes Multiculturalism and religious tolerance Standing up for what you believe in Celebrating differences	Types of health Cardiovascular health and diabetes Risks, illegal and legal substances Dental health Skin protection Steps to protecting physical health Vaccinations Peer pressure Vaping	Types of close intimate relationships Behaviours in healthy and unhealthy romantic relationships What makes a healthier relationship? Harassment, attraction, love or lust? Sexuality Pornography and the law Dealing with unwanted messages Alcohol	AI and media influence Maintaining positive relationships Assertiveness Sexting and sextortion Power dynamics Knife crime Social media platforms Neurodiversity: autism and ADHD Inclusion and equality	Goal setting Grit and resilience Can money buy happiness? Keeping safe online Income and poverty Budgeting Expenditure Debt and budgeting Poverty Online scams Sextortion Taking risks Staying safe online

				Risky behaviour and the law		
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**Please note that topics and objectives are subject to change based on the pupils' needs and Government updates.*