ROSEMEAD PREPARATORY SCHOOL & NURSERY
DULWICH

PART OF
ST DUNSTAN'S EDUCATION GROUP

RSHE POLICY

Policy Owner:	Deputy Head - Pastoral
ISSR Reference:	Part 1 – Quality of Education Provided Part 2 – Spiritual, Moral, Social and Cultural Development of Pupils
Date of review:	Spring 2026
Approved by:	Group Board (Education Committee 26 March 2026)
Date of next review	Spring 2029 (or sooner if statutory guidance changes)

Version control information

Reason for amendment	Role	Date	Main Changes
Interim review	RSE subject lead	November 2026	Content removed from Curriculum policy to create a new standalone document in line with guidance.

Introduction

Our school motto, 'Inspiring brilliant futures', underpins our ethos of nurturing children to achieve their full potential and to value and respect each other.

In providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective RSHE to be a fundamental part of our approach to supporting children to grow into confident, caring, responsible and respectful young citizens.

We follow the KAPOW Primary PSHEE & RSHE scheme, which ensures a broad and balanced curriculum that is fully aligned with the Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2021). The scheme offers a clear progression in knowledge, understanding, and skills, including content that is inclusive, accessible, and representative of the diverse world in which our pupils live.

Children are encouraged to listen to others and value opinions that are different from their own. There are equal opportunities for all to take part in all activities.

1. Aims and objectives

This policy is applicable to staff, pupils and parents of Rosemead Preparatory School and Nursery and aims to ensure all parties are clear on the Relationships and Sex Education Policy. The intended outcomes of our programme are that children will:

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The intended outcomes of our programme are that children will:

- understand the importance of family life, moral questions and relationship issues
- understand they have a responsibility to respect the views of other people
- develop feelings of self-respect, confidence and empathy
- take responsibility for their behaviour
- witness a positive culture of communication around issues of relationships
- know the correct vocabulary to describe themselves and their bodies

- be part of a framework in which sensitive discussions can take place
- be prepared for puberty, and understand the importance of health and hygiene
- gain an understanding of reproduction and sexual development
- Ensure pupils cover the Statutory RSHE Curriculum through high-quality lessons
- acquire knowledge, skills, and attitudes that will enable them to make positive and healthy choices concerning relationships as they grow up and deal with risk
- Respond to pupil voice and trends in pastoral support

2. Statutory Requirements

The school provides Relationships and Sex Education (RSE) in line with the statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2025). Rosemead provides Relationships Education to all pupils in accordance with section 34 of the Children and Social Work Act 2017.

RSHE is taught primarily through the KAPOW Primary PSHEE Scheme, following their suggested progression and curriculum mapping. Lessons are delivered through one timetabled PSHEE lesson per week. Please refer to the PSHEE and Curriculum Policies for further detail. This provision incorporates the Relationships elements of the RSHE curriculum.

Although Rosemead, as an independent school, is not required to follow the National Curriculum, we offer a curriculum that is informed by and similar to the National Curriculum. This includes the teaching of Science, which covers the elements of sex education contained within the National Curriculum for Science.

While the statutory requirement to provide Health Education does not apply to independent schools, we choose to deliver this through our PSHEE programme in accordance with the Independent School Standards Regulations (2014).

For full details of "What Pupils Should Know" at different stages, please refer to the statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education.

Rosemead meets the requirements of the Equality Act 2010. We do not unlawfully discriminate against pupils on the basis of age, sex, race, disability, religion or belief, gender reassignment, or sexual orientation (known collectively as protected characteristics).

We make reasonable adjustments to support pupils with physical or learning difficulties and take into account the SEND Code of Practice (2015) when planning for the needs of all learners, including those with protected characteristics. Teachers of pupils with SEND liaise with the Enrichment Department to ensure the statutory RSHE content is accessible and appropriate for each individual.

3. Legislation

This policy has due regard to the following legislation:

- Education Act (1996)
- Learning and Skills Act (2000)

- Education and Inspections Act (2006)
- Equality Act (2010)
- Children and Families Act 2014
- Duty to Prevent (2015)
- SEND Code of Practice (2015)
- Children and Social Work Act (2017)
- Independent School Standards Guidance (2026)
- Statutory Guidance: Relationships Education, RSHE and Health Education (DfE, 2025)
- Keeping Children Safe in Education (KCSIE, 2026)

4. Policy Development

The formulation of this policy has included consultation and communication with members of the DET group, Rosemead Senior Leadership Team, Teachers, Parents and Pupils. Formulation and consultation included:

- **Review** – a member of staff or working group pulled together all relevant information including relevant national and local guidance.
- **Staff consultation** – all school staff were given the opportunity to look at the policy and make recommendations.
- **Parent/carer consultation** – parents/carers and any interested parties were invited to attend a meeting about the policy. (or view a recording of the meeting) and then feedback via an online form.
- **Pupil feedback** – we seek feedback from pupils on the content of the RSHE curriculum.
- **Ratification** – Following any amendments, the policy is shared with the Local School Board and approved.

Any future changes to the policy will similarly involve consultation.

5. Definition

The purpose of Relationships and Sex Education (RSE) is to:

- Teach the fundamental building blocks and characteristics of positive relationships, including friendships, family relationships, and relationships with peers and adults.
- Support pupils' emotional, social, and cultural development by providing accurate information and creating a safe space to explore values and issues.
- Develop understanding of relationships, sexual health, sexuality, healthy lifestyles, diversity, and personal identity.
- Promote respect, responsibility, and resilience in personal relationships.

RSHE is not about the promotion of sexual activity. It aims to equip pupils with the knowledge and confidence to make informed, respectful, and safe choices as they grow.

6. Roles and Responsibilities

6.1 St Dunstan's Education Group

The St Dunstan's Education Group Board has ultimate responsibility for the curriculum but will delegate day-to-day responsibility to Group CEO who in Turn delegates to the Head of School.

The Local School Board shall provide assurance to the Group Board that the school's Relationships and Sex Education policy is being implemented effectively, that the statutory curriculum requirements are being met, and that appropriate arrangements are in place for parental engagement, safeguarding and the exercise of parental rights in relation to sex education.

6.2 Head of School

The Head of School holds overall responsibility for RSE, supports parental engagement with the curriculum and oversees the handling of any requests to withdraw a pupil from Sex Education, ensuring these are managed sensitively and consistently.

6.3 Senior Leadership Team (SLT)

SLT ensures:

- RSE is delivered in accordance with the school's RSE policy and with regard to the DfE statutory RSHE guidance (2025)
- Curriculum delivery is monitored effectively
- Safeguarding and wellbeing priorities are embedded in RSE delivery

6.4 Deputy Head (Pastoral)

The Deputy Head (Pastoral) is responsible for:

- Overseeing RSE curriculum planning, sequencing and resourcing and the delivery of it through the KAPOW scheme as well as the Science curriculum.
- Monitoring teaching, learning and assessment
- Leading staff training, induction and ongoing CPD support
- Coordinating parental communication and engagement
- Maintaining and reviewing the RSE Safeguarding Disclosure Log annually with the DSL

6.5 Staff

Staff are responsible for understanding this policy and their role in delivering the curriculum. Staff are responsible for:

- Delivering RSHE in a sensitive way, in line with their ongoing training of specialist RSHE delivery
- Teaching high quality, engaging lessons that allow pupils to progress their knowledge
- Modelling positive attitudes to RSHE
- Monitoring progress
- Reporting on pupils' engagement with RSHE and how they can develop their knowledge and skills further
- Responding to the needs of individual pupils
- Liaising the SENDCo and differentiating on an individual basis so all pupils with SEND can access RSHE lessons
- Responding appropriately to pupils whose parents wish them to be withdrawn from the nonscience components of RSE.
- Collecting and responding to pupil voice and feedback

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 Head.

6.6 Pupils and Parents/Carers

Pupils and parents/carers are responsible for engaging with the school's provision with the curriculum. Pupils are expected to engage fully in RSHE and, when discussing issues related to RSE, treat others with respect and sensitivity.

7. Curriculum Provision and Delivery

The aspects of RSHE taught in other subjects are set out in the Schemes of Learning and Assessment for those subjects. Curriculum content is outlined to parents and they have an opportunity to respond and ask questions. Input in the curriculum is also provided by the Deputy Head Pastoral to ensure the curriculum addresses the current needs and trends in pupil relationships.

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and do not exclusively seek answers online.

Relationships and sex education focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships

• Online and media
• Being safe

We use the KAPOW Primary PSHEE & RSHE scheme, which is mapped to the DfE statutory content and PSHEE Association Programme of Study. It provides a spiral curriculum which builds on children's prior knowledge each year.

6.1 Specific RSHE Education

- EYFS: Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs

- Children of ages 5-6 are taught: acceptable and unacceptable physical contact; The differences between boys' and girls' bodies; scientific names for body parts. To begin to understand that being friendly to others makes them feel welcome and included. To begin to understand what is meant by a stereotype. To begin to understand the difference between acceptable and unacceptable physical contact.

- Children aged 6-7 will: Learn about 'boys' and girls' bodies; Scientific names for body parts; Understand that private parts are private. To begin to understand that some friendships might make us feel unhappy and how to deal with this. To develop an understanding of stereotypes and how these might affect job/career choices. To begin to understand the difference between secrets and surprises. To begin to understand the concept of privacy and the correct vocabulary for body parts. To understand safe and unsafe touches.

- Children aged 7-8 will begin to understand the impact of bullying. To recognise that stereotypes are present in everyday life.

- Children aged 8-9 will: Learn about some of the physical changes pupils will experience as they go through puberty; Understand that physical change is part of growing up. Identify the changes that males and females go through as they grow and develop from being a child to an adult. To begin to understand the physical and emotional boundaries in friendships. To explore stereotypes in fictional characters and think about how these might influence us.

- Children aged 9-10 will learn about: The menstrual cycle and other changes that happen during puberty; Emotional changes that occur during puberty. To begin to understand some issues related to online friendships including the impact of their actions. To recognise how attitudes to gender have changed over time.

- Children aged 10-11 will: Further develop their understanding of the physical and emotional changes that happen during puberty; Learn about the biology of conception. (Parents have the right to withdraw their child from the 'Main event' part of this lesson.) Learn how a baby develops in the womb and is born. (Parents have the right to withdraw their child from the lesson.) As well as to understand that respect is two-way and how we treat others is how we can

expect to be treated. To explore other people's attitudes and ideas and to begin to challenge these. To understand stereotypes and be able to share information on them. To understand the biology of conception.

The sex education components of the curriculum are taught through the Science curriculum by the Form Teacher.

6.2 Curriculum Delivery

- Lessons are delivered by class teachers, in a safe and respectful environment, using interactive and engaging methods such as discussion, role play, and videos with age-appropriate material matched to the children's level of understanding.

- When teaching RSE, ground rules are set at the start of a lesson to the whole class, who are then taught together.

- Pupils are taught correct anatomical vocabulary and encouraged to ask questions.

- We believe that it is important that children feel able to ask any questions that they wish and that their questions are valued. Children's questions will be answered openly and honestly, as would be expected in all areas of the curriculum and in terms which are age appropriate. Additionally, children will be able to raise questions anonymously by using the 'Questions Box'. This also gives the teacher time to prepare for what the children want to know about. Responses may be directed to the whole class or individuals or referral to parents.

- Teaching is inclusive of SEND, cultural backgrounds, and family structures.

- Where questions fall outside the planned curriculum, teachers respond sensitively and developmentally appropriately.

8. Safeguarding and Confidentiality

RSHE may raise safeguarding concerns. Staff are trained in line with **KCSIE 2026** and the school's **Safeguarding and Child Protection Policy**.

- Disclosures are reported to the DSL immediately and recorded using the school's safeguarding system (CPOMS).
- Teachers ensure a safe space and explain when they must share concerns for safety.

9. Parental Right to Withdraw

Parents and carers do not have the right to withdraw their children from Relationships Education, which is a statutory requirement for all primary-aged pupils.

Parents and carers do have the right to request withdrawal from the non-science components of sex education within RSE.

For parents or carers wishing to withdraw their child from these elements, a meeting will be arranged with the Head to discuss the request and to ensure that appropriate alternative arrangements can be made. This meeting provides an opportunity to clarify the nature and purpose of the curriculum content, address any concerns, and agree on the most suitable way forward.

Alternative work will be provided for any pupil who is withdrawn from sex education, and they will not be required to sit in on RSHE lessons during that time.

Copies of any withdrawal requests and related correspondence will be kept on the pupil's educational record.

10. Engagement

The RSHE Policy, including curriculum mapping, will be available to all parents via the school website.

As part of our whole school approach to RSE, parents are welcome to discuss content and resources used with class teachers. Class teachers will notify Year 6 parents when Sex Education will be taught. Other RSHE guidance will be sent out to other year groups at relevant times throughout the year.

11. Monitoring

A review of the provision and content of RSHE will be undertaken by PSHEE co-ordinator (DHP) and reported to SLT. The children's journals will be used as part of the evaluation process, alongside pupil voice.

Teachers critically reflect on their work in delivering RSHE through year group and staff meetings to review and share ideas.

The PSHEE co-ordinator (DHP) will monitor delivery of PSHEE through learning walks, lesson observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. Teacher evaluation of the content and learning process is ongoing and should reflect changes in society.

Children have opportunities to review and reflect on their learning during lessons through their journals.

12. Links with other policies

The RSHE Policy complements the following policies:

- Safeguarding and Child Protection Policy
- Anti Bullying Policy

- Curriculum, Teaching and Learning Policy
- Equality, Equity, Diversity and Inclusion Policy
- Digital Safeguarding and Online Safety Policy
- Physical Education Policy
- Behaviour Policy
- Prevent Duty Policy
- Data Protection Policy
- PSHEE Education Policy
- Use of Images Policy

13. Review

This policy will be reviewed annually (or sooner if statutory guidance changes). Any substantive changes will be subject to consultation and approval by the Group Board.