



RSE POLICY

RGS The Grange

September 2026

K Bradley – Head of RSE

Introduction

Relationships and Sex Education (RSE) is lifelong learning about physical, moral and emotional development. It is primarily about understanding the importance of loving and caring relationships, choices, and keeping yourself safe.

As stated by the Department for Education (2025):

‘Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High-quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development.’

Effective and high-quality RSE teaching helps create key building blocks for healthy and respectful relationships, including friendships, family and romantic relationships. It is important to explore and recognise similarities and differences in all relationships and in all contexts, including online. It will also encourage pupils to develop ‘positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness’ (DfE, 2025), which aligns with our Learning Characteristics at RGS The Grange. Importantly, it will also ‘support the prevention of harms by helping young people understand and identify when things are not right’ (DfE, 2025).

Our School

RGS The Grange is a preparatory school in a large rural setting at the edge of Worcester. It caters for boys and girls from 2 to 11, and has 401 pupils on roll (July 2026). The intake of our school is predominantly White British, reflecting that of our catchment area; we have a small number of pupils of Chinese, Pakistani and Indian origin, a few pupils with parents from the USA and European countries, and a small number of pupils with English as an additional language. We are an inclusive school and aim to value and celebrate the backgrounds of all our pupils.

This policy reflects statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and Section 403 of the Education Act 1996 (further details are in Annex A); the Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017; and, most recently, the Relationships, Sex and Health Education (RSHE) Statutory Guidance (DfE, July 2025, mandatory from 1 September 2026). This guidance recognises the importance of RSE and states that it is mandatory that all pupils receiving primary education must be taught Relationships Education and Health Education.

Moral and Values Framework

Relationships and Sex Education (RSE) will reflect the values of the PSHE and Citizenship programme. RSE will be taught sensitively and at an age-appropriate level throughout the school.

Relationships Education (RE) will promote healthy lifestyle choices, self-esteem, hygiene, consent, emotional health and wellbeing, and will help pupils form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

Sex Education (SE) will focus on physical and emotional changes, as well as the teaching of the reproductive systems, sex, sexuality and healthy choices.

Process for Policy Development

A working party was initially set up to review the existing Relationships and Sex Education (RSE) policy, in consultation with the Head, staff and governors. Methods of consultation included auditing existing

provision to develop, implement, monitor and evaluate the curriculum. We endeavour to proactively engage parents to ensure transparency, including through updates at parental information evenings.

Aims and Objectives for Relationships and Sex Education

The aim of Relationships and Sex Education (RSE) is to provide pupils with age-appropriate information, skills and the values they need to build healthy, respectful and safe relationships. We aim to empower them to make positive decisions about their own minds and bodies, as well as choices about their friendships and developing relationships. It is delivered with consideration and recognition of differences between relationships within families.

The objectives of Relationships and Sex Education are:

- To help pupils develop skills (language, decision-making, choice, assertiveness) and make the most of their abilities
- To raise pupils' self-esteem and confidence, especially in their relationships with others
- To provide the knowledge and information to which all pupils are entitled
- To clarify and reinforce existing knowledge
- To help pupils gain access to information and support
- To provide the confidence to be participating members of society and to value themselves and others
- To develop skills for a healthier, safer lifestyle
- To develop and use communication and assertiveness skills to cope with the influences of their peers and the media
- To develop and maintain positive relationships
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives
- To respect and care for their bodies (including using the correct terminology for body parts, including genitalia, to aid in safeguarding)
- To understand both physical and emotional changes during puberty and how to cope with these changes
- To be prepared for puberty and adulthood, understanding conception and the birth of a baby

DfE RSHE Statutory Guidance (July 2025) States:

Families and People Who Care for Me

Pupils should know:

1. That families are important for children growing up safely and happily, because they can provide love, security and stability
2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together, and sharing each other's lives
3. That the families of other children, either in school or in the wider world, sometimes look different from their families, but that they should respect those differences and know that other children's families are also characterised by love and care
4. That stable, caring relationships (including different family structures) are at the heart of safe and happy families, and are important for children's security as they grow up
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other, which is intended to be lifelong

6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring Friendships

Pupils should know:

7. How important friendships are in making us feel happy and secure, and how people choose and make friends
8. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships
9. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it
10. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties
11. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened
12. How to manage conflict, and how to end friendships with kindness, recognising that resorting to violence is never right
13. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed

Respectful, Kind Relationships

Pupils should know:

14. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships, and why this can be complicated
15. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults
16. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration
17. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and, conversely, the difference between being kind to other people and neglecting their own needs
18. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or background), or who make different choices, or have different preferences or beliefs
19. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships
20. The conventions of courtesy and manners
21. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests
22. The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help, with an added focus on tackling misogyny and harmful stereotypes
23. What a stereotype is, how stereotypes can be unfair, negative or destructive, or lead to bullying, and how to challenge them

24. How to seek help when needed, including when they are concerned about violence or harm, or when they are unsure who to trust

Online Safety and Awareness

Pupils should know:

25. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous — for example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure
26. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met and recognising AI-generated content or deepfakes — for example, that people sometimes behave differently online, including pretending to be someone else or pretending to be a child, and that this can lead to dangerous situations; and how to recognise harmful content or harmful contact, and how to report this
27. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults
28. The importance of exercising caution about sharing any information about themselves online, and understanding the importance of privacy and location settings to protect information online
29. Online risks, including that any material provided online might be circulated, and that once a picture or text has been circulated there is no way of deleting it everywhere and no control over where it ends up. This includes awareness of online financial harms such as gaming monetisation, scams and fraud
30. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online

Being Safe

Pupils should know:

31. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources, etc.
32. The concept of privacy and its implications for both children and adults, including that it is not always right to keep secrets if they relate to being safe
33. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact (incorporating the correct anatomical terminology for body parts, including genitalia, to support safeguarding)
34. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know
35. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust
36. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so
37. How to ask for advice or help for themselves or others, and to keep trying until they are heard, and where to get advice, e.g. family, school and/or other sources
38. How to manage feelings related to change, loss and bereavement, recognising that everyone grieves differently

39. Personal safety, including recognising and reducing risks in the context of fire and travel safety (e.g. around water, roads and railways)

Teaching Programme for Relationships and Sex Education

Legal Requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. Updated guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education was issued in July 2025 (mandatory from 1 September 2026). This is statutory guidance from the Department for Education, issued under Section 80A of the Education Act 2002 and Section 403 of the Education Act 1996 – further details are in Annex A.

Communication with parents is clear, proactive and conducted in a timely manner, to ensure they are appropriately informed of RSE sessions within pupils' PSHE lessons, with particular emphasis on the topics within Sex Education. This provides parents with the opportunity to discuss the topic at home, ask questions about the programme, or request resources from the Head of PSHE.

Parents have the right to request that their child be withdrawn from some or all of Sex Education delivered as part of statutory RSE. Before granting any such request, the Head of PSHE would discuss it with parents and, as appropriate, with the child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Communication and the outcome of the process would be recorded.

All schools must teach the following as part of the National Curriculum Science Orders, and parents do not have the right to withdraw their children from these.

At RGS The Grange, we primarily use the Jigsaw scheme of work alongside Collins - My Life, as well as carefully considered additional resources, as a basis for our RSE programme of study. We ensure continuity and progression throughout the school by following detailed, progressively structured planning.

National Curriculum Science

Key Stage 1:

- a) To recognise and compare the main external parts of the bodies of humans and how they reproduce, using the correct terminology for body parts, including genitalia, to support safeguarding
- b) That animals, including humans, move, feed, grow, use their senses and reproduce
- c) That humans and animals can produce offspring, and these grow into adults
- d) To recognise similarities and differences between themselves and others, and treat others with sensitivity

Key Stage 2:

- a) That the life processes common to humans and other animals include nutrition, growth and reproduction
- b) About the main stages of the human life cycle, including puberty

Every pupil is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language or learning difficulties, as well as disadvantaged and looked-after children. It is our intention that all pupils can experience a programme of RSE at a level that is appropriate for their age and physical development, with differentiated provision if required. Such a programme can successfully follow the outline given below.

Foundation Stage (EYFS)

Children learn about the concept of male and female and young animals. In ongoing PSHE & Citizenship work, they develop skills to form friendships and think about relationships with others. We also use the NSPCC PANTS programme in Early Years and throughout Key Stage 1. This programme enhances children's awareness of their bodies and being safe.

Key Stage 1 (Pre-Prep)

Through work in Science, pupils learn about the life cycles of some animals, understand the idea of growing from young to old, and learn that all living things reproduce. Pupils learn about the importance of personal hygiene to maintain good health in PSHE, as well as reflecting on family relationships, different family groups and friendship in PSHE, Citizenship and Religious Studies. They also learn about rituals and traditions associated with birth, marriage and death, and talk about the emotions involved. Pupils begin to co-operate with others in work and play, and begin to recognise the range of human emotions and ways to deal with them. Personal safety is also a focus in Key Stage 1.

Key Stage 2 (Prep)

Pupils throughout Key Stage 2 are taught about friendships, personal hygiene, effective and safe communication with others, building self-esteem and confidence, as well as recognising and celebrating differences and individuality. In Science, pupils build on their knowledge of life cycles and learn about the basic biology of human reproduction in Years 5 and 6, and the correct terminology for all body parts, including genitalia.

Pupils throughout Key Stage 2 are taught about the physical, emotional and social changes at puberty, which revisits personal hygiene and includes specific lessons on the menstrual cycle and practical advice for managing periods. In RE and Citizenship, they continue to develop an understanding of relationships within a family, between friends and in the community, and that there are different patterns of friendship. They develop the skills needed to form relationships and to respect other people's emotions and feelings.

Pupils consider how to make simple choices and practise some basic techniques for resisting pressure, and are taught about consent. Throughout the RSE teaching, pupils consider physical and emotional changes and are encouraged to ask questions to fully understand differences between males and females, as well as why changes occur at different times of their lives. Both reproductive systems are taught in detail, and pupils are supported to understand how a baby is conceived and subsequently born.

The importance and potential impact (both positive and negative) of social media is explored, along with media pressures such as airbrushing and targeted marketing. As appropriate, the harmful nature of pornography, AI content/deepfakes, online financial harms, and the impact of misogynistic online cultures may be covered. Throughout the programme, there is a focus on educating pupils to make informed choices and maintain good self-esteem and self-confidence. Relationships and Sex Education should focus on the development of skills and attitudes, not just the acquisition of knowledge.

Organisation of Relationships and Sex Education (RSE)

Katie Bradley is the designated teacher with responsibility for coordinating Relationships and Sex Education (RSE).

Relationships and Sex Education is delivered through specific PSHE lessons. It can, however, also be supported through co-curricular activities in Science, Religious Studies and assemblies. Form teachers, teaching assistants, members of the Senior Leadership Team (SLT), and the school nurse are involved in the teaching of RSE, and, if appropriate, outside visitors such as the RGS Worcester school nurses are invited to participate in the delivery of sessions.

A range of teaching methods that involve pupils' full participation are used to teach RSE. These include the use of activity sheets, group tasks, videos, presentations, iPads and discussions, as well as case studies, drama and role-play.

Relationships and Sex Education is usually introduced in mixed-gender groups. However, due to the sensitive nature of certain topics, the programme is often subsequently delivered in smaller single-gender groups where appropriate and relevant.

Resources to teach Relationships and Sex Education include fiction, reference books, leaflets and multimedia extracts:

- Jigsaw RSE Programme
- Collins - My Life
- PANTS Programme (NSPCC)
- Lil-Lets educational website and school resources (lil-lets.co.uk)
- Age-appropriate, evidence-based digital resources and video materials (regularly reviewed and vetted in line with DfE guidance)

Specific Issues

Parental Consultation and Right to Withdraw

The school includes information on Relationships and Sex Education (RSE) in the school prospectus and policy documents, and full details are available on request. The school proactively informs parents when aspects of the RSE programme are taught, and provides opportunities for parents to view the videos and resources being used.

Parents have the right to withdraw their children from aspects of Sex Education that are not included in the National Curriculum Science Orders or statutory Relationships Education, and alternative, purposeful work will be set. However, by working in close partnership with parents and engaging in open discussion, parents often recognise the importance of this aspect of their child's education, and historically, pupils are rarely withdrawn from any aspect of RSE teaching.

Child Protection / Confidentiality

Teachers need to be aware that effective Relationships and Sex Education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform Tom McCallion (Designated Safeguarding Lead - DSL) immediately, in line with school procedures for safeguarding and child protection.

Links with Other Policies

This policy is linked with the following policies:

- PSHE & Citizenship
- Spiritual, Moral, Social and Cultural (SMSC) Policy
- Equality, Diversity & Inclusion Policy
- Equal Opportunities
- Child Protection and Safeguarding
- Confidentiality
- Behaviour
- Anti-Bullying
- Online Safety / Acceptable Use

Dealing with Difficult Questions

Teachers will endeavour to answer questions as honestly as possible, but if faced with a question they do not feel comfortable answering within the classroom, provision will be made to meet the individual pupil's needs. Teachers are empowered to answer questions appropriately; this may be by providing an

answer at the time, or answering the question at a later date, either with the whole class or to an individual pupil. In some circumstances, a direct answer may be inappropriate; however, the question will still be recognised and dealt with accordingly.

Ground rules are essential to provide an agreed structure for answering sensitive or difficult questions. Any sensitive questions addressed to non-teaching staff should be referred to the form teacher, who will be aware of the pupil's background and level of maturity, to allow a more considered answer. Similarly, if a pupil is using abusive terms or sexual language in school, the form teacher needs to be informed, and appropriate action will be taken. Questions may be asked verbally or in writing, via the 'Ask It Basket'.

Use of Visitors

'Visitors should complement, but never substitute or replace, planned provision. It is the PSHE coordinator's and teachers' responsibility to plan the curriculum and lessons.' - DfE RSHE Statutory Guidance

When appropriate, visitors such as the RGS Worcester school nurses may be involved in the delivery of RSE, particularly in Key Stage 2. All external visitors, presentations and resources will be vetted prior to use, in line with DfE requirements.

Pupils with Additional Needs (SEND)

Teaching and resources will be differentiated as appropriate to address the needs of specific pupils, including those with Special Educational Needs and Disabilities (SEND), so that they have full access to the content of Relationships and Sex Education.

Monitoring and Evaluation

Monitoring is the responsibility of the Headmaster, the named governor, and the teacher with responsibility for Relationships and Sex Education.

The school will assess the effectiveness of the aims, content and methods in promoting pupils' learning, through lesson observations, sampling of planning, questionnaires to teachers and pupils, and feedback from parents.

The effectiveness of the RSE programme will be evaluated by assessing pupils' learning and implementing changes where required.

Relationships and Sex Education (RSE) will be included in the induction programme for all new members of staff.

THIS POLICY APPLIES TO ALL PUPILS, INCLUDING THOSE IN EYFS.

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November 2017

June 2018

June 2019

December 2020

July 2021

July 2022

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Coordinator: Katie Bradley

Reviewed: Katie Bradley/Tom McCallion

Reviewed: Maz Egginton July 2026

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