

Relationships, Sex and Health Education Policy

Prep School including EYFS

2025/ 2026



Ibstock Place

CO-EDUCATIONAL DAY SCHOOL

IBSTOCK PLACE SCHOOL

Relationships, Sex and Health Education Policy

Prep School (EYFS and Prep 1 – 6)

Scope

This policy applies to all pupils in Ibstock Place Prep School (including EYFS), (hereinafter 'Ibstock' or 'the School'). The policy is addressed to the Management Team; to all members of the teaching staff, including the School Nurse; and, on request, to parents and pupils.

- For Prep 1-6 pupils this policy comes under the umbrella of PSHE and Science but can be read as a discrete document.
- For EYFS it comes under the specific learning area of Personal, Social, Citizenship and Emotional Development called 'Healthy and Safer Lifestyles'.

Roles and Responsibilities

The Governing Body has a statutory responsibility to ensure that this policy is ratified and compliant, as set out in the Independent School Standards (ISS). The Governing Body delegates this responsibility to the Head, who is accountable for the operationalisation of this policy. In turn, the Co-Heads of the Prep School and Designated Safeguarding Lead are delegated responsibility for the consistent application and implementation of this statutory policy across the School. Staff must follow the expectations set out in this policy.

Introduction

1. The Relationships Education, RSHE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools; however, Sex Education is not compulsory in primary schools. In accordance with Section 1 of the Education Reform Act 1988, any school curriculum should be one which:
 - Promotes the spiritual, moral, cultural, mental and physical development of pupils at the School and of society;
 - Prepares such pupils for the opportunities, responsibilities and experiences of adult life.
2. This includes giving all pupils the opportunity of receiving a comprehensive programme of sex education at School. The Government has therefore provided that from September 1994, in all Maintained Schools:
 - Sex education must be provided for all registered pupils.
 - Any sex education at this stage must be provided in such a manner so as to encourage young people to have regard to moral considerations and the value of family life delivered appropriately for the age of the pupils, often in response to everyday circumstances or specific incidents that arise naturally.

- The parents of a pupil may, if they wish, withdraw that pupil from all or part of the sex education provided in a Personal, Social, Citizenship and Health Education (PSCHE) programme later in the child's educational life.
3. In preparation for their responsibilities and experiences as adults, all pupils at Ibstock are offered the opportunity to experience a comprehensive relationships and sex education programme. The programme, which begins in the Pre-Prep (EYFS and Prep 1), is related to the physical, psychological and social stages of development. Particular care is taken to ensure that gender, religion, race, sexuality and culture are taken into consideration when presenting the programme.
 4. Relationships education is not dealt with in isolation but forms part of a cross-curricular programme when an understanding of the emotional and moral implications of behaviour is linked to a balanced and sensitive approach to factual information. It is not always specifically planned but will be addressed as matters arise from the pupils.
 5. The School abides by the 2010 Equality Act in ensuring that there is no discrimination against age, sex, sexual orientation, gender reassignment, disability, race and religion and that there is equality of opportunity for all pupils.
 6. The process of creating and amending the RSHE policy involves stakeholder understanding and feedback, and parents were consulted using a survey to engage them with the new guidance, check their comprehension of the curriculum and policy and to seek important opinion which, in turn, informed necessary alterations.

Aims

7. Our aim is to provide a stimulating and supportive learning environment in which pupils can develop their feelings of self-worth and confidence, especially in relationships with others, and enable them to fulfil their potential within a caring environment.

In our Relationship and Sex Education we aim to:

- Work in partnership with parents;
- Teach RSHE within a moral framework which reflects the School's ethos;
- Follow guidelines regarding Confidentiality and Child Protection.

We develop attitudes and values that:

- Show care and sensitivity towards other people and their needs and views;
- Accept the differences between people;
- Value family life and the importance of stable, loving, caring relationships
- Recognise the importance of the family unit for all its members;
- Respect oneself and others and demonstrate loyalty and trustworthiness in relationships;
- Take responsibility for one's actions in all situations;
- Explore and consider moral dilemmas as part of decision making.

We develop personal and social skills that:

- Enable pupils to manage emotions and relationships confidently and sensitively;
- Enable pupils to make well-informed decisions;
- Enable pupils to keep themselves and others safe and to avoid abuse.

We develop knowledge and understanding of:

- Reproduction, emotions and relationships.

Moral Framework

8. Pupils will be taught Relationships and Sex Education within a framework which models and encourages the following values: honesty, about oneself and others, tolerance, respect and care for others, acknowledgement and understanding of diversity with regard to religion and culture, an awareness and belief in one's own identity, loyalty and trustworthiness in one's relationships.

Parents

9. Parents are key figures in helping their children to cope with the emotional and physical aspects of growing up and preparing them for the challenges and responsibilities which sexual development brings. The teaching we offer, therefore, complements and supports the role of parents. Parents are welcome to contact the School Nurse for advice or to discuss any concerns they may have regarding health-related matters.

Parents have the right to remove their child from Sex Education lessons. In such an instance, parents will be invited to talk to the Class Teacher and/or Subject Lead for PSHE to clarify

weekly content and discuss further options in relation to their child participating in certain lessons. Parents may be provided with the resources/curriculum overview being used in RSHE lessons but this must not be shared with others.

The School will provide mechanisms and opportunities for parents to engage with any review or evaluation of this policy including, but not limited to, the content of the curriculum and approaches to teaching Relationship and Sex Education.

Counselling and Guidance

10. The School Nurse and or the Prep designated counsellor from The Soke, who is a health professional, may provide counselling and advice to individual pupils on sexual matters where it may be deemed necessary.
11. Teachers are also significant adults in a child's life and may be approached for information, help, or guidance. It is important for teachers to recognise that in seeking to help and advise young people, while some questions can be answered in an open and honest way, teachers do not have to either answer all questions or reveal their own sexual viewpoint.
12. Where appropriate, teachers who are approached for specific advice from individual pupils about sexual behaviour should encourage pupils to seek advice from his or her parents and an appropriate health professional, such as the School Nurse, or the pupil's GP.

Relationships and Sex Education Programme

13. The Prep and Pre-Prep use Jigsaw PSCE for the RSHE programme. 'Relationships' starts with building a respectful relationship with self and covers topics including families, friendships, pets and animals, and love and loss. A vital part of this Puzzle is about safeguarding and keeping children safe; this links to online safety and social networking. Children learn how to deal with conflict, build assertiveness skills, and identify their own strengths and strategies for building self-esteem and resilience. They explore roles and responsibilities in families and friendship groups and consider stereotypes.

'Changing Me' deals with change of many types, from growing from young to old, becoming a teenager, assertiveness, puberty, self-respect and safeguarding. Each year group thinks about looking ahead, moving year groups or the transition to secondary school and how to cope positively with such changes. Life cycles and human reproduction are taught in some year groups at the School's discretion.

For EYFS, the RSHE programme is embedded in the specific learning area of Personal, Social and Emotional Development. RSHE is part of the Prep 1-6 PSCE curriculum. For all pupils, Class Teachers will largely address the subject when it arises in both mixed and single sex groups (if it is more appropriate) providing opportunities for pupils to explore issues both within and between gender groups.

This scheme has been planned so as to merge with the final two PSCE units, namely Healthy and Safer Lifestyles and Myself and My Relationships. Prep 5 and Prep 6 have talks on puberty in single sex groups in addition to the scheme of work.

14. Facts will be presented in an objective, balanced and sensitive manner, within a framework of values which emphasises the importance of caring and loving relationships.
15. Pupils are encouraged to consider self-restraint, dignity, acceptance of responsibility, self-respect, and respect and sensitivity towards the needs and values of others.

Content and Organisation

- RSHE is taught as appropriate for each age group from Prep 1-6.
- RSHE is incorporated in the Science Curriculum for Prep 5. Other aspects are taught mainly in PSCE and RS lessons. Through planned lessons in the curriculum - as well as through wider school activities such as assemblies - pupils are able to develop their ideas, knowledge and skills gradually, and appropriate to their age group.
- Class teachers have the responsibility for teaching RSHE in the classroom. The Prep 5 and 6 teachers liaise with the School Nurse to ensure that our Prep 5 and 6 pupils receive an up to date and balanced programme on Sex Education.
- A range of teaching approaches are used in order to provide an interactive learning environment and allow pupils to practise social skills, as well as gain information and knowledge. Scaffolding is planned to enable access to all pupils, including those with EAL and SEND.
- Both formal and informal RSHE arising from pupils' questions are answered directly or addressed individually, later, according to the discretion and professional expertise of teachers and the Head of the Prep School.

- The Prep School has agreed that the following language will be used: 'testicles' and 'vagina' up to and including Prep 6.
- On the network of the support, children will also have the emergency service numbers, the NSPCC number and Childline and be taught that if they do not have a trusted adult to speak to, this is who they can contact.
- The NSPCC 'PANTS' rule is introduced from a young age, and this is revisited in every year group throughout the teaching of RSHE.

Relationships and Sex Education across the Curriculum

16. Pupils may mention matters of human development and reproduction in Science.
17. Through role play and discussion, pupils raise their own feelings and gain a growing awareness and respect for the different views, cultures and beliefs of others.

Dealing with Sensitive Issues

18. The Health Education Programme includes topics which have complex personal and moral dimensions as well as legal considerations.
19. It is essential that discussions of this nature take place in a supportive environment in which respect for the views, cultures and religious beliefs of others is shown and clearly understood. The following ground rules for discussion must always precede any classroom discussion where sensitive issues may be raised:
 - Right to privacy: Pupils and teachers should not be asked to discuss personal experience.
 - Questions: Pupils and teachers should not be asked to answer personal questions.
 - Listening with respect: All contributions must be listened to respectfully.
 - Trust and Confidentiality: Pupils may wish to talk about the issues after the lesson is over.
 - Care and compassion: Pupils are expected to show care and compassion to each other when pupils share personal feelings and experiences.
20. In the discussion of sensitive issues, the teacher takes on the role of a neutral chairperson who provides accurate information to counter prejudice and ignorance, guides the course of the discussion and ensures that the rules of debate are followed and promotes respect for others and self-esteem. The teacher need not disclose their own beliefs or views and may decline to do so as these are personal and confidential matters.

Disclosure or Suspicion of Abuse

21. Under the Children Act of 1989 and Child Protection in School, teachers are required to alert Social Services if there is disclosure or suspicion of abuse. In the first instance, this should be reported to the Prep School Designated Safeguarding Lead or Deputy Safeguarding Lead.

Confidentiality and File Protection

22. All class teachers and external visitors who work with our pupils will be given a copy of this policy and the School's Child Protection Policy. This is to ensure they are familiar with our policy and expectations regarding correct practices and responding to issues.

Queries

Queries on this policy should be directed to the Co-Head of Prep School and Designated Safeguarding Lead (Prep).

Review and Verification

This policy is reviewed annually, and additionally if there are statutory changes, by the Prep School Co-Heads, Designated Safeguarding Lead and Subject Lead for PSCH.

Appendices

Please see overleaf for Appendices 1 and 2.

Appendix 1

Sample letter to parents at the end of the Spring Term

Dear Parents of Prep 6

At Ibstock, we use Jigsaw as our scheme of work to support the planning and teaching of PSCHÉ (Personal, Social, Citizenship and Health Education). The programme consists of six half-term units, each with six lessons on, which are: Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me.

During the Summer Term, we will be teaching the Relationships and Changing Me units which constitutes our ongoing programme of, and statutory requirement to provide, Relationships and Sex Education. These topics cover some elements of the Science curriculum and some from the PSCHÉ curriculum.

We develop an understanding of positive relationships throughout the year and within each unit of learning; however, there is a more specific focus during the 'Relationships' unit with children learning about different relationships we have with our friends, family and communities (including staying safe online), and how these relationships change as we grow.

The 'Changing Me' unit helps children learn to cope positively with all sorts of change. From Prep 4 – Prep 6, there is a particular focus on the Health Education element of puberty (including menstruation) and the changes that happen inside and outside the body. This is taught in a way that helps pupils feel prepared for the main changes that happen before puberty starts, and to encourage them to talk to an adult at home or at School if they have any questions.

Our programme in Prep 6 is carefully tailored to the age and needs of the children. Our main area for Prep 6 continues to be the concept of puberty. We have an important duty to talk about puberty with the children before they reach it, so we can reduce the fear and worry that some may feel.

These are the intended outcomes for the pupils within 'Changing Me':

- To explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally.
- To express how I feel about the changes that will happen to me during puberty.
- To describe how a baby develops from conception through the nine months of pregnancy, and how it is born.
- To understand how being physically attracted to someone changes the nature of the relationship.
- To express how they feel about the growing independence of becoming a teenager and their confidence that they can cope with this.

We encourage you to have discussions around these areas with your children before, during or after our topic, as children and young people say that they greatly value being able to talk their trusted adults about these issues. In addition to 'Teen Tips', which has some helpful articles, there is helpful information on these websites:

<https://www.fpa.org.uk/rshe-for-parents/>

<https://www.bigtalkeducation.co.uk/parents/how-to-talk-about-sex/>

<https://www.nspcc.org.uk/keeping-children-safe/sex-relationships/sexual-behaviour-children/>

Parent Channel: <https://www.familylives.org.uk/advice/primary/health-and-development>

Patient Info: <https://patient.info/doctor/normal-and-abnormal-puberty>

We have carefully reviewed the resources we use to support our teaching, to ensure they are appropriate to the age and needs of the children. Attached to this letter is a Guide For Parents and the Knowledge Organiser with further information about your child's learning for this year. Additionally, we will be introducing you to some of the materials during our Parent Consultation online on Wednesday 23 April.

You have the right to withdraw your child from the elements of our programme defined as Sex Education i.e., learning about human conception and birth. If you would like to discuss any issues relating to our work on RSHE, or to find out more about the lessons, please do not hesitate to contact your child's Class Teacher in the first instance.

Yours sincerely

Mrs Emily Francis-Cook
Head of PSCH

Appendix 2

Overview of RSHE curriculum topics and year of delivery:

Kindergarten

- *Changing Me*

Prep 1

- *Life Cycles*
- *Changing Me*
- *My Changing Body*
- *Boys' and Girls' Bodies*
- *Learning and Growing*
- *Coping with Changes*

Prep 2

- *Life Cycles in Nature*
- *Growing from Young to Old*
- *Changing Me*
- *Boys' and Girls' Bodies*
- *Assertiveness*
- *Looking Ahead*

Prep 3

- *How babies grow*
- *Babies*
- *Outside body changes*
- *Inside body changes*
- *Family stereotypes*
- *Looking Ahead*

Prep 4

- *Unique Me*
- *Having a Baby*
- *Girls and Puberty*
- *Circles of Change*
- *Accepting Change*
- *Looking Ahead*

Prep 5

- *Self-Image and Body Image*
- *Puberty for Girls*
- *Puberty for Boys*
- *Conception*
- *Looking Ahead*

Prep 6

- *My self-image*
- *Puberty*
- *Babies: conception to birth*
- *Boyfriends and Girlfriends or Adolescent friendships*
- *Real self and ideal self*
- *The year ahead*

Sexual Health and Wellbeing Strand and Changing Me puzzle

| | | |
|------------------------|-------------------------|--|
| FS PHASE 1 | Growing Up | How we have changed since we were babies |
| Y1 PHASE 1 | My changing body | Understanding that growing and changing is natural and happens to everybody at different rates |
| | Boys' and girls' bodies | Appreciating the parts of the body that make us different and using the correct names for them |
| Y2 PHASE 1 | The changing me | Where am I on the journey from young to old, and what changes can I be proud of? |
| | Boys and girls | Differences between boys and girls – how do we feel about them? Which parts of me are private? |
| Y3 PHASE 1/2 | Outside body changes | How our bodies need to change so they can make babies when we grow up – outside changes and how we feel about them |
| | Inside body changes | How our bodies need to change so they can make babies when we grow up – inside changes and how we feel about them (animations used – shorter version Female and Male Reproductive Systems) |

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Sexual Health and Wellbeing strand and Changing Me puzzle

| | | |
|----------------------|----------------------|---|
| Y4 PHASE 2 | Having a baby | The choice to have a baby, the parts of men and women that make babies and – in simple terms – how this happens (animations used – the Female Reproductive System) |
| | Girls and puberty | How a girl's body changes so that she can have a baby when she's an adult – including menstruation (animations used – the Female Reproductive System) |
| Y5 PHASE 2 | Puberty for girls | Physical changes and feelings about them – importance of looking after yourself (animations used – the Female Reproductive System) |
| | Puberty for boys | Developing understanding of changes for both sexes – reassurance and exploring feelings (animations used – the Male Reproductive System) |
| | Conception | Understanding the place of sexual intercourse in a relationship and how it can lead to conception and the wonder of a new life (animations used – the Female and Male Reproductive Systems) |
| Y6 PHASE 2 | Puberty | Consolidating understanding of physical and emotional changes and how they affect us (animations used – the Female and Male Reproductive Systems) |
| | Girl talk / boy talk | A chance to ask questions and reflect (single sex) (animations used – the Female and Male Reproductive Systems) |
| | Conception to birth | The story of pregnancy and birth (animations used – the Female and Male Reproductive Systems) |

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