

Packwood

Part of the Shrewsbury
School Family



Relationships and Sex Education Policy

including EYFS

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| Authorised by the Governing Body: Yes | Date: 4-11-25 |
| Produced by: Deputy Head (Pastoral Care and Safeguarding) and Head of PSHE | |
| Date Disseminated to the Staff via the intranet: 1-9-25 | |
| Date of Review: 1-9-26 | |
| Signed: James Pitt, Chair of Governors | |

Policy Aims and Ethos

The school's Relationship and Sex Education policy on the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (July 2025). We refer to RSE (Relationship and Sex Education) and we place the emphasis on relationships and supporting pupils understanding and skills in developing positive and healthy relationships. Our definition is that this work is a lifelong learning process; it is about physical, moral and emotional development. It is about understanding the importance of respect, loving relationships, and caring for others. It involves teaching about sex, sexuality and sexual health.

RSE in our school is part of the Personal, Social and Health and Economic curriculum. The RSE will be part of the PSHE curriculum and as such will be delivered by the Packwood Acorns teachers to EYFS, Years 1 and 2 and by the PSHE teacher to Years 3 – 8. Education for personal growth and self-esteem, including relationships, sex and health education complements and overlaps with the personal, social and emotional development of the child and the general life of the school.

The curriculum is designed to:

- Encourage mutual respect, tolerance and understanding
- Support pupils to develop healthy, safe and positive relationships
- Promote self-knowledge, emotional literacy and resilience
- Enable pupils to make informed and responsible choices
- Prepare pupils effectively for the next stage of their education and later life

Regulatory and Statutory Framework

This policy has due regard to:

- Independent School Standards Regulations (ISSRs), Parts 1, 2 and 3
- Education Act 2002
- Children and Social Work Act 2017
- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (2025)
- Equality Act 2010
- Keeping Children Safe in Education (current edition)

As an independent prep school, PSHE/RSE is compulsory, and this policy applies to pupils from EYFS to Year 8.

Curriculum Coverage by Key Stage

EYFS - RSE is delivered through Personal, Social and Emotional Development (PSED) and supports pupils to:

- Develop self-awareness and emotional regulation
- Build positive relationships with peers and adults
- Understand boundaries and personal space
- Recognise trusted adults and know how to seek help

No explicit sex education is taught in EYFS.

Key Stage 1

Relationships Education focuses on:

- Developing positive friendships
- Respecting similarities and differences
- Understanding families and caring relationships
- Personal safety, including early online awareness
- Correct anatomical vocabulary used appropriately and sensitively

Key Stage 2

Relationships and Health Education are taught, with age-appropriate sex education elements included as part of preparation for puberty.

Content includes:

- Emotional wellbeing and resilience
- Respectful relationships and peer influence
- Online safety and digital responsibility
- Physical and emotional changes during puberty
- Understanding consent in everyday situations
- Basic human reproduction (upper KS2)

Key Stage 3 (Years 7 and 8)

RSE builds upon earlier learning and supports pupils to:

- Understand healthy and unhealthy relationships
- Develop respectful attitudes towards others
- Learn about consent, boundaries and communication
- Manage the physical and emotional changes of adolescence
- Develop media literacy and awareness of online risks
- Know how and where to access help and support

Inclusion and Equality

The RSE curriculum reflects the school's commitment to equality, diversity and inclusion, in accordance with the Equality Act 2010.

Teaching:

- Is accessible to pupils with SEND
- Reflects a range of family structures and backgrounds
- Promotes respect for protected characteristics
- Is delivered in a factual, balanced and age-appropriate manner

Safeguarding and Pastoral Care

RSE is taught within the context of the school's safeguarding and child protection arrangements.

- Staff follow clear protocols for managing sensitive issues and disclosures
- Pupils are encouraged to speak to trusted adults
- Any safeguarding concerns arising from RSE lessons are acted upon in line with school policy
- External speakers and resources are appropriately vetted

This supports compliance with ISSR Part 3 (Welfare, Health and Safety).

Teaching, Learning and Staff Responsibility

RSE is delivered by appropriately trained staff who:

- Establish clear ground rules
- Create a safe and respectful learning environment
- Use suitable resources matched to pupils' age and maturity

Teaching is monitored by the Head of PSHE to ensure consistency and quality.

Assessment, Monitoring and Evaluation

Pupils' progress in RSE is assessed through:

- Discussion and reflection
- Pupil voice
- Observation of engagement and understanding

The curriculum is reviewed regularly to ensure it:

- Meets pupils' needs
- Reflects current statutory guidance
- Supports the school's aims for personal development

Parental Engagement and Withdrawal

The school works in partnership with parents by:

- Providing curriculum information and opportunities to view resources
- Encouraging parents to discuss RSE at home, and to ask the Head of PSHE / PSHE teaching staff questions
- Responding constructively to parental queries

Parents may request withdrawal from sex education elements (where applicable).

There is no right to withdraw from Relationships or Health Education.

Requests are managed by the Headteacher in consultation with the Head of PSHE.

Roles and Responsibilities

- The Academic Committee of the Governing Body: ensures compliance with the Independent School Standards
- Deputy Head Safeguarding: overall responsibility for RSE provision
- Head of PSHE: curriculum design, staff guidance and monitoring
- Teaching Staff: delivery and pastoral support
- Parents: support learning at home
- Pupils: engage positively and respectfully

Policy Review

This policy is reviewed:

- Annually
- In response to statutory or regulatory updates
- Following consultation with staff and parents as appropriate

Next review date: September 2026

Appendices:

Overview of schemes of work

Sample letter to parents

Governors' Statement

Appendix 1: RSE scheme of work

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| F3 | <p>Friendships:</p> <p>Making and maintaining healthy friendships; Similarities and differences</p> | <p>Emotional wellbeing:</p> <p>Expressing and managing everyday feelings; Seeking support for self or others</p> | <p>Staying safe:</p> <p>Trusted people and feeling safe; Keeping secrets and when to break confidentiality; Recognising and reporting feeling unsafe</p> | <p>Economic wellbeing:</p> <p>Attitudes and ideas about spending, saving and giving money; Wants and needs; Keeping money safe</p> | <p>Physical health:</p> <p>Healthy lifestyles; Physical exercise and its impact on mental wellbeing; Balanced diets and making choices; Sun safety</p> | <p>Shared responsibilities:</p> <p>Rights and responsibilities; Why we have rules; Responsibility for the local environment; Sustainability; Safety in different environments; Safety at home;</p> |
| F4 | <p>Friendships:</p> <p>Managing conflict and repairing friendships; Feeling lonely; Friendship skills, including communicating safely online; Listening and responding; Respecting self and others</p> | <p>Communities:</p> <p>What makes a community; Diversity; Freedom of expression; Online communities; Identifying and responding to prejudice</p> | <p>Economic wellbeing:</p> <p>Budgeting; Saving; Spending decisions; How managing money makes us feel; How spending choices affect others</p> | <p>Families:</p> <p>Different types of relationships; Characteristics of healthy family relationships; Feeling safe and cared for</p> | <p>Growing and changing:</p> <p>Growing up; Puberty, including periods and wet dreams; Sleep</p> | <p>Staying healthy:</p> <p>Dental health; Hygiene, germs; Basic first aid; Early signs of illness and seeking help</p> |
| F5 | <p>Respect and bullying:</p> <p>Mutual respect; Sharing points of view; Stereotypes; Types of bullying and how to get help; Discrimination</p> | <p>Mental wellbeing:</p> <p>Taking care of mental health and emotional wellbeing; Managing challenges; Seeking support for themselves and others</p> | <p>Staying safe:</p> <p>Privacy and personal boundaries; Acceptable and unacceptable contact.</p> <p>Permission-seeking and giving; Personal safety, including FGM</p> | <p>Careers:</p> <p>Career types; challenging career stereotypes; Enterprise project</p> | <p>Substances:</p> <p>Drugs common to everyday life; Risks and effects of alcohol and smoking; Rules and laws</p> | <p>Keeping active:</p> <p>Benefits of a balanced lifestyle; Balancing internet use; How physical activity affects wellbeing</p> |
| F6 | <p>Personal Identity:</p> <p>What contributes to who we are; Personal strengths; Interests; Setting goals; Managing setbacks.</p> <p>New opportunities and responsibilities</p> | <p>Puberty and reproduction:</p> <p>Menstrual wellbeing; Managing the changes of puberty; Developing independence; How a baby is made</p> | <p>Health and hygiene:</p> <p>Making informed choices regarding a healthy lifestyle, including nutrition; Hygiene and bacteria and viruses; Allergies and getting help in an emergency; Vaccination and immunisation</p> | <p>Managing change:</p> <p>Developing friendship skills; Changing and ending friendships; Managing change, loss, and bereavement; Sources of support</p> | <p>Media literacy:</p> <p>How data is shared and used online; Evaluating reliability of sources; Misinformation and targeted information; Choosing age-appropriate TV, games and online content; Influences relating to gambling</p> | <p>Friendships and staying safe:</p> <p>Opportunities to connect online; The nature of online-only friendships; Reporting harmful content and contact; Staying safe online</p> |

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| F7 | Personal Identity: Valuing ourselves Confident Me -Appearance Ideals, Media messages, confront comparisons, Banish Body Talk & Be the change | Personal Identity: Valuing ourselves Confident Me -Appearance Ideals, Media messages, confront comparisons, Banish Body Talk & Be the change | Managing change: Developing friendship skills. Changing and ending friendships; Managing change, loss and bereavement; Sources of support | Media literacy: -Increasing the awareness of the legal and social issues around film and TV content illegally online | Relationships & Sex: Pressures on relationships and the changing nature of relationships | Relationships & Sex: Physical and emotional changes at Puberty range of physical and emotional development |
| F8 | Healthy lifestyles: Physically and mentally healthy lifestyles; Healthy sleep habits; Dental health; Managing stress; Accessing health services | Healthy lifestyles: Physically and mentally healthy lifestyles; Healthy sleep habits; Dental health; Managing stress; Accessing health services | Relationships & Sex: Introduction to contraception and sexual health. Consent in intimate situations; Risk Taking Alcohol & Sexual relationships | Relationships & Sex: Introduction to contraception and sexual health. Consent in intimate situations; Risk Taking Alcohol & Sexual relationships | Substances and situations: Social norms regarding drugs, alcohol and tobacco; Myths and misconceptions; Influence and risks relating to substance use | Moving forward: Personal strengths, celebrating successes and setting goals; Moving on to a new school; Managing change |

Appendix 2: Sample letter to Parents

Dear Form 6 Parents / Guardians,

As a part of your child's education at Packwood, we promote personal wellbeing and development through a comprehensive Personal, Social, Health and Economic (PSHE) education programme. PSHE education is the curriculum subject that gives young people the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential.

I am writing to let you know that, during this term, starting Friday 7th November Form 6 will be taking part in lessons which will focus on the relationships and sex education (RSE) aspect of this programme. The Learning Objectives covered in the RSE lessons for Form 6 will include:

- *Learning about the changes that happen during puberty (recap from year 4-5)*
- *Managing change (physical and emotional) and becoming more independent*
- *Learning about positive, healthy relationships*
- *Knowing and understanding life processes common to humans, including reproduction.*

Here is a link to the planning and resources that we use for our lessons: [medway-rse-2022-year-6.pdf](#) Medway Public Health Directorate has worked in close partnership with the PSHE Association to produce a quality assured suite of PSHE and RSE lesson plans and resources.

Pupils will also have opportunities to ask questions that help prepare them for changes and relationships of all kinds in the modern world.

PSHE education is taught throughout the school in every form and is monitored and reviewed regularly by the staff and governing body. Our Relationship and Sex Education (RSE) Policy can be found on the School website. All PSHE teaching takes place in a safe learning environment and is underpinned by our school ethos and values. If you have any questions or concerns, then please do contact me for a chat.

Years 3, 4, 5 and 6 are taught by Mrs Rogers. Year 7 is taught by Mr Mullock. Year 8 is taught by Mrs Parry.

Kind regards,

Appendix 3: Governors' Statement

Governing bodies are required by the 1996 Education Act to prepare and keep up-to-date statements of policy on the content and organisation of any sex education in their schools.

They are required to ensure the school delivers a broad and balanced curriculum as an entitlement for all pupils and adhere to section 129 of the statutory Department of Education guidance 'Keeping Children Safe in Education'.

Sex education includes such concepts as growing and changing, the life cycle, puberty and reproduction. It is also about emotions, relationships and responsibilities and how we care for each other. We therefore refer to this work as relationship and sex education (RSE), placing the emphasis on relationships.

RSE aims to help children understand their feelings, emotions and bodies, how they are growing and changing, and how they will change in the future. It aims to enhance the emotional and social development of children, helping them to understand the benefits of caring relationships and to be aware of pressures and possible dangers.

The work is integrated within science and PSHE and taught as a spiral curriculum in an age-appropriate way through the age ranges. We use the Medway Public Health Directorate (in association with the PSHE Association) scheme of work and recommended resources. This is a quality assured suite of PSHE and RSE lesson plans and resources.

The work will be integrated into the ordinary life of the class so that both boys and girls will have a clear understanding of, and be in sympathy with, the changes involved for those of a different gender. Some single gender work or small group exercises will be used as appropriate.

Parents are invited to comment on the Governors' policy and also to attend parents' meetings to preview resources and discuss the programme of work. The Heads and Governors are available to discuss any concerns. Parents will be informed of their right to withdraw their children from sex education.