



Relationships, Health and Sex Education (RSE) Policy

Including all of the Pre-Prep and Early Years Foundation Stage

JGB

Updated September 2026

Review and Amendment Record

Date	Person Conducting the Review	Changes Made
23 March 2021	JGC	Creation of RSE policy in line with national guidance
28 September 2021	JGC	Updates to policy following parent consultation period. Clarification on withdrawal of pupils and differences between relationships education and relationships and sex education
22 March 2022	JGC	Updates regarding assessment and monitoring of RSE
20 September 2022	JGC	Updates to all statutory guidance and material
19 September 2023	JGC	Update of statutory guidance and materials and annual update Adjustments of RSE curriculum to align with BigTalk content Inclusion of BigTalk as visiting speakers
25 th September 2024	JGB	Update of statutory guidance and materials and annual update Inclusion of paragraph on roles and responsibilities Update on parent contact to include forum planned for November 2024. Update on handling of safeguarding concern by external agencies
16 th September 2025	JGB	Update of statutory guidance and materials and annual update Update to supervision of BTE sessions by SF staff and sections of pupil voice and questions.
August 2026	JGB and CMC	Update of statutory guidance and materials and annual update Inclusion of gender questioning guidance

Background

At Summer Fields we believe that effective relationships education and relationships and sex education is crucial in providing boys with the skills to make responsible, well-informed and safe decisions about their lives and wellbeing. The aim of relationships education and relationships and sex education is to help prepare pupils for the opportunities, responsibilities and experiences of adult life. The school recognises that to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build self-efficacy. These subjects can support children and young people to develop resilience, to know how and when to ask for help, and to know where to access support.

Equality and inclusion

‘Schools should consider what they can do to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls; and provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic, including through these subjects and as part of a whole school approach.’

- [Department for Education](#) (2021, p.14)

RSE is a key vehicle for promoting equality, inclusion and social justice. Our RSE curriculum and delivery is designed to promote gender equality through challenging gender stereotypes, sexism and sexual harassment in school. We take these issues seriously and ensure that we embed content on gender equality throughout the curriculum. Inclusive RSE at Summer Fields will seek to challenge all forms of discrimination and prejudice between pupils and promote understanding and respect as outlined under the Equality Act 2010.

We are also committed to RSE that makes every pupil feel valued and included and is relevant to them. We ensure SEND inclusion and are mindful of the SEND Code of Practice 2014 when planning for this subject. As a school, we will also ensure that we consider the religious and cultural background of all pupils when teaching RSE. We recognise an aim of this policy is to help to create a culture of safety, equality and protection.

This policy was produced in consultation with our staff, board of governors, pupils and parents. We will ensure the policy is effectively communicated to staff and parents, including through publishing the policy on our school website.

The information below complies with our statutory obligations to deliver RSE under sections 34 & 35 of the Children and Social Work Act 2017. It also has due regard for the DfE's (Department for Education) statutory Relationships Education, Relationships and Sex Education and Health Education guidance and other relevant guidance.

We will review the policy on a regular basis to ensure that it is in line with current Government guidance and legislation and to ensure that our RSE programme continues to meet the needs of our pupils.

This policy should be read in conjunction with the following policies:

- Anti-Bullying policy
- Behaviour policy
- Countering bullying policy
- Curriculum policy
- Equality and diversity policy
- PSHE education policy
- Safeguarding policy
- Summer Fields AUP Policy (boys and staff)

Regulatory Framework

This policy has regard to the following guidance and advice:

- Relationships Education, Relationships and Sex Education and Health Education guidance (DfE July 2025 and effective from 1 September 2026)
- Keeping children safe in education (DfE, September 2026) (KCSIE)
- Working together to safeguard children: statutory guidance on inter-agency working to safeguard and promote the welfare of children (DfE, September 2026)
- Relationships education, relationships and sex education and health education FAQs (DfE, July 2020)
- An introduction to supporting LGBTQ+ children and young people (Stonewall, 2022)

Definition of relationships and sex education (RSE)

'The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should teach what is acceptable and unacceptable behaviour in relationships.'

(DfE Guidance, p25)

To meet the aims outlined in the DfE Relationships Education, RSE and Health Education Guidance, we will equip our pupils to build positive relationships online and offline. We seek to ensure our curriculum gives pupils the knowledge, skills, attitudes and values that will help them to:

- value their health, wellbeing and dignity
- manage and explore difficult feelings and emotions
- consider how their choices affect their own wellbeing and that of others
- build self-esteem and self-worth
- accept and value their personal and identity and the personal identities of others
- understand and make sense of the real-life issues they are experiencing in the world around them
- develop as informed and responsible citizens
- understand and ensure the protection of their rights throughout their lives.

High quality, comprehensive RSE does not encourage early sexual experimentation but in fact builds young people's confidence and self-esteem and helps them understand the reasons for delaying sexual activity.

The RSE education provided is age appropriate and developmentally appropriate and is taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents, with the aim of providing pupils with the knowledge they need of the law.

Curriculum content

By the end of Key Stage 2 (Year 6), relationships education will include teaching about families and people who care; caring friendships; respectful relationships; online relationships and being safe. The PSHE curriculum overview details what each strand of PSHE education covers, curriculum content that is appropriate in Science, and other events that address areas of the PSHE and RSE curriculum. See Appendix 1 for a broad overview of the curriculum map.

In addition to relationships education, the school will teach some specific sex education including teaching contained in the science curriculum about the main external body parts, the human body as it grows from birth to old age (including puberty) and the reproduction in some plants and animals and all aspects of reproductive health education and relevant topics as outlined in Appendix 1.

Visiting speakers (of great variety and depth) may also be invited into school to deliver age appropriate relationships education; this may also cover points relating to puberty, emotional and physical changes and simple reproduction. For the last 4 years, and continuing, BigTalk education have come to school to deliver age appropriate sessions, and these will continue to be reviewed on a

yearly basis. Our teaching staff are present in all of the sessions and observe the BigTalk staff. This forms part of their CPD programme and ensures they can reinforce the lesson content and answer any follow up questions throughout the academic year.

By the end of secondary education, relationships and sex education will include teaching to develop knowledge on the topics specified for primary education. In addition, the curriculum provision will include teaching about families; respectful relationships, including friendships; issues around being online and the media; being safe and intimate, consent and sexual relationships, including sexual health.

Curriculum delivery

The contents of the RSE curriculum will be taught through the curriculum areas of Science, PSHE education and also through any other relevant subject areas (such as during continuous provision in EYFS). Our RSE programme is an integral part of our whole school PSHE education provision and will cover the content as detailed in Appendix 1.

The content of the curriculum may also be covered during the following sessions:

- Tutor time and form time in the Prep school and form times in Pre-prep
- Assemblies delivered by members of staff or external visitors
- Approved external/visiting speakers
- Themed days such as International Women's Day (IWD) and International Men's Day (IMD) – follow up assemblies and displays may also be linked to thematic days like these

The Head of PSHE, Head of Pre-prep and Deputy Head Pastoral will work closely with colleagues in related curriculum areas (e.g. Science, TPR and PE) to ensure a holistic and joined up approach to what is taught in RSE.

In accordance with the Department for Education's statutory Relationships, Sex and Health Education (RSHE) guidance (2026), effective from 1 September 2026, the School teaches about gender in an age-appropriate, factual and balanced way that promotes respect, dignity and inclusion for all pupils. Teaching about gender identity follows statutory guidance and does not present contested beliefs as fact. The school also follows guidance as set out in KCSiE (2026) when dealing with any pupil who may have questions around gender and ensures parental involvement, unless there is a safeguarding risk not to, as stated in the school safeguarding policy.

All teaching is evidence-informed, age-appropriate, respectful of different beliefs and backgrounds, and consistent with the School's safeguarding responsibilities and statutory RSHE guidance.

Assessment, Monitoring and Evaluation

Effective assessment in PSHE seeks to evaluate the progress made by individual pupils. The following methods denote the key ways in which individual progress in RSE & PSHE is assessed within the school, including:

- Pupil questionnaires (analysis of responses and the identification of trends for individuals over time)
- Orders (mini-reports undertaken twice a term in the prep school and twice a year in Pre-prep) in which effort and progress for each pupil is formally reported. Further assessment is achieved through the Orders meetings which take place following each reporting cycle
- End of term tutor/form taker/class teacher reports
- Formative and summative assessment of work undertaken in PSHE (or other relevant subject) lessons
- Pupil voice (school council, tutor meetings, food committees, etc.)
- Pastoral meetings (whether per year group, division of the school or per subject)
- Pupil and parental feedback
- EYFS observations in learning journals

We will regularly monitor and evaluate our RSE scheme of work to ensure that the quality of teaching is consistent, that the curriculum meets national requirements under the Relationships Education, RSE and Health Education guidance, and that learning outcomes are reflective of pupil need.

This policy will be reviewed by The Head of PSHE, Head of Pre-prep and the Deputy Head and Governors on a regular basis. If changes are needed, members of staff, parents/carers and pupils will be consulted, and any amendments clearly communicated.

Pupil questions and pupil voice

RSE explores a range of issues that may provoke questions from pupils. We view questions as a positive sign that pupils are engaged with what is being taught and feel able to express natural curiosities about themselves, their bodies and relationships with others.

We appreciate that boys may ask their teachers or other adults questions pertaining to sex or sexuality which go beyond the school's curriculum. If teachers do not feel in a position to immediately address questions, they may defer a question and seek more information before responding to pupils. Questions will always be answered in an age and developmentally appropriate way and take into account whether a parent has requested their child to be removed from sex education lessons.

If teachers have concerns about pupil contributions or questions, they will inform parents as appropriate. The school's approach is to ensure that teachers are confident to deal with such questions, recognising that children whose questions go unanswered may turn to inappropriate sources of information. INSET and other training will seek to include information on how teachers can respond.

Throughout the academic year, pupils complete two well-being and PSHE surveys/questionnaires. These give pupils the chance to show their knowledge and understanding on a range of PSHE and RSE topics that have been covered, as well as providing pupils the opportunity to ask questions relating to the topics they have studied.

In September 2025, the school has also developed a well-being committee. This provides a further opportunity to seek the views and feedback of our pupils and ensure continual development of our PSHE and RSE provision.

Working with parents

At Summer Fields, we recognise that parents and carers are the first teachers of their children and that they play a vital role in:

- talking to and teaching their children about healthy relationships
- maintaining the culture and ethos of the family
- helping their children cope with the emotional and physical aspects of growing up
- preparing them for the challenges and responsibilities that sexual maturity brings.

Summer Fields will consult with parents and carers in the development and review of this policy and on the content of the relationship education and relationship and sex education programmes.

Ahead of the BigTalk education programme, we hold a parent forum on the teaching of RSE and PSHE to include information on; curriculum content; BigTalk objectives; Zones of Regulation; and to answer any questions that parents may have.

The details of the curriculum are in Appendix 1.

Parental right to request their child be excused from sex education

The school will communicate to parents what will be taught, and when, in delivering relationships education and relationships and sex education.

Parents and carers of pupils in Years 7 and 8 have the right to request that their child be withdrawn from some or all of sex education delivered as part of relationships and sex education at secondary age, except for those parts included in the science curriculum, which cover the biological aspects of human growth and reproduction. Parents do not have the right to withdraw their child from Health Education or from relationships education taught in primary year groups.

The school will make alternative arrangements for students in each case so that they receive appropriate, purposeful education during the period of withdrawal.

Although parents/carers have the right to request to withdraw their child from any or all of sex education as part of Relationships and Health Education, it is our aim to encourage parents to see the value of RSE learning and its contribution to keeping children safe, developing their emotional, social and physical wellbeing and for promoting equality and social justice.

Should a parent decide that they do not wish their child to take part in any of these lessons, we would ask that they first speak to the appropriate Head of PSHE (via office@summerfields.com) or Head of Pre-prep (via preprepsecretary@summerfields.com) to discuss their concerns. The Head of PSHE or Head of Pre-prep will discuss the request with the parent/carer to fully understand and address any concerns or objections to the content of the curriculum. If parents/carers do decide to withdraw their child, they should inform The Head of PSHE or Head of Pre-prep in writing, via the above email addresses, and the school will keep a record of this.

Safeguarding and child protection

At Summer Fields, we acknowledge that RSE is crucial for creating a culture of safeguarding within the school and for meeting our statutory obligations as outlined in Keeping Children Safe in Education (September 2026). RSE helps children to understand healthy relationships and to understand how to get help if they are experiencing abuse or have experienced abuse.

Teachers will follow the school's safeguarding policy on confidentiality between themselves and students and manage an appropriate level of confidentiality. Students should be reassured that their best interests will be maintained, but teachers cannot offer or promise absolute confidentiality. Teachers will follow the school's safeguarding policy if a child protection issue is raised.

Where the school invites external agencies to support the delivery of these subjects, the school will agree in advance of the session how a safeguarding report will be dealt with by the external visitor.

Roles and responsibilities

Summer Fields will take a whole school approach to relationships education and relationships and sex education. However the Prep school and Pre-prep will each appoint an appropriate teacher in a leadership role with dedicated time to lead specialist provision (i.e. the Head of PSHE (Prep school), and Head of Pre-prep (Pre-prep)) with responsibility for the curriculum area.

The Head of PSHE has regular department meetings and also meets with members of the SLT to ensure the subject sits within the context of the school's broader culture, ethos and approach to developing pupils socially, morally, spiritually and culturally, as well as our pastoral care.

Consultation

This policy has been produced in consultation with parents and carers and seeks to take into account the views of teachers and pupils.

PSHEE and RSHE Overview content – Appendix 1

	Science	PSHEE			Other E.g. – TPR or events
		Health and Wellbeing	Healthy relationships	Living in the wider world	
PRE-PREP					
EYFS	- Simple life cycles - Changes from baby to adult (humans and animals) - Different senses and body parts associated with these	- Healthy eating choices - Keeping clean and healthy - Why am I special? - How have I changed since a baby? - Keeping physical	- Good and bad touch - Feelings and behaviours - Following rules and right/wrong Big talk education – bodies, feelings, secrets, teasing and bullying	- Similarities and differences between people - Using a computer safely - People in the community – at school and local community	- Mental health week assembly and events - Family Links scheme of work - International Women’s day assembly - British values assembly - Thematic assemblies across the year - Special people visits – PCSO, firemen, doctors etc. - NSPCC pants assembly - Zones of regulation curriculum for all year groups.
Year 1	- Parts of a plant – includes very simple reproduction - Name and label parts of the human body - Know that animals, including humans, have offspring that grow into adults	Growing and changing: Recognising what makes you unique and special; feelings, choices and consequences	Families and friendships: Roles of different people, families, feeling cared for	Belonging to a community: What rules are, caring for others’ needs; looking after the environment	
		Keeping safe: How and why rules help us, keeping safe online and in society	Respecting ourselves and others: How behaviour affects others; being polite and respectful, Pre-prep ten steps	Media literacy and digital resilience: Using the internet and digital devices	
		Physical health and Mental wellbeing: Keeping healthy, food and exercise, hygiene routines	Safe relationships: Recognising privacy, staying safe, seeking permission, recognising hurtful behaviour	Money and Work: Strengths and interests; jobs in the community	
Year 2		Growing and changing: Growing older, naming body parts, moving class or year	Families and friendships: Making friends, feeling lonely and getting help	Belonging to a community: contribute to life of school, different groups and communities	
		Keeping safe: Healthy lifestyle and healthy diet	Respecting ourselves and others: Similarities and differences, playing and working cooperatively, sharing opinions	Money and Work: medicines and keeping healthy, managing feelings and asking for	
		Physical health and Mental wellbeing: medicines and keeping healthy, managing feelings and asking for help	Safe relationships: Big talk education – bodies, feelings, secrets, teasing and bullying	Media literacy and digital resilience: The internet in everyday life; online content and information	

PSHEE and RSHE Overview content – Appendix 1

Year 3					
- Life processes – reproduction included in this - Plant parts	Growing and changing: Strengths and achievements, managing and reframing setbacks	Families and friendships: what makes a family, features of family life, different families	Belonging to a community: The value of rules and laws, rights, freedoms and responsibilities		
	Keeping safe: Risks and hazards, safety in the local environment and unfamiliar places	Respecting ourselves and others: Recognising respectful behaviour, self-respect, courtesy and being polite	Media literacy and digital resilience: How the internet is used, assessing information online		
	Physical health and Mental wellbeing: keeping teeth healthy, what affects feelings, expressing feelings	Safe relationships: Personal boundaries, safely responding to others, the impact of hurtful behaviour	Money and Work: Different jobs and skills, job stereotypes, setting personal goals		
PREP					
Year 4	Life cycles and life processes	Physical health and Mental wellbeing: maintaining a balanced lifestyle; oral hygiene and dental care	Families and friendships: positive friendships (including online)	Belonging to a community: what makes a community; shared responsibilities.	- International Women’s day assembly - Anti-Bullying week - Mental health awareness sessions - Basic First Aid training - Big talk education – introduction to reproduction – including contraception for years 5 and 6
		Growing and changing: physical and emotional changes in puberty; external genitalia; personal hygiene and routines; support with puberty.	Safe relationships: responding to hurtful behaviour; managing confidentiality; recognising risks online.	Media literacy and digital resilience: how data is shared and used.	
		Big talk education: introduction to basic reproduction			
		Keeping safe: medicines and household products; drugs common to everyday life.	Respecting ourselves and others: respecting differences and similarities (race/ethnicity, sexual orientation and diverse family structure); discussing differences sensitively.	Money and Work: making decisions about money; using and keeping money safe.	
Year 5		Physical health and wellbeing: healthy sleeping habits; sun safety; medicines, vaccinations, immunisations and allergies.	Families and friendships: managing friendships and peer influence	Belonging to a community: protecting the environment; compassion towards others.	Zones of regulation curriculum for all year groups.
		Growing and changing: personal identity; recognising individuality and different qualities; mental wellbeing. BigTalk education: reproduction including contraception	Safe relationships: Physical contact and feeling safe.	Media literacy and digital resilience: how information online is targeted; different media types (their role and impact); ‘fake news’	

PSHEE and RSHE Overview content – Appendix 1

		Keeping Safe: keeping safe in different situations, including responding in emergencies; first aid.	Respecting ourselves and others: responding respectfully to a wide range of people; recognising prejudice and discrimination.	Money and work: identifying job interests and aspirations; what influences career choices; workplace stereotypes.	
Year 6	- Sexual and asexual reproduction	Physical health and wellbeing: what affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online.	Families and friendships: attraction to others; romantic relationships; civil partnership and marriage.	Belong to a community: valuing diversity; challenging discrimination and stereotypes	
		Growing and changing: human reproduction and birth; increasing independence; managing transitions BigTalk education: reproduction including contraception	Safe relationships: recognising and managing pressure; consent in different situations.	Media literacy and digital resilience: evaluating media sources; sharing things online	
		Keeping safe: keeping personal information safe; regulations and choices; drug use and the law; drug use and the media.	Respecting ourselves and others: expressing opinions and respecting other viewpoints, including discussing topical issues	Money and work: influences and attitudes to money; money and financial risks	
Year 7	- Adolescence and puberty - Female and male reproductive systems - Intercourse and Fertilisation - Menstrual cycles - Foetal development and childbirth	Health and puberty: Healthy routines, influences on health, puberty, unwanted contact, and FGM Differences in Senior part of the school, personal safety in and outside school, including first aid	Diversity: Diversity, prejudice, and bullying Building relationships: Self-worth, romance and friendships (including online) and relationship boundaries	Developing skills and aspirations: Careers, teamwork and enterprise skills, and raising aspirations Financial decision making: Saving, borrowing, budgeting and making financial choices	- Big talk education - puberty, healthy relationships, diversity of relationships - Mental health awareness sessions - Zones of regulation curriculum for all year groups.
Year 8		Drugs and alcohol: Alcohol and drug misuse and pressures relating to drug use Emotional wellbeing: Mental health and emotional wellbeing, including body image and coping strategies	Discrimination: Discrimination in all its forms, including racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Community and careers: Equality of opportunity in careers and life choices, and different types and patterns of work Digital literacy: Online safety, digital literacy, media reliability, and gambling hooks	