



PROSPECT HOUSE  
SCHOOL

RSE POLICY

September 2025

# Prospect House School

## Relationships and Sex Education (RSE) Policy

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### Introductory Statement

At Prospect House School, we believe that Relationships and Sex Education (RSE) is vital for the personal, social, and emotional development of our pupils. It equips children with the knowledge, skills, and values they need to form safe, respectful, and enjoyable relationships, and supports them to take responsibility for their own wellbeing.

We are committed to providing holistic, inclusive, and age-appropriate RSE that reflects the ethos and values of our school community. Our approach is firmly rooted in safeguarding, equality, respect for diversity, and preparation for life in modern Britain.

This policy complies with statutory obligations under the Children and Social Work Act 2017 and the Department for Education's Statutory Relationships, Sex and Health Education (RSHE) Guidance (July 2025). It also reflects the requirements of the Education (Independent School Standards) Regulations 2014 and ISI inspection expectations.

The policy will be reviewed annually in consultation with parents, staff, and pupils to ensure our curriculum remains current, inclusive, and responsive to emerging issues.

### Subject Content

RSE is not delivered in isolation, but is firmly embedded in all curriculum areas including Personal, Social, Health, Citizenship and Economic (PSHCE) education and science. At Prospect House School, the main RSE content is delivered as part of a wider topic to provide context for learning. Many aspects of RSE are taught throughout the year, whilst some specific age-related aspects are delivered at a pre-planned point during the year in order that parents are informed and can be involved in supporting their child.

Our focus is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, consent and the concept of personal privacy.

Respect for others is taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on. Teachers will talk explicitly about the features of healthy friendships, family relationships and other relationships that young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online, especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content,



teachers will address online safety and appropriate behaviour in a way that is relevant to pupils' lives, including new and emerging risks such as harmful content, misinformation, AI-generated imagery and deepfakes, image-sharing pressures, and sextortion.

When teaching about families, teachers will be sensitive and well-judged based on the knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. Families can include, for example, single-parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents and carers, amongst other structures. We make sure that there is no stigmatisation of children based on their home circumstances and needs, and reflect sensitively that some children may have a different structure of support around them.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through Relationships Education (and RSE), we will teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this will be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This will also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

Pupils will be taught how to report concerns and seek advice when they suspect or know that something is wrong. At all stages, it will be important to balance teaching children about making sensible decisions to stay safe (including online), whilst being clear it is never the fault of a person who is abused and why victim blaming is always wrong.

We will equip our pupils to build positive and respectful relationships online and offline. We seek to ensure that we give pupils the knowledge, skills, attitudes and values that will help them to:

- build self-esteem and self-worth;
- explore and value their personal and sexual identity and the personal/sexual identities of others;
- understand family structures, committed relationships and the legal status of different types of long-term relationships;
- understand and make sense of the real-life issues they are experiencing in the world around them;
- manage and explore difficult feelings and emotions;
- consider how their choices affect their own wellbeing and that of others;
- develop as informed and responsible citizens in conjunction with the views of teachers, pupils and parents;
- understand and ensure the protection of their rights throughout their lives.

The following content is delivered within taught PSHCE lessons across the year. All content will be delivered in a timely way and will be age- and developmentally-appropriate to meet the needs of our pupils, including those pupils with SEND.

In addition, in line with the July 2025 RSHE statutory guidance, age-appropriate teaching will include menstrual health (including endometriosis, PCOS, menopause, fertility and

reproductive health), healthy lifestyle choices, awareness of vaping and gambling, basic first aid (including CPR and defibrillators), and explicit teaching to challenge misogyny, harmful stereotypes and online influencers normalising abuse.

### **Sex Education in Primary**

Sex education is not compulsory in primary schools. At Prospect House, we provide an age-appropriate introduction in Year 6, covering human reproduction within the context of relationships, puberty, and science.

This is delivered factually, using correct medical terminology. Parents are consulted in advance and have the right to withdraw their child from sex education lessons (other than those which are statutory within science).

### **Subject Delivery**

RSE is taught by trained school staff as part of a spiral curriculum that builds knowledge and skills year by year. Lessons are interactive, participatory, and carefully sequenced to prepare children for future learning.

External visitors may be invited to enrich provision, but remain under teacher supervision and must comply with school safeguarding procedures. All resources and materials will be available for parents to view on request, in line with the statutory requirement for full parental transparency.

### **Pupil Voice**

We actively seek pupil feedback to ensure lessons are engaging, relevant, and inclusive. Pupils' views are gathered through class discussions, surveys, and question boxes. While we value all contributions, hurtful or discriminatory views are challenged in line with our commitment to respect, inclusion, and equality.

### **Answering Pupil Questions**

We encourage open, respectful dialogue. Staff answer questions honestly, using age-appropriate language. Questions that fall outside the planned curriculum are handled sensitively, sometimes on a one-to-one basis.

Staff are trained never to share personal information and to manage disclosures in line with safeguarding policy.

### **Working with Parents and Carers**

We recognise that parents are the primary educators of their children in matters of relationships and health. We work in partnership with parents by consulting them in policy reviews, informing them in advance of sensitive content, providing access to all RSHE teaching materials (on request), and offering workshops or briefings on supporting children at home.

Parents have the right to withdraw their child from sex education (but not from relationships or health education). Pupils may opt back in from three terms before they turn 16.

### **Safeguarding and Child Protection**

RSE is a key part of our safeguarding culture. Through RSE, children learn to recognise unsafe or abusive situations, understand consent, and know how to report concerns.

All staff follow Keeping Children Safe in Education and the school's safeguarding policy. Under the new 2025 duty, all staff in regulated activity have a legal obligation to report known cases of child sexual abuse.

We also explicitly address sexual harassment and violence (including online abuse), misogyny and harmful stereotypes, the influence of online subcultures, domestic abuse, coercive control, and exploitation (in an age-appropriate way).

### **Equality of Opportunity**

Our RSE provision is inclusive and accessible to all pupils, including those with SEND. Lessons are adapted to meet diverse needs and ensure all children can engage.

We comply fully with the Equality Act 2010 by teaching respect for all protected characteristics. We do not teach contested concepts (e.g. gender identity) as fact, but we do promote kindness, respect, and anti-bullying.

### **Monitoring and Evaluation**

RSE provision is monitored through lesson observations, pupil feedback and assessment, parent consultation and staff CPD. The Senior Leadership Team reports annually to governors on the effectiveness of RSE provision, and the policy is reviewed each September.