WANDSWORTH
PREPARATORY SCHOOL

Relationships, Health and Sex Education Policy

September 2026

This policy applies all pupils in the school, including in the EYFS

Introduction and Scope
This policy details the approach the school will take to the content and delivery of Relationships, Health and Sex Education and the programme we will follow to ensure that children at -Wandsworth Preparatory School thrive while at the school and in the future.

Our RHSE programme at Wandsworth Prep School is delivered through dedicated timetabled lessons.

The Jigsaw programme will

- Be the medium for the delivery of Statutory Relationships Education, Relationships and Sex Education and Health Education in line with the guidance published by the Department for Education in July 2025, to come into effect September 2026.
- Enable pupils to access Non-statutory Personal, social, health and economic (PSHE) education as outlined in Guidance for Personal, social, health and economic (PSHE) education September 2021.
- Actively promote fundamental British values—democracy, the rule of law, individual liberty, and mutual respect/tolerance—to strengthen safeguarding under the Prevent strategy

In the Early Years Foundation Stage, the statutory guidance does not apply; however Personal Social and Emotional Development (PSED) is one of the prime areas within the EYFS curriculum and age-appropriate provision is made accordingly via the Jigsaw programme.

Delivering RSE

High-quality, evidence-based Relationships, Sex, and Health Education (RSHE) provides children and young people with the knowledge and skills for informed, ethical decisions regarding wellbeing, health, and relationships. It prepares them for adult life, promoting moral, social, mental, and physical development, and fostering positive traits like resilience and integrity. Effective RSHE helps prevent harm by enabling young people to identify when things are wrong. RSHE is part of the school curriculum, allowing flexibility in implementation.

The school will follow the guiding principles for RSHE delivery

1. **Pupil Engagement:** Involve pupils to ensure the curriculum is relevant and engaging.
2. **Parental Transparency:** Engage parents, be transparent about all RSHE materials, and ensure parents are aware of their right to withdraw children from sex education (with an opt-back-in provision).
3. **Positivity:** Focus on building positive attitudes and skills, promoting healthy norms, and avoiding language that normalises harmful behaviour.
4. **Careful Sequencing:** Cover all statutory topics, starting early, and sequence teaching to proactively equip pupils with knowledge before relevant experiences occur.
5. **Relevant and Responsive:** Ensure the curriculum is relevant, age/stage-appropriate, accessible, and responsive to local issues, potentially working with local partners.
6. **Skilled Delivery:** Use school staff or trained external providers with the necessary knowledge and skills to deliver participative education in a safe, supportive environment, trained in safeguarding and handling disclosures.
7. **Whole School Approach:** Deliver the curriculum as part of a wider school strategy for wellbeing and positive relationships, supported by other school policies

Differentiation between Relationships Education and Sex Education

Relationships Education (RE) and Health Education (HE)

These are compulsory for all pupils. RE focuses on building positive and safe relationships with others, covering topics like families, friendships, and staying safe online and offline. Everyone has relationships with others. Relationships education should equip pupils with the knowledge and skills they need to act with kindness and respect in all their relationships as they grow into adulthood, to enjoy their relationships, and to keep themselves and others safe. Relationships education will focus on how to form and sustain positive relationships but will also help children identify risks and harms.

This education can include sensitive topics, such as sexual violence, to equip children with the knowledge to keep themselves safe and know how to report concerns. Relationships education may therefore include topics related to preventing sexual abuse, for example, or avoiding sharing inappropriate material online. RE will **not** involve explaining the detail of different forms of sexual activity.

<u>Sex Education (Primary)</u>

The school will only teach sex education in this phase as part of the science curriculum in year 5 and/or year 6. The content will align with the national science curriculum's content on conception and birth. The science curriculum covers related topics like external body parts, human growth

(including puberty), and reproduction in plants/animals. The school's teaching of human reproduction in science, will be a factual description of conception. The school will consult parents on sex education content, including providing lesson content, offering support for home discussions and advising them of their right to withdraw their child.

Parents' right to request withdrawal from sex education
In primary schools, head teachers must automatically grant a request for withdrawal from sex education, except for content taught in science. Parents cannot withdraw pupils from relationships and health education, or topics taught as part of the science curriculum, including those related to puberty or sexual reproduction. Relationships education focuses on forming positive relationships, acting with respect, and identifying risks/harms (e.g., preventing sexual abuse, avoiding inappropriate online sharing) without detailing sexual activity. Health education may include correct terms for body parts in primary, also without detailing sexual activity.

Procedure: A formal written request must be submitted to the Headteacher. The Headteacher will discuss the request with the parents and consider the reasons. If the request is granted, the Headteacher will ensure the child receives appropriate alternative supervised education.

RSHE Subject Content, Delivery, and Responsibility

The programme of study for the statutory areas of RSHE at Wandsworth Prep School is outlined below. In delivering RSHE the school will use resources from the Jigsaw Scheme. Full schemes of work and content for lessons can be found here: curriculum mapping

Subject Area	Key Content Areas	When Taught	Responsibility	External Providers
Relationships Education (RE)	Families and people who care for me, caring friendships, respectful relationships, online relationships, and being safe. (e.g., safeguarding, sexual violence prevention)	Taught across all Key Stages as part of PSHE (Personal, Social, Health and Economic Education) and woven into other curriculum areas.	Class Teachers/Form Tutors (Primary/Secondary) and the Head of PSHE.	The school may engage local community police officers or specialist safeguarding charities to deliver specific safety-focused sessions.

Health Education (HE)	Mental wellbeing, internet safety and harms, physical health and fitness, healthy eating, drugs, alcohol and tobacco, health and prevention, basic first aid, and changing adolescent body.	Primarily delivered in discrete PSHE lessons, Science, and PE curriculum time.	Class Teachers	School Nurses or trained first aid professionals may be utilised for specific health and first aid content.
Sex Education (SE)	Human reproduction, puberty and emotional health, understanding	Taught as part of the Science curriculum (statutory) for Year 5 and 6 only	Class Teachers	

Safeguarding and RSHE

Within the curriculum design there are opportunities to teach safeguarding within the RSE and Health curriculum in accordance with KCSIE 2025 (para 130), which states: *Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment... These will be underpinned by the school/college's behaviour policy, the Equal Opportunities policy and pastoral support system, as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Such a programme should be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities).* ***NB:*** **If any safeguarding issues are raised during RSHE lessons, the school will refer to its Safeguarding policy**

Accessibility and Equality of Opportunity for Pupils

Classroom practice and pedagogy will take into account pupils' development, age, ability, readiness and cultural background, protected characteristics and pupils with SEND and will be adjusted accordingly to enable all students to access the learning.

The school is committed to ensuring all RSHE content is made accessible to all pupils, including those with Special Educational Needs or Disabilities (SEND), the school will act in line with its SEND policy ensuring

- **Differentiation:** Teaching staff will employ appropriate differentiation strategies to meet individual needs as identified in provision maps or Education, Health and Care (EHC) Plans.
- **Specialist Support:** Pupils who require it will be supported by teaching assistants or specialist staff. The content will be delivered in a safe and supportive environment, ensuring sensitive topics are handled with care and sensitivity appropriate to their developmental stage.

We will use PSHE and RSE education as a way to address diversity issues and to ensure equality for all by addressing contextual issues identified through our pastoral management system and wellbeing surveys. PSHE and RSE delivery is designed to comply with the Equality Act 2010. Provisions within the Equality Act allow the School to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of protected characteristics.

Relationships Education takes account of the faith of individual pupils whilst helping pupils from all backgrounds build positive and safe relationships and to thrive in modern Britain. When planning for teaching the religious background of pupils will be observed so that topics are appropriately handled.

The school recognises that due to the nature of RSHE content the pupils may be challenged personally, socially and emotionally, and the above adjustments will consider this factor in developing access plans for pupils with needs in these areas that may be part of the school care plans in addition to the SEN register.

Monitoring and Evaluation
The RSHE curriculum is monitored and evaluated to ensure it is effective, relevant, and compliant with current guidance.

- **Monitoring:** The Head of PSHE will conduct regular lesson observations, scrutinise planning, and review pupil work. Pupil and staff voice surveys will be used to gather feedback on the quality and impact of the provision.
- **Assessment:** the subject will not be subject to formal summative assessment, staff will incorporate a range of activities to establish the development of pupils knowledge and understanding of the topics covered through review and discussion at relevant points in units.
- **Evaluation:** The policy and curriculum will be formally evaluated by the Governing Body's Academic Committee on an annual basis. Key performance indicators will include pupil confidence in discussing relationships, knowledge of safety and wellbeing, and statutory compliance.

Openness and Access to Curriculum Materials
Schools will take steps to pro-actively engage parents and make sure they are aware of what is being taught in RSHE. Parents have the right to view the curriculum materials used in RE, HE, and SE to help them prepare their child for the lessons and reinforce learning at home.

The school will invite parents into school to discuss
- curriculum content
- the importance of RSHE for wellbeing and safety
- any concerns
- parents in managing conversations with their children about RSHE topics

- parents views when developing and reviewing their RSE policies
All of the above will be considered in the context of consultation with parents.

Materials

- **Access:** A comprehensive outline of the RSHE curriculum, including the specific topics taught in each year group found here:
  Curriculum Mapping
  Knowledge Content PP-Year 6

- **Viewing:** If you would like to view content in further detail, please notify your child's class teacher in writing. Where the school uses copyrighted resources this will not limit parents ability to view content.

Parents are not able to veto curriculum content, where the school will share content of copyrighted schemes it will note the authorship. Where schools share copyrighted scheme content with parents both parties are bound by copyright in that the materials cannot be copied or shared further.

Answering Questions (Primary and Withdrawn Pupils)
Teachers are trained to handle sensitive questions appropriately and to ensure the curriculum boundaries are maintained.

- **Primary School (SE Topics Not Covered):** If a primary pupil asks a question relating to sex education that is not part of the primary curriculum, the teacher will answer truthfully and accurately, but only with simple, age-appropriate information that is relevant to the question asked. The teacher will not introduce concepts that are not intended for the primary curriculum.
- **Pupils Withdrawn from SE:** If a pupil who has been withdrawn from non-statutory SE asks a related question, the teacher will follow the same principle as in primary school—answering truthfully but limiting the response to simple, factual, and age-appropriate information, ensuring the content of the withdrawn lesson is not delivered outside of the formal setting.

PSHE

PSHE at Wandsworth Prep School is delivered through the Jigsaw programme and whole-school assemblies.

The Jigsaw Programme will be used to deliver statutory RSHE curriculum content and non-statutory PSHE, this section of the policy addresses the statutory duty of Wandsworth Prep School with regard to Fundamental British Values (FBV) and the Prevent Strategy, as well as the delivery of non-statutory PSHE.

PSHE is an important and necessary part of all pupils' education. Teachers have the flexibility to tailor their local PSHE programme to reflect the needs of their pupils and the values of the school. The PSHE programme will equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. PSHE education will build, where appropriate, on the statutory content already outlined in the national curriculum for RSHE.

Programme of Study
Parents can access further details of the programme of study by clicking on the links above.

Policy Production, Approval, and Review

- **Production:** This policy has been drafted following consultation with parents, staff, pupils, and the Governing Body, ensuring it reflects the school's ethos, values, and the statutory requirements of the DfE guidance. Consultation sessions were held through the course of the Summer Term in 2026, all parents and staff were invited to attend feedback and content viewing sessions, as well as having the opportunity to contribute their feedback through a google form.
- **Approval:** This policy was approved by the Directors of Wandsworth Prep School
- **Review:** This policy will be formally reviewed and ratified by the Governing Body annually or sooner if there are significant changes to statutory guidance or school circumstances.