



Name of Policy:	Relationships Education (RSE) (for the whole school including EYFS)
GHS Policy Number:	60b
ISI Regulation:	Quality of Education (Part 1)
Linked Policies:	• More Able, Exceptionally Able and Talented • English as an Additional Language (EAL) • EYFS • Learning Support • Life and Culture (PSHE) • Physical Education • Science • Computing • Online Safety • Safeguarding
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Date of review:	July 2026
Date of next review:	July 2027

Introduction

At Garden House School, we are aware that our children are growing up in an increasingly complex world. Many of these opportunities are positive and exciting, but they also present challenges and risks.

We define Relationships Education (RSE) as preparing our children to build positive, safe and respectful relationships both online and in the wider community. It should equip children with fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. , Relationships Education has been initialised to 'RSE' but stands for: *Relationships Education, Relationships and Sex Education (RSE) and Health Education*; Relationships and Health Education is compulsory before the end of Year 6 while Sex Education is not.

This policy has been created and updated with due regard to the Equality Act 2010, as well as the Relationships Education, Relationships and Sex Education and Health Education guidance from the Department of Education due to be implemented in September 2026 and following consultation with parents, pupils, and staff.

Aims

Our teaching of RSE aims to provide children with the knowledge, skills and understanding to lead happy and healthy lives within society, including online; becoming effective citizens who contribute positively to the world around them. RSE is taught to help children build healthy and meaningful relationships based on mutual respect, tolerance and understanding. Children also develop an understanding of the importance of family in whatever form it takes. At Garden House School, we aim to ensure our curriculum is transparent, age-appropriate and responsive to the needs of our pupils through active collaboration with parents and staff. Parents are invited to review the policy and share their feedback, enabling us to work in partnership to support their children's social, moral, physical and emotional development both in school and at home.

Teaching and Learning

At Garden House School, RSE is taught within our whole school Life and Culture (PSHE) programme of study which is taught by class teachers. Children complete work in their exercise books and teachers complete a summative assessment at the end of every term and individual topic. The subject is monitored and evaluated by the Head of Life and Culture (PSHE). Our holistic approach through a broad and balanced curriculum ensures the learning is reinforced throughout the year within Science, Mathematics, P4C and Computing. The principles of positive online relationships also apply and therefore teachers address online safety and appropriate behaviour in a way that is relevant to pupils' lives.

RSE creates an opportunity for pupils to be taught about being safe, including online, staying physically healthy and how bodies change as they grow older. It also covers positive emotional and mental wellbeing, including how friendships and relationships can support mental wellbeing. The Kindness Code is embedded in all elements of school life where children are taught to treat others with respect and tolerance. In accordance with school policy, the curriculum will be accessible to all pupils including those with SEND and all reasonable adjustments will be made to ensure this happens.

Where particular pupils have learning and assessment requirements, which must be addressed

in order to overcome barriers in learning, teachers will take account of these requirements and liaise with our LED department to ensure all children access the RSE curriculum in terms of ability, need and aptitudes.

Teachers know that effective RSE brings an understanding of what is and is not acceptable in a relationship, which may lead to a disclosure of a child protection issue. If this happens staff should follow the guidance in the Garden House School Safeguarding and Child Protection policy.

Visitors to Garden House School, such as health professionals and members of voluntary organisations, may be invited to contribute to RSE sessions. They will be given a copy of this policy and will be expected to work within the values framework described herein. A teacher will always be present during the session. Prior to agencies attending the school, key members of staff will ensure that:

- Appropriate checks have been made
- Their input is integrated within a planned programme
- Appropriate planning sheets/lesson plans have been produced
- School/Class background information has been issued
- Resources have been checked for suitability
- Confirmation of dates and times have been confirmed in writing
- Visitors will be informed of the procedure to follow if a child makes a disclosure to them: they should record and date the disclosure, where appropriate, and report it immediately to the relevant staff member, including the DSL.

EYFS

As part of the Early Years Learning and Development requirements, the Prime area ‘Personal, Social and Emotional Development’ focuses on self-confidence, self-awareness, managing feelings and behaviour and making relationships. Teachers model how to form positive relationships and use all areas of the curriculum to generate meaningful discussion surrounding this.

‘Understanding the World’ and ‘Independent Play’ both provide many clear opportunities for children to understand similarities and differences between one another and to learn about different cultures and traditions.

KS1 and KS2

Our Life and Culture (PSHE) Programme of study, which includes RSE, is taught using a thematic approach and delivered under the headings:

- **Families and friendships**
- **Safe relationships**
- **Respecting ourselves and others**
- **Belonging to a community**
- **Media literacy and digital resilience**
- **Money and work**
- **Physical health and mental wellbeing**
- **Growing and Changing** (which incorporates the Department of Education’s statutory

coverage of 'Changing adolescent body')

- **Keeping safe**

These themes are taken from the Government recommended PSHE Association scheme of work and are revisited each academic year across KS1 and KS2 in a spiral approach.

As part of the 'Growing and Changing' topic, the Department of Education's statutory coverage (see Appendix 1) of 'Changing adolescent body' is taught between the ages of 9 and 11 (KS2). This includes physical and emotional changes during puberty, how to cope with these changes and menstruation. Age-appropriate sex education is also taught in USI (Year 5) and USII (Year 6) in line with the recommendations given by the Department of Education and the PSHE Association, and tailored to the individual developmental readiness of each student in these year groups. These lessons will take place in a single sex class. Further explanation of this topic can be seen in the overview below.

Through KS1 and KS2, the National Curriculum for Science builds on some of the statutory content of 'Changing adolescent body', including information on the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

Overview of the Growing and Changing topic and year of delivery:

The objectives of the 'Growing and changing' topic seen below are taught by an appropriate adult who approaches the subject from a scientific and sensitive perspective and works with the Head of Life and Culture (PSHE) and Assistant Head (Academic) to ensure the subject matter is appropriately covered. Time is given for children to ask questions. More sensitive issues that arise may be addressed in those sessions if appropriate, and by the class teacher as necessary.

Transition (Year 1): Recognising what makes them unique and special; feelings; managing when things go wrong.

- I recognise what makes me special and unique
- I know who to tell when I am finding things difficult, or when things go wrong
- I can compare how I am the same and different to others
- I can list different kinds of feelings
- I can describe how to recognise feelings in myself and others
- I can explain how feelings affect how people behave

Junior School (Year 2): Growing older; naming body parts; moving class or year.

- I know about the human life cycle and can describe how people grow from young to old
- I can list my physical needs and describe how our bodies change as we grow up
- I can identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles, scrotum, and nipples)
- I can list examples of new opportunities and responsibilities to expect as I get older
- I can discuss preparations to move to a new class and set goals for next year

Middle School I (Year 3): Personal strengths and achievements; managing and reframing setbacks.

- I can explain how everyone is an individual and has unique and valuable contributions to make
- I can recognise how strengths and interests form part of mine and another person's identity
- I can identify my own personal strengths and interests and describe what I'm proud of (in school, out of school)
- I can relate common challenges to self-worth e.g. finding school work difficult, friendship issues
- I can describe basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what I can learn

Middle School II (Year 4): Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty.

- I know how to identify external genitalia and reproductive organs
- I can recall the names of external genitalia (e.g. vulva, vagina, penis, testicles, scrotum, and nipples) and know how to set boundaries to express that these body parts are private
- I can describe physical and emotional changes during puberty
- I can list key facts about the menstrual cycle and menstrual wellbeing. (Girls only – boys to learn in USI)
- I demonstrate strategies to manage the changes during puberty including menstruation
- I know the importance of personal hygiene routines during puberty including washing regularly and using deodorant
- I know how to discuss the challenges of puberty with a trusted adult
- I know how to get information, help and advice about puberty

Upper School I (Year 5): Personal identity; recognising individuality and different qualities; mental wellbeing.

- I can describe my personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes
- I know that for some people, they may feel they're not the same as others – this discussion may include, stereotypes, religious practices, appearances, sexuality or disabilities.
- I recognise, respect and express others' individuality and personal qualities
- I can list key facts about the menstrual cycle and menstrual wellbeing. (Boys only).
- I can list key facts about erections and wet dreams (**Sex Education** for boys only).
- I know ways to boost my mood and improve my emotional wellbeing
- I can explain link between participating in interests, hobbies and community groups and mental wellbeing

Upper School II (Year 6): Human reproduction and birth; increasing independence; managing transitions.

- I can describe some of the changes that will happen as I grow up *e.g. increasing independence*, I can say what that may be and how it may make me feel
- I can express how the transition to secondary school may affect my feelings
- I can describe how my relationships may change as I grow up or move to secondary school and suggest some practical strategies that I can use to help me manage these times of change and transition *e.g. practising the bus route to secondary school*

- I know what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults (**Sex Education**)
- I can describe how pregnancy occurs *i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb* (**Sex Education**)

Right to be withdrawn from Sex Education

Sex Education is not compulsory in Primary Schools. Prior to the delivery of any sex education to USI (Y5)/ USII (Y6) pupils, parents will receive an email ahead of the ‘Growing and Changing’ topic each year outlining the objectives that will be covered and it will be clearly indicated which objectives are statutory and non-statutory. An example of these emails to parents can be found in Appendix 2. Parents can also view all curriculum materials on request.

Parents have the right to request that their child is withdrawn from any sex education content taught in Life and Culture lessons and should do so by contacting their child’s class teacher or relevant head.

At this point it is good practice for the Head and other relevant staff to discuss the request with parents and the benefits of the child receiving this education. Heads will automatically grant a request to withdraw a pupil from some or all of sex education content outlined above.

Parents do not have the right to remove their children from learning about the ‘Changing adolescent body’ (which covers aspects of puberty and bodily changes) as this is part of the statutory RSE and Science aspects of the curriculum.

Managing difficult questions

When children ask teachers questions, these may go beyond what is set out in the RSE scheme of work. The teacher will always answer these questions in an age-appropriate way. In some circumstances, it may be more appropriate to talk to children in small groups or one to one or to refer these questions back to parents.

Given ease of the access to the internet, it is felt that if questions remain unanswered, children may turn to inappropriate sources of information.

Appendix 1

Documents that inform the school’s RSE policy include:

- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education Department for Education Statutory Guidance \(2025\)](#)
- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st Century (2014)
- [Keeping Children Safe in Education – Statutory Safeguarding Guidance \(2025\)](#)
- Children and Social Work Act (2017)

Appendix 2

Upper School II

Dear Parents,

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

I am writing to let you know that, over the next (insert number) weeks, starting (insert date), our Life and Culture lessons will focus on the relationships, health and sex education (RSE) aspect of this curriculum and will focus on the topic 'Growing and Changing'.

Our objectives for this topic will be:

- I can describe some of the changes that will happen as I grow up e.g. increasing independence, I can say what that may be and how it may make me feel.
- I can express how the transition to secondary school may affect my feelings.
- I can describe how my relationships may change as I grow up or move to secondary school and suggest some practical strategies that I can use to help me manage these times of change and transition e.g. practising the bus route to secondary school.
- I know what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults. *
- I can describe how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb. *

*These objectives are non-statutory and you have the right to withdraw your child from these lessons. However, we have included these objectives in line with recommended Department of Education and PSHE Association guidance. If you would like to withdraw your child, please email me (your class teacher) or the Head. I recommend that we then have a meeting with the Head or other relevant staff to discuss the request and the benefits of the child receiving this education. Heads will automatically grant a request to withdraw a child from some or all of sex education content outlined above.

Please note that the objectives outlined above may need to be adjusted in accordance with any future government guidance.

Please do be aware of this in case any questions crop up at home and please feel free to contact me if there are any questions that I can help with.

Best wishes,