



HANFORD PREP

Relationships and Sex Education Policy



Executive Summary

This policy outlines Hanford Prep's approach to the statutory requirements for teaching Relationships Education and Relationships and Sex Education. It also includes details of the right to withdraw from non-statutory components of RSE.

The appendices to this policy outline where RSE is taught within the Curriculum at Hanford Prep.

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Introduction

Hanford Prep (‘Hanford’ or ‘the School’) is a boarding and day school for girls aged 7 to 13. Our curriculum is in accordance with the School’s aims, having regard to the academic capabilities and requirements of each pupil. There is a focus upon enhancement and extension - of working outside and beyond the Relationships and Sex Education (RSE) syllabus - to enable each pupil to fulfil their potential.

Aims of the School

The aims of the School, as set out in the website, are:

- **Fulfilling potential** – to recognise the breadth of academic capabilities and requirements and enable each girl to do the very best that she can,
- **Nurturing talent** – to provide the opportunity, encouragement and support for each girl to pursue and expand her interests both within and beyond the classroom.
- **Valuing individuality** – to recognise that each girl develops at her own speed, with her own interests, abilities and needs; and to maintain the flexibility to respond accordingly
- **Encouraging respect** – to help the girls to look beyond themselves, to learn about living with others, being part of a wider group and taking care of each other’s needs.
- **Cherishing childhood** – to provide the time, the opportunities and the environment for free play.

The teaching of RSE is fundamental to the School’s achievement of its aims. The majority of the RSE teaching forms part of the PSHE curriculum as well as being studied during the broader syllabus within Art Appreciation, Biology, History and Religious Studies lessons.

As part of our commitment to cherishing childhood, it is always taught in an age-appropriate and sensitive manner.

Statutory Requirements

Under 'Policy statement: Relationships Education, Relationships and Sex Education (RSE), and personal, social, health and economic education', RSE is statutory in all schools. The School must therefore have regard to guidance issued by the secretary of state as outlined in Section 403 of the Education Act 1996 and the Equality Act 2010. It runs as part of our PSHE scheme of work.

This policy reflects the Department for Education statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019), alongside the updated RSHE guidance published in 2025. The school is working in line with the updated expectations ahead of their statutory implementation in September 2026. Parents have been informed of the statutory changes.

Definition of RSE

The DfE guidance states that: "children and young people need to know how to be safe and healthy, and how to manage their academic and social lives in a positive way." It is about the development of the pupil's knowledge and understanding of herself as a sexual being, about what it means to be fully human, respecting herself and others, living in healthy, nurturing relationships and being enabled to make informed decisions.

In primary schools, the focus should be 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 includes the topics of friendships and families, positive values and relationships, dealing with difficulties and managing change, online safety and age-appropriate relationships.

In secondary schools, RSE should: "give young people the information they need to 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 cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure)."

RSE plays a fundamental role in the Personal, Social, Health and Moral development of every child in the school.

RSE includes:

- Learning about different types and diversity of relationships, including friendships, the varied shapes of families, and respectful, intimate relationships based on consent;
- Understanding and building positive, supportive, and healthy relationships, including how to resolve differences;
- Understanding the benefit of healthy relationships to an individual's mental wellbeing and self-respect;
- Developing as individuals, including acceptable behaviour and the right of everyone to equal treatment which will help ensure that pupils treat each other well and go on to be respectful and kind adults;
- Understanding that prejudice, bullying, and discrimination are harmful and unacceptable;

- Developing the moral values of kindness, honesty, liberty, justice, tolerance, and concern for others;
- Factual and accurate information about health and puberty, sex, the law and sexual health and sexuality, in order to make informed choices
- Learning how to stay safe, including online, and also how to recognise and report abuse.

Content

Details of the content and scheme of work and when each topic is taught, taking into account of the age of pupils, are set out in the PSHE policy and attached as an addendum to this document.

Delivery of RSE

RSE forms part of the PSHE curriculum which imparts the core values of our school community. The main aims and objectives are to teach facts, help pupils understand concepts, encourage pupils to develop informed opinions and attitudes, and to nurture a set of core values.

It is delivered in an age-appropriate, sensitive, and inclusive manner. The curriculum is carefully sequenced to ensure that knowledge is built progressively and is appropriate to pupils' age and understanding.

From Years 3 to 6, the pupils consider respectful relationships, including being and feeling in charge of your own body (basic hygiene and puberty). In Years 7 and 8, there is a focus on healthy and stable relationships, an introduction to sexuality and continuing work on consent.

At Hanford, we note that:

- questions about matters relating to RSE can arise at any time and it is important that they are answered in a manner which the pupils can understand
- children develop at their own speeds - and they can react in different ways to having a formal lesson, e.g. once a week, to discuss sensitive subjects.

It is for these reasons that Hanford's approach to the teaching of RE and RSE is both enlightened and in accordance with the fundamental spirit and ethos of the school. As well as having a formal PSHE lesson, the syllabus for RSE is covered in a more holistic approach as part of the Biology, History, Religious Studies and Art Appreciation syllabus. The cross-curricular aspects of the curriculum enable pupils to:

- Develop the practical knowledge and skills to help them live healthily and deal with the personal, moral, social, and cultural issues they face.
- Understand the benefits of positive relationships and show respect for the diversity and respect between people.

In addition to cross-curricular subjects taught, the RSE programme is enriched by Chapel, Tutor Time, School Trips and Visiting Speakers. The introduction of an annual PSHE focus morning also supports the Mental Health and Wellbeing of pupils.

SEND

Lessons are accessible to all pupils including those with Special Educational Needs and Disabilities (SEND). Hanford does not unlawfully discriminate against pupils because of their protected characteristics and the school is mindful of the SEND Code of Practice. The Head of Learning Support will therefore review the scheme of work to make sure that it complies and is accessible.

All staff should be aware that some pupils are more vulnerable due to the nature of their SEND.

Managing difficult questions

At Hanford, we have considered what is appropriate and inappropriate in a whole class setting and are aware that some questions are better not dealt with in front of a whole class. These will be dealt with on an individual basis by a suitable member of staff.

The teaching of RSE will be delivered in a way that is age-appropriate and mindful of safeguarding. Staff will ensure that content is suitable for the age and developmental stage of pupils and that pupils are protected from inappropriate or sensitive content. Any concerns arising from lessons will be managed in line with the school's safeguarding policy.

Roles and Responsibilities

The Governors will approve the RSE policy and hold the Head to account for its implementation.

As well as fulfilling their legal obligations, the Governors will also make sure that:

- All pupils make progress in achieving the expected educational outcomes
- The subjects are well led, effectively managed, and well planned
- The quality of provision is subject to regular and effective self-evaluation
- Teaching is delivered in ways that are accessible to SEND
- Clear information is provided for parents on the subject content and the right to request that their child is withdraws, and
- The subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

Parents' Right to Withdraw

Relationships Education is compulsory for all primary age pupils and RSE is compulsory for all secondary age pupils. Parents have the right to withdraw their child from the non-statutory components of RSE e.g. Sex Education, but not if it forms part of the Science Curriculum. Parents can identify what RSE is being covered by referring to the PSHE scheme of work which is contained in the addendum and in the letter which is sent to all parents.

Parents will also be given the opportunity to view curriculum materials and discuss the programme with staff.

Requests for withdrawal should be put in writing and addressed to the Head. A copy of the request will be placed in the pupil's educational record. The Head will discuss the request with parents, record a note of the conversation and take appropriate action. All documentation will be placed in the pupil file. Alternative work will be given to pupils who are withdrawn from RSE.

Consultation

Consultation is an important part of devising and delivering an effective RSE policy to ensure that it meets the needs of the pupils, staff and parents at Hanford.

The process involves:

- Governor consultation
- Staff consultation
- Parent consultation

- Pupil consultation

Training

The teachers of PSHE have attended a training event to assist in the delivery of RSE. Future training events will be organised when needed.

Monitoring and Review

The delivery of RSE is monitored by the Head of PSHE and the Senior Leadership Team (SLT) through lesson observations. This policy has been produced following guidance from the Department of Education on RSE and it will be reviewed annually, in consultation with parents and the whole school community, or more often as necessary.

Appendix 1: Summary of changes in Issue 1.2

- Updated reference to the latest statutory guidance (2025).
- Additional detail added on the sequencing of the curriculum, the way difficult questions are managed, and the opportunities for parents to discuss the content of the RSE curriculum.
- Minor rewording for clarity throughout.

Appendix 2: Letter to Parents – RSE in PSHE

Relationships Education is compulsory for all primary age pupils and Relationships and Sex Education is compulsory for all secondary age pupils (our Years 7 and 8).

Parents in Years 7 and 8 are entitled to remove their daughter from the Sex Education component of the PSHE syllabus, but not if it forms part of the Science Curriculum. If you wish to remove your daughter from these PSHE lessons, please inform the Head of PSHE in writing.

We will be delivering the Relationships element of the curriculum throughout the school year and the sex education elements at the start of the summer term in an age appropriate, inclusive and sensitive manner. For Years 3 to 6, the emphasis will be on building and maintaining healthy and respectful relationships, including being and feeling in charge of your own body. In Years 7 and 8, there will be a focus on nurturing and developing healthy and stable relationships, and on an introduction to identity, sexuality and consent.

III rd Form (Years 3-4)	IV th Form (Year 5)	V th Form (Year 6)	LVI th Form (Year 7)	UVI th Form (Year 8)
Exploring friendships/ families based on positive, supportive relationships to include love, security, stability	Online safety, age-appropriate relationships.	Friendships. How to manage conflict and finding resolutions.	Self-awareness and positive self-esteem. Consider individual strengths.	Discrimination in all forms – racism, religious, disability, sexism.
Exploring the diversity of families	Friendships, supporting and being a good friend Introduction to puberty	Different shapes of families and marriage. Develop further knowledge and understanding of puberty	Health and puberty. Growth and development.	Further understanding of the complexities of puberty and growing up
Being happy in our friendships. Listening and resolving differences.	Trusting other people. Resolving differences.	Managing change and transitions for individuals in the family of separation, divorce, bereavement.	Growing up – what does it mean?	Bullying, cyberbullying and acceptable behaviour outside Hanford.
Moral values, kindness, honesty.	Moral values, liberty, justice, concern for others.	Equality, stereotypes and discrimination.	Diversity prejudice. Rights and responsibilities.	Identity and relationships. Qualities of positive and healthy relationships.
Awareness of bullying and what that means. Consent.	Importance of family life whatever the shape. Love, care, respect. Consent.	Consent.	Family and friends – different types of stable relationships. Consent/	Respectful relationships. Consent. Dangers of sexting. How to manage pressure.

If you have any concerns or questions, please do get in touch with our Head of PSHE. Similarly, if you have any comments on the attached policy, please contact the Deputy Head.

Appendix 3: RSE in Science

Topics covered in Science

III rd Form (Years 3-4)	IV th Form (Year 5)	V th Form (Year 6)	LVI (Year 7)	UVI (Year 8)
	Human life cycle (Autumn)	Human egg cell to us How this relates to periods, as simply as possible.	Human reproduction taught with the context of loving relationships (Spring) The physical and emotional changes that take place during adolescence (Spring) Family planning mentioned (Spring)	Discussion on sexually transmitted diseases and AIDS

Other opportunities to promote RSE

- During form times and tutor times with tutors' pupils have the opportunities to discuss many elements of the RSE curriculum as and when they occur which is relevant to them at that specific time.
- The nurses and boarding staff are always available to address the concerns or queries of pupils about sex and relationships.