SHERBORNE PREP

Relationships, Sex and Health Education Policy

Approving body: Education Committee
Owner: Deputy Head Pastoral
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Executive Summary

This policy outlines how the statutory requirement for the teaching of Relationships Education, Sex Education and Health Education is met at Sherborne Prep. It shares the aims, objectives and intended outcomes of this education and includes information for parents on the right to withdraw their child from certain lessons.

This policy is currently under consultation

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The Development of the RSHE Curriculum

The DfE have introduced new guidance for RSHE in all schools and these updated requirements have been adapted into this policy in line for September 2026.

The Importance of RSHE

“Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right.” (RSHE government statutory guidance, 2025)

Aims, Objectives and Intended Outcomes

Sherborne Prep’s RSHE provision is values driven, aiming to provide children the knowledge, values and skills they need for spiritual, moral, social and emotional and cultural development.

The aim of Relationships, Sex and Health Education is to put in place the key building blocks and characteristics of positive, respectful relationships. It focuses on friendships, family relationships, and relationships with other children and with adults. This sits alongside the essential understanding of how to be healthy both physically and mentally.

Statutory **Relationships Education** covers:

- Families and people who care for me.
- Caring friendships.
- Respectful relationships.
- Online relationships.

- Being safe.

Statutory **Health Education** covers:

- Mental wellbeing.
- Internet safety and harm.
- Physical health and fitness.
- Healthy eating.
- Drugs, alcohol and tobacco and vaping.
- Health and prevention.
- Basic first aid.
- Changing bodies – adolescence and puberty.

Statutory **Sex Education** covers:

- Human reproduction: how babies are made.
- The significance of making the decision to start a family.
- How age restrictions for having sex (the age of consent) are there to keep children safe.
- Different types of intimacy – including online and their potential emotional and physical consequences (both positive and negative).
- Overcoming barriers about sexual health.
- Contraception.
- Gender identity and sexual orientation- sexuality diversity.
- The importance of stable, committed relationships.

Sherborne Prep:

- Believes that the best way to achieve this is through RSHE being part of personal, social, health and economic (PSHE) education.
- Believes that RSHE should be age-appropriate, evidence-based and centred on the needs of young people.
- Believes that PD/PSP (PSHE) education (including RSHE) should be considered as important as other subjects and be taught by trained educators able to deliver a comprehensive programme.
- Recognises that young people learn about sex and relationships from a variety of sources, including parents and carers.
- Believes that schools should inform and involve parents and carers in the delivery of their RSHE programme.
- Believes that comprehensive RSHE should provide children and young people with the knowledge and skills they need to recognise, negotiate, and enjoy safe and equal relationships and to enjoy their sexuality.
- Believes in RSE that is open and inclusive. RSE should recognise and meet the needs of young people of different gender identities, sexual orientations, minority ethnic groups and those with physical or learning disabilities and should celebrate diversity.

How RSHE is taught at Sherborne Prep:

High-quality RSHE:

- Is a partnership between home and school.
- Ensures pupil's views are actively sought to influence lesson planning and teaching.
- Is relevant to pupils at each stage in their development and maturity.

- Is taught by staff who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality respect, abuse, sexuality, gender identity, sex, and consent.
- Includes the acquisition of knowledge, the development of life skills and respectful attitudes and values.
- Helps pupils understand on and offline safety, consent, violence and exploitation.
- Is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience.
- Helps pupils to understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media.
- Teaches pupils about the law and their rights.
- Promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs.

In EYFS children are supported to create healthy friendships, to understand personal space to keep themselves physically healthy.

In Key Stages 1 and 2 children are taught about puberty and how a baby is born in their Science lessons. Healthy relationships, self-esteem, responsibility and changing bodies are also taught through the PD- Personal Development curriculum.

In Key stage 3 RSHE is included in the PSP – personal Skills Programme (PSHE) scheme of work. Sex education is set within the broader base of self-esteem and responsibility for the consequences of one's actions. Respect is always at the forefront of every session. The school works on a year to year basis as cohorts differ and adapt lessons to ensure that what is taught is appropriate for whole years, smaller groups or on an individual basis.

Throughout the school in myriad areas of school life, although predominantly through PD the following is discussed:

- Different types of relations, including friendships, family relationships, dealing with strangers and at KS3 – intimate relationships.
- How relationships may affect health and well-being, including mental health.
- Healthy relationships and safety online.
- Factual knowledge, at KS3 around sex, sexual health and sexuality, set firmly within the context of relationships.
- Cross curricular links are made regularly, particularly though the science and RE programmes of study.

A dedicated team teach the PD throughout the Prep School and lessons are taught on a weekly basis using the Muse Wellbeing Scheme of work in EYFS, KS1, and KS2. In KS3, children are taught in smaller groups in their PSP sessions. The team liaises closely with other teachers in the Prep, Sherborne School, Sherborne Girls and the school matrons as well as consulting with parents. The teachers recognise that primary-age children will often ask adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education (DfE RSE Guidance). Questions asked will always be listened to and where appropriate be responded to in a sensitive, factual and objective manner. A question asked that raises a safeguarding concern is shared with the DSL or DDSL and safeguarding protocol will be followed (see safeguarding policy).

Assessment of Learning and Progress

Children are encouraged to ask questions in all sessions and the teachers will continually assess individuals to ensure that there is understanding of the key concepts. Children mature at different stages so children will meet criteria at different times. Children are monitored closely, and pertinent comments/concerns are logged on CPOMS and appropriate interventions or actions are put in place for individuals or groups of children.

How Parents and Carers are Involved

We are committed to working with parents and carers and we are clear that they are the prime educators for children on many of the issues related to Relationships, Relationships and Sex and Health Education. It is our intention that what we teach in school complements, reinforces, and builds on the learning that takes place at home.

This policy is reviewed regularly, and parents are consulted at each review point. Parents are provided with draft reviews/polices during each consultation and we encourage them to read these. These policies can always be accessed via the policy section on the school website.

The Deputy Head Pastoral is available to discuss any queries or concerns and all teachers have an open dialogue with parents on a regular basis.

The school invites parents to seminars which include topics on RSE.

Sherborne Prep teaches Sex education sensitively. The school recognises parents' rights to withdraw their child from Sex Education only, other than the sex education that is in the National Curriculum (such as biological aspects of human growth and reproduction that are essential elements of National Curriculum science). A Form is sent to parents of children in years 7 and 8 prior to any Sex Education sessions requesting that parents return a consent Form giving permission for their child to be present in the sessions taught. Those children whose parents choose to withdraw their child will still receive purposeful education during these sessions.

Appendix 1: Summary of Changes in Issue 2

- Approving body changed to Education Committee.
- The updated statutory guidance from the DfE 2025 paper is now used.
- Changes to 'The importance of RSHE section.'
- Changes to Appendix 2 to reflect the new guidelines and what is to be taught.

Appendix 2: RSHE Overview

Year 7

In Year 7 the RSHE and PSP topics are split into 6 half term sections. Below are the sections and a brief outline of what will be looked at. These plans are formed from using the DfE guidance and the PSHE association curriculum which ensures all the relevant topics are covered.

Financial Decisions:
This unit supports pupils to develop their financial literacy and rehearse decision making and risk assessment skills in the relation to money and spending.

- Making spending decisions, needs and wants.
- Budgeting
- Being a critical consumer.
- Decision making, budgeting for a summer holiday.

Influences on relationships:
This unit helps pupils consider influences on their expectations of, and attitudes towards, relationships, including online and media influences.

- Healthy and unhealthy relationships.
- Managing conflict.
- Introduction to consent.
- Relationships on-screen.
- Deciding what to watch and managing challenging content.

Puberty and keeping safe:
This unit focuses on particular learning about testicular and vulva health, as well as how to identify and report abuse. The boys and girls will have these lessons separately.

- Puberty and emotional changes.
- Menstrual wellbeing.
- Testicular health.
- Taking care of the vulva.
- Keeping safe and making disclosures.

Families and changing relationships:
This unit covers the role of families, including caring for each other in changing circumstances, such as divorce or separation.

- Understanding changing relationships.
- Roles in the family.
- Managing change, loss and grief.
- Family courts.

Friendship and bullying:
This unit explores the principles of healthy and unhealthy friendships, as well as how to identify and respond to bullying incidents.

- Friendship and empathy.
- Bullying and bystanders.
- Friendship challenges.

- Similarities, differences and peer influence.
- Coercive friendships.

Emotional wellbeing:
This unit helps pupils set goals and develop social and emotional skills.

- Goal setting.
- Managing emotions.
- Managing reactions.
- Developing positive thinking habits.
- Managing rumination and worry.
- Managin tension and stress.

Year 8

In Year 8 the RSHE and PSP topics are split into 6 half term sections. Below are the sections and a brief outline of what will be looked at. These plans are formed from using the DfE guidance and the PSHE association curriculum which ensures all the relevant topics are covered.

Managing Money and careers:
This unit looks at careers, what values are important to the pupils when making career choices and the looking at managing money, exploring aspects of daily economic wellbeing, such as managing bank accounts, and different ways of saving and borrowing.

- Looking at pathways to different careers.
- What values are important when making career choices.
- How to manage debt.
- How to open a bank account.
- How to save money.
- Decision making: a guide to banking.

Healthy and Unhealthy relationships:
This unit intorudces a range of relationship issues facing young people, including harassment, image sharing, gender violence and how to get help.

- Healthy relationships.
- Sexualised media.
- Safer online relationships.
- Sexual harassment and harmful sexual behaviour.
- Consent.
- Sharing of nudes.
- Preventing gender-based violence.

The online world:
This unit helps the students to recognise how their behaviour can be manipulated online, though algorithms and targets content. It helps pupils assess how online platforms generate income through users.

- Click and pay, phones and financial risk.
- Gaming, social media and algorithms: the pressure to spend online.
- Money matter: seeking support and help.
- The business of influence and feeding the algorithm.

Belonging and community:
This unit focuses on how to create respectful and cohesive communities. It helps pupils recognise and challenge bias, stereotypes and discrimination and to promote inclusion.

- Identity and community.
- Bias and stereotypes.
- Discrimination and the protected characteristics.
- Values and constrictive disagreement.
- Diverse and supportive communities.

Personal safety and managing risk:
This unit is an opportunity for the pupils to assess risk and support their personal safety in a range of contexts, including on the roads, around water, and in relation to alcohol and other drugs.

- Firework safety.
- Staying safe on the roads.
- Water safety.
- Understanding drugs, tobacco and nicotine.
- Alcohol and risk.

Health and wellbeing:
In this unit, pupils develop decision making skills that support a healthy lifestyle and their wellbeing. From considerations about food, exercise and sleep, to assessing the impact of climate change on young people's wellbeing.

- Making healthier choices.
- Maintaining dental health.
- Being active!
- Healthier sleep habits.
- Climate change and wellbeing; navigating different views.
- HPV educate.