



**King's
St Alban's**



**King's
Hawford**

Relationships and Sex Education (RSE) Policy

Effective 1st September 2026

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1. Rationale and Ethos

At The King's Foundation Preparatory Schools, we make learning as fun and engaging as possible. School life is rich, vibrant, and designed to ensure that every child discovers their inner talents, empowering them to be the very best they can be. Our aim is to inspire every child, build confidence and resilience, and encourage them to aim high.

Relationships and Sex Education (RSE) at The King's Foundation Preparatory Schools is fully aligned with our Foundation **values** of curious, caring and confident.

As part of this vision, we aim to deliver a high-quality Personal, Social, Health & Economic (PSHE) Education curriculum in which we deliver accurate, relevant and age-appropriate information about Relationships – one of the core strands of PSHE. This will ensure that our children may achieve their full potential and leave our school prepared for the demands of society in their future.

We aim to teach children about relationships in an engaging, meaningful and age-appropriate manner through a carefully considered spiral curriculum which takes into account the emotional, physical and social maturity of our children. We very strongly believe that the education we provide should reflect both the universal needs shared by all pupils as well as the specific needs of individual pupils in our school. As such, the Relationship strand of our PSHE curriculum has been carefully considered and is constantly being reviewed so that it is inclusive and meets the needs of each and every one of our children, including those with special education needs and disabilities (SEND) by taking into account the ability, age readiness, and cultural and religious backgrounds of our pupils, including those with English as a second language, to ensure that all can fully access the PSHE provision.

Teachers make RSE lessons engaging, interesting and fun through a variety of teaching methods and interactive activities. Some of these include: role-play; use of learning partners/small group work; whole class teaching; enquiry tasks; research activities; independent learning and discussion groups; use of appropriate film clips, books and websites; matching games; problem-solving and challenge activities.

2. Legislation

What is Relationships and Sex Education?

Relationships and Sex Education (RSE) involves learning about the many strands of 'relationships' and 'growing up' including family relationships; friendships and relationships with peers and adults; healthy and unhealthy relationships; staying safe; the characteristics of positive relationships; relationships online and the emotional, social and physical aspects of growing up.

At The King's Foundation (the Foundation) we believe that RSE equips our children with the understanding, knowledge and skills they will need to succeed and thrive. Teaching about relationships enables our pupils to safely negotiate making new friendships, recognise potential threats to their well-being and develop meaningful relationships with others throughout their lives.

The importance of celebrating diversity within RSE

We strive to promote equality through all aspects of our Relationships teaching. As such, our curriculum promotes tolerance and acceptance.

Just as we encourage children at King's to celebrate their many different talents, strengths and aspirations, we also aim to promote the celebration of diversity among cultures, traditions and religions. As an extension of this, pupils are taught about diversity among family structures and relationships, in line with British Values (see The Equality Act 2010 and The Marriage Act 2013). This ensures that every one of our pupils has the chance to develop the self-esteem and confidence they deserve in order to grow into understanding, accepting and respectful adults.

The curriculum offered supports equal opportunities and challenges notions of prejudice and discrimination in the range of human experience. We have a duty to ensure that teaching is accessible to all children and young people, including those who identify as lesbian, gay, bisexual and transgender. Inclusive RSE will promote understanding and respect. Staff must educate without prejudice or discrimination and promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude and promote this attitude in turn to our pupils.

This policy, along with the delivery of RSE, is written to be in line with, and implemented alongside, the following policies:

- PSHE Policy
- Anti-Bullying Policy
- Foundation School Rules
- Behaviour Management Policy
- Safeguarding Policy
- ICT and Acceptable Use

- Drugs and Alcohol Policy

In addition, this policy, along with the delivery of RSE, is written in line with the following government guidance and statements:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance, June 2019 (with updates in 2020 and 2021)
- Keeping Children Safe in Education 2026
- Equality Act 2010
- Human Rights Act 1988
- Education Act 2010
- Teaching Online Safety in Schools
- Spiritual, Moral, Social and Cultural Education

3. Roles and Responsibilities

Heads of King's St Alban's and King's Hawford

The Heads are responsible for ensuring that RSE is taught consistently across the two schools, and for managing requests to withdraw pupils from non-statutory/non-science components of the curriculum.

Staff

Staff are responsible for:

- delivering RSE in a sensitive way
- modelling positive attitudes to RSE
- monitoring progress
- responding to the needs of individual pupils
- responding appropriately to pupils whose parents/guardians wish them to be withdrawn from non-statutory/non-science components of the curriculum.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Head.

Pupils

Pupils are expected to engage fully with RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Who delivers the RSE curriculum?

The RSE programme will be led by the PSHE co-ordinator at each school. They will produce and regularly review the curriculum, in consultation with the Senior Leadership Teams and the Head of PSHE and RSE at King's Worcester.

King' St Alban's

Throughout the School, pupils learn about PHSE and RSE in weekly lessons within their form groups, in order to provide a connection between the academic and pastoral aspects of pupils' spiritual, moral and

cultural development. In Pre-Prep, these sessions are led by form teachers and in the Prep School they are delivered by the PSHE Co-ordinator.

King's Hawford

Throughout the School, pupils learn about PHSE and RSE in weekly lessons within their form groups, in order to provide a connection between the academic and pastoral aspects of pupils' spiritual, moral and cultural development.

External Visitors

Occasionally, appropriate and suitably experienced visitors from outside the Foundation may be invited to contribute to the delivery of RSE in school. Such visits complement the programme rather than substitute or replace teacher-led sessions.

The Foundation values the support of external agencies and speakers. Any external visitor delivering sessions in school will be expected to abide by an agreed code of practice and our confidentiality and safeguarding policies in the same way as all staff within the Foundation.

Staff training

Teaching staff will receive RSE training through resources compiled by the PSHE co-ordinator, along with INSET time led by both internal staff and external speakers on specific topics. Clear parameters will be established in class and special consideration will always be given when teaching particularly sensitive material. Staff will be fully aware of the children in their class and how they might relate to the lesson content.

4. Curriculum Design

This section applies to both Prep Schools.

Relationships and Sex Education – Subject Content

Our RSE programme is an integral part of our whole Foundation PSHE education provision and it has been put together with guidance from the PSHE Association and from the Kapow Primary PSHE curriculum.

RSE is both proactive and reactive and changes may be made due to specific events or circumstances. Parents/guardians will be told of any additions to the programme if it occurs during the course of an academic year.

Through our RSE provision, we aim to ensure all children leave our schools with:

- the knowledge and understanding of a variety of relationships
- the ability to identify any concerns they have about a relationship
- coping strategies and an awareness of how and where to seek support
- an understanding of their rights and responsibilities within a range of relationships
- an awareness of the process of growing up and the changes they and others will experience
- an understanding of the characteristics of positive relationships.

In order to achieve these aims the topics covered in Key Stage 1 (Pre-Prep) include: special and important people in their lives; similarities and differences; different families; friendship and fairness;

cooperation and teamwork; feelings and emotions; communicating effectively with others; consent and bullying behaviours.

In Key Stage 2 (Prep School), children extend their learning on the themes covered in Key Stage 1 and build on their knowledge about: different types of family and loving relationships; who their support network consists of; healthy and unhealthy relationships; dilemmas, risk and peer pressure; personal boundaries and secrets; techniques for resolving disputes; collaboration, compromise and sharing responsibilities and the consequences of our actions; the emotional changes and physical changes that occur when growing up.

The PSHE Schemes of Work (incorporating RSE) are appended to this policy (see **Appendix 1**) and further details on when different topics will be taught can be found in the curriculum summaries on the School websites, or by direct request to PSHE staff.

Resources

Our RSE programme will be taught through a range of teaching methods. Interactive activities and high-quality resources will support our RSE provision and will be regularly reviewed. Many are resources from Kapow Primary PSHE curriculum. Selected resources, such as books and film clips, will be used which support and promote understanding with a moral/values context, in compliance with the Foundation's ethos and policies.

Parents/guardians wishing to see resources should contact the PSHE Co-ordinators via the School offices.

Cross-Curricular Links

Learning about relationships through PSHE education lessons will complement and link to similar topics in subjects including Science, Computing and Religious Education. Shared Schemes of Work will inform teaching staff of cross-curricular learning.

In Year 5, as part of the statutory Science Curriculum (see **Appendix 2**), children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty. Recent government guidance strongly suggests that 'All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes.' We support this statement and believe that children are ready to receive honest, open and factual education about relationships and growing up in this year group. Therefore, as part of the RSE curriculum, during Year 4 and 5 children will learn accurate information about puberty, their changing bodies and how to look after themselves. This is always done in a safe and secure environment, delivered by familiar staff.

5. Safe and Effective Practice

A safe learning environment

We will ensure a safe learning environment by providing staff training and by teachers and children agreeing on ground rules at the beginning of each academic year, and if necessary, revisiting these for specific topics. Staff will encourage discussion, but not personal disclosures from either themselves or children during a lesson.

Teaching strategies using distancing techniques will be used, such as being in a role play. This allows

pupils to explore their feelings safely. Pupils will always be signposted to staff they can talk to and external agencies for each topic.

Sensitive issues

Staff know children well and will be aware if issues might arise during particular topics. In this instance, staff will inform specific children – and parents/guardians if appropriate – verbally beforehand. If a child feels uncomfortable or sensitive about a topic, they will be encouraged to speak to either their teacher or another member of staff. If appropriate, other arrangements will be made for that child for that lesson.

6. Safeguarding

Confidentiality

At our schools, we aim to foster and maintain a safe environment within which all pupils feel able to ask questions and discuss issues openly (although no child or teacher will have to answer personal questions or be forced to take part in discussions). For any child wishing to discuss something personal and sensitive relating to content of the lesson, an opportunity will be given. In the classroom context, distancing techniques are employed so children are able to discuss fictional characters and scenarios, rather than discuss their own lives and experiences.

Safeguarding – Keeping Children Safe

In line with the Foundation's Safeguarding Policy, the Preparatory Schools are committed to safeguarding and promoting the welfare (both physical and emotional) of every child both inside and outside of the school premises. We implement a proactive whole-school approach to managing safeguarding concerns, ensuring that the well-being of children is at the forefront of all action taken. Pupils learn age-appropriate vocabulary and where to seek help if they feel unsafe.

In addition, all staff have received training on the new statutory guidance; 'Keeping Children Safe in Education,' which came into force in September 2025 and which details guidance for 'Teaching online safety in school'.

All staff will exercise their professional judgement in order to keep children safe. Ground rules are agreed within PSHE sessions for each class. This ensures a safe environment for group discussion and exploring delicate topics. Information given, and the views expressed by the children, will be treated in confidence where possible. However, children will be informed that 100% confidentiality cannot be assured. If any child makes a disclosure of a safeguarding issue which indicates the child is at risk, as with all such instances the teacher will inform the Designated Safeguarding Lead (DSL) or Deputy in accordance with the Foundation Safeguarding Policy.

External speakers

External speakers are vetted and approved by use of the Visiting Speakers Form prior to their arrival, available on Firefly. This form is sent to the respective Head who will make an informed decision based on the information within the form. All speakers are required to agree to normal visitor's regulations and inform a member of staff about any disclosures. A speaker will not be left alone with any children, or in a room without a member of staff at any point during their visit.

7. Engaging Stakeholders

Parent and Guardian Partnerships

It is important that as a Foundation we work in partnership with parents and guardians on the RSE curriculum. Parents/guardians will be informed of the programme for PSHE in general before the start of each academic year, and of any additions during the course of the year. Both the RSE and PSHE Policies are available on the Foundation's website and the PSHE Scheme of Work (incorporating Relationships Education) is appended to these policies. Details of when different learning objectives will be taught can be found in the curriculum summaries on the Foundation website.

We believe clarity is essential and welcome any discussion with parents/guardians which will inform conversations at home about relationships.

We will always aim to be transparent and communicate what is being taught when. We believe that together we can address misconceptions children may have gained about these topics from the media or from their peers. Children are naturally curious about their bodies and other people. By answering questions and teaching them the correct scientific vocabulary, we can help them understand their bodies, their feelings and other people. Our collective aim must be to ensure that our children recognise potential threats to their well-being and develop meaningful relationships with others throughout their lives.

With this in mind, the Schools offer occasional workshops for parents and guardians, providing guidance on how they can support their children at home. By doing this we hope that we will empower both adults and children to feel confident and comfortable asking questions or initiating dialogue about the many important aspects of Relationships and Sex Education that will affect our children's lives so fundamentally - both now and in the future.

If any parent/guardian has any queries or concerns about the subject content or delivery of any aspect of RSE, then they should ask to speak to the PSHE Co-ordinator or the Head who will be able to provide more specific information on curriculum and resources that are used to teach this strand of the PSHE curriculum.

Right to withdraw

Since September 2020, Relationships Education and Health Education have been compulsory for all pupils receiving primary education in all state and independent primary schools meaning parents/guardians cannot withdraw their child from these lessons. However, parents/guardians are able to request that their child is withdrawn from lessons about Sex Education taught as part of RSE within the PSHE curriculum.

You can view King's St Alban's and King's Hawford's PSHE Schemes of Work in **Appendix 1** of this policy and see how they have been carefully considered to build on the children's prior learning. Delivery has been planned with care to incorporate certain elements of Sex Education which complement the RSE and PSHE curricula.

As part of our Schemes of Work, there are a small number of sessions which are non-statutory and which you have a right to request your child is withdrawn from (indicated within the PSHE Scheme of Work in **Appendix 1**). Alternative work will be given to children who are withdrawn from Sex Education. Parents and guardians should be aware that impromptu discussions involving RSE topics can arise

incidentally in the classroom and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

Any parents/guardians wishing to withdraw their child from Sex Education should also be aware of the statutory Science National Curriculum content (see **Appendix 2**). Requests for withdrawal should be put in writing using the form found in **Appendix 3** and addressed to the Head.

8. Monitoring, Reporting and Evaluation

Pupil feedback

As with all PSHE, children will have opportunities to review and reflect on their own learning through formative assessment throughout lessons. Teacher feedback is immediate, constructive and positive. Summative assessment is often included at the end of a unit, in the form of a quiz or online questionnaire. Self-assessment is a vital part of learning in RSE and children are given many opportunities to reflect on and evaluate their learning. This valuable life skill is reinforced and embedded across the curriculum.

Throughout the Schools, written work is collated in the children's PSHE books or folders. Teachers assess children's understanding through marking their written work and by evaluating their oral contributions in class. PSHE and RSE are not included in any reporting cycle; however, a child's participation and engagement in sessions is likely to inform form teacher comments.

Pupil Voice

Pupil voice is also a key feature of our RSE programme at the Preparatory Schools. Platforms such as the School Council and worry boxes enable and encourage our children to express opinions on how and where they would like their learning to go and we take these opinions into account when planning and teaching units from the curriculum. Their comments help us to assess and monitor their progress. Listening and responding to the views of our children ensures that our policy and curriculum are responsive and meets the needs of all our learners from year to year

Teacher Evaluation and Reflection

Staff who deliver the RSE curriculum will critically reflect on their teaching and best practice can be shared at training sessions or staff meetings.

The PSHE Co-ordinators will have regular informal meetings each term to monitor planning and pupils' work to help them provide further relevant training opportunities. Lesson observations are also undertaken as part of regular learning walks and drop-in sessions.

9. Policy Review

This policy will be reviewed by the King's St Alban's and King's Hawford PSHE Co-ordinators annually or at more frequent intervals if there are relevant legislative changes, and/or the evaluation of the policy highlights the need for a review. The Governing Body will review and approve significant policy changes annually or at more frequent intervals if required.

Appendix 1.1: King's St Alban's and King's Hawford PSHE Scheme of Work (incorporating RSE) - EYFS

Self-regulation: My feelings

Learning to explore and understand their feelings, identifying when they may be feeling something, and beginning to learn how to communicate and cope with their feelings and emotions.

Building relationships: Special relationships

Exploring why families and special people are valuable. Learning why it is important to share and developing strategies to help with this. Looking at themselves as valuable individuals and exploring diversity by recognising similarities and differences.

Managing self: Taking on challenges

Considering why we have rules. Learning the importance of persistence and perseverance in the face of challenges. Learning how to communicate effectively with others, practicing 'grounding' coping strategies.

Self-regulation: Listening and following instructions

Listening to stories to practise comprehension skills. Playing games which require listening carefully to instructions to succeed and exploring how rumours can spread quickly and change as they do so.

Building relationships: My family and friends

Exploring cultural festivals that are important to individuals. Reinforcing the importance of sharing and turn taking through role-play. Considering the ingredients for a good friend, exploring how kind words make others feel good and recognising the value in working as a team.

Managing self: My wellbeing

Learning why exercise is important for our physical and mental health, considering the effect of different types of exercise on the body. Exploring ways in which we can take care of ourselves. Learning how to travel safely as a pedestrian. Learning about making balanced food choices.

Appendix 1.2: King's St Alban's and King's Hawford PSHE Scheme of Work (incorporating RSE) - KS1 & KS2 (Autumn 1 – Spring 1)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Family and relationships	• Introduction to RSE • What is family? • What are friendships? • Family and friends help and support each other • Making friends • Friendship problems • Healthy Friendships	• Introduction to RSE • Families offer stability and love • Families are all different • Managing friendships • Unhappy friendships • Valuing me • Manners & courtesy • Loss and change	• Introduction to RSE • Healthy families • Friendships - conflict • Effective communication • Learning who to trust • Respecting differences • Stereotyping	• Introduction to RSE • Respect & manners • Healthy friendships • My behaviour • Bullying • Stereotypes • Families in the wider world • Loss and change	• Introduction to RSE • Build a friend • Resolving conflict • Respecting myself • Family life • Bullying	• Introduction to RSE • Respect • Developing respectful relationships • Stereotypes • Bullying • Being me • Loss and change
Safety and the changing body	• Getting lost • Making a call to the emergency services • Asking for help • Appropriate contact • Medication • Safety at home • People who help to keep us safe	• The Internet • Communicating online • Secrets and surprises • Appropriate contact • Road safety • Drug education	• Basic first aid • Communicating safely online • Online safety • Fake emails • Drugs, alcohol & tobacco • Keeping safe out and about	• Online restrictions • Share aware • Basic first aid • Privacy and secrecy • Consuming information online • The changing adolescent body (puberty)	• Online friendships • Identifying online dangers • The changing adolescent body (puberty, including menstruation) • First aid • Drug education	• Drugs alcohol & tobacco • First aid • Critical digital consumers • Social media • The changing adolescent body (puberty, conception, birth)
Health and wellbeing	• Wonderful me • What am I like? • Ready for bed • Relaxation • Hand washing & personal hygiene • Sun safety • Allergies • People who help us stay healthy	• Experiencing different emotions • Being active • Relaxation • Steps to success • Growth mindset • Healthy diet • Dental health	• My healthy diary • Relaxation • Who am I? • My superpowers • Breaking down barriers • Dental health	• Diet and dental health • Visualisation • Celebrating mistakes • My role • My happiness • Emotions • Mental health	• Relaxation • The importance of rest • Embracing failure • Going for goals • Taking responsibility for my feelings • Healthy meals • Sun safety	• What can I be? • Mindfulness • Taking responsibility for my health • Resilience toolkit • Immunisation • Health concerns • Creating habits • The effects of technology on health

Appendix 1.3: King's St Alban's and King's Hawford PSHE Scheme of Work (incorporating RSE) - KS1 & KS2 (Autumn 1 – Spring 1)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Citizenship	Responsibility - Rules - Caring for others: Animals - The needs of others Community - Similar, yet different - Belonging Democracy - Democratic decisions	Responsibility - Rules beyond school - Our school environment - Our local environment Community - Job roles in our local community - Similar yet different: My local community Democracy - School Council - Giving my opinion	Responsibility - Rights of the child - Rights and responsibilities - Recycling Community - Local community groups - Charity Democracy - Local democracy - Rules	Responsibility - What are human rights? - Caring for the environment Community - Community groups - Contributing - Diverse communities Democracy - Local councillors	Responsibility - Breaking the law - Rights and responsibilities - Protecting the planet Community - Contributing to the community - Pressure groups Democracy - Parliament	Responsibility - Human rights - Food choices and the environment - Caring for others Community - Prejudice and discrimination - Valuing diversity Democracy - National democracy
Economic wellbeing	Money - Introduction to money - Looking after money - Banks and building societies - Saving and spending Career and aspirations - Jobs in school	Money - Where money comes from - Needs and wants - Wants and needs - Looking after money Career and aspirations - Jobs	Money - Ways of paying - Budgeting - How spending affects others - Impact of spending Career and aspirations - Jobs and careers - Gender and careers	Money - Spending choices/ value for money - Keeping track of money - Looking after money Career and aspirations - Influences on career choices - Jobs for me	Money - Borrowing - Income and expenditure - Risks with money - Prioritising spending Career and aspirations - Stereotypes in the workplace	Money - Attitudes to money - Keeping money safe - Gambling Career and aspirations - What jobs are available - Career routes
Identity						- What is identity? - Identity and body image
School transitions	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson

Appendix 2: RSE in the statutory National Curriculum Science Programme of Study

Key Stage 1
YEAR ONE Animals, including humans Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
YEAR TWO Animals, including humans Notice that animals, including humans, have offspring which grow into adults
Upper Key Stage 2
YEAR FIVE Living things and their habitats - Describe the life process of reproduction in some plants and animals (Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.) - Describe the changes as humans develop to old age (Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.)
Key Stage 3
YEAR SEVEN (at KSW) Biology, Reproduction Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the maternal lifestyle of the foetus through the placenta.)
Key Stage 4
Biology, Health, disease and the development of medicines - Communicable diseases including sexually transmitted infections in humans (including HIV/AIDS) - Reducing and preventing the spread of infectious diseases in animals and plants Biology, Co-ordination and control - Principles of hormonal coordination and control in humans - Hormones in human reproduction, hormonal and non-hormonal methods of contraception

Appendix 3: Parent Form for Withdrawal from Sex Education within RSE Curriculum

TO BE COMPLETED BY PARENTS/GUARDIANS			
Name of child		Form	
Name of parent		Date	
Reason for withdrawing from sex education within Relationships and Sex Education curriculum			
Any other information you would like the school to consider			
Parent signature			
TO BE COMPLETED BY THE SCHOOL			
Agreed actions from discussion with parents	<i>Include notes from discussions with parents and agreed actions taken</i>		