



Kimbolton School  
Cambridgeshire

# Kimbolton Preparatory School

## Relationships and Sex Education Policy (RSE) and Health Education

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<b>Policy owner: Head of PSHE</b>
<b>SLT Policy: Assistant Head Pastoral</b>
<b>Policy Summary Statement:</b>  This is our policy for Relationships and Sex Education and Health Education at Kimbolton Preparatory School
<b>Release Date:</b> Autumn 2025 <b>Review Date:</b> Autumn 2026



# Relationships and Sex Education (RSE) and Health Education Policy Preparatory School

## **Introduction and Aims**

Definition of RSHE – from Sex Education Forum

*Relationships and Sex Education (RSHE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.*

In **Relationships and Sex Education (RSE) and Health Education** we will aim to provide a framework in which sensitive discussions can take place, prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene. We will help pupils develop feelings of self-respect, confidence, empathy and embrace diversity. We will create a positive culture around sexuality and relationships. We will teach pupils the correct vocabulary to describe themselves and their bodies and help pupils understand that healthy relationships are an important part of wellbeing and mental health. RSHE is taught within the PSHE curriculum.

This policy and respective schemes of work are working documents. It is envisaged that the teachers in the Preparatory School will use, modify, and amend the documents to gain ownership of it and adapt it for a specific reason or issue not included in the scheme (e.g., a significant national or international event or something that affects the school community) that may arise during a year.

## **Statutory requirements**

Our policy follows the statutory guidance given by the government (DfE)

Relationships and Sex Education and Health Education guidance July 2025 for implementation September 2026 and meets the requirements of the Independent School Standards. Aspects of RSHE are implicit to the day-to-day operation of our school; incorporated through the curriculum, both in content included in subject schemes of work and through other planned learning opportunities in the school. They are captured in our written aims and expressed in the ethos of the school and behaviours of everyone. Documents that inform the school's RSHE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010) this includes the Protected Characteristics
- Supplementary Guidance SRE for the 21<sup>st</sup> Century (2014)
- KCSIE (2025)
- Children and Social Work act (2017)

As a Preparatory school, we must ensure that every registered pupil who receives primary education at the school is provided with relationships education, in accordance with Section 34 of the Children and Social Work Act 2017 and the Independent School Standards.



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### **Protected Characteristics**

Age, Sex, Marriage, Disability, Ethnicity, Gender reassignment, religion/belief, sexual orientation, marriage/civil partnership, pregnancy/maternity cannot be used against an individual in any way, shape or form.

### **Terminology**

As part of our high-quality provision for teaching PSHE, teachers will always use correct terminology when teaching about reproductive organs or references to genitalia. Staff teaching PSHE will have a guide to appropriate terminology as referenced in the Kapow SOW. Kapow is the scheme used for RSE and HE, and PSHE from Reception to Year 6. We recognise that because of the nature of the subject, sensitive and controversial issues may arise. These are dealt with within the aims of the school and the RSHE policy as a whole. Any cause for concern will be dealt with in accordance with our pastoral systems and safeguarding arrangements.

We continue to use considered language around mental health, and the inclusion of grief, loss and bereavement at primary.

### **Policy development and Transparency with Parents**

This policy has been developed in consultation with staff, pupils and parents via the consultation and policy development process involving the following steps:

- Parent/stakeholder consultation is essential and our parents and any interested parties have an opportunity to offer feedback throughout the school year.
- The policy is developed in accordance with statutory guidance and aligned with the Independent School Regulations. The school curriculum plans are amended accordingly.
- Annual parent meetings are held by the Head of PSHE and the RSHE policy link is sent to all parents. Relevant videos from Kapow are also available.
- Parents are informed of any changes to the policy or practice during the annual parent meetings, and this information will be sent to parents unable to attend.
- Small groups of pupils are involved in RSHE discussions and what is covered in school and when.
- Relevant school staff are given the opportunity to review policy practice and make recommendations.

### **RSHE Curriculum**

**RSHE** is taught **integrally** as part of our PSHE curriculum. The PSHE course is delivered to all pupils through discrete PSHE lessons taught by our teachers. RSHE is about children's real lives and to keep up with new and emerging issues young people are exposed to. One lesson of PSHE is taught per week to all year groups across the school. Elements of the programme may be supported through additional expertise, such as outside speakers, trained health professionals, school nurses, or the use of teachers with a particular interest or knowledge in a specific area. In addition to these discrete sessions, PSHE is also embedded within the curriculum (e.g., social issues through the teaching of English literature; health through science and PE; Citizenship through history & RE). There are also centrally organised sessions which supplement the delivery in house. The inclusion of personal safety, also includes fire safety and travel safety - for example around water, roads and railways.



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**RSHE** focuses on teaching the fundamental building blocks and characteristics of positive relationships, including:

- Families and Relationships
- Health and Wellbeing
- Safety and the changing body
- Online relationships

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

We help pupils to understand their 'developing bodies' and changes they might experience, the inclusion of correct terminology for body parts, including genitalia, such as the penis, vulva, vagina, testicles, scrotum, nipples, because 'Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts'. This reflects established best practice when it comes to giving children the knowledge, they need to stay safe, including the ability to identify and report signs of abuse, while reducing stigma.

### **Sex Education**

Sex education is delivered through the science curriculum in Year 6 and by specialist delivery through our school nursing team. Where schools provide sex education at a primary level, parents will have the right to withdraw their child from sex education, but not from statutory Relationships Education or Health Education. Parents are sent an email before the lessons, to give them an opportunity to discuss with their child if they wish, and a useful book is recommended for parents to buy from Years 4 to 6.

The school will hold a record, if required of any withdrawal. School will contact any parents considering withdrawal to discuss directly because the children's safety and understanding is paramount.

### **Delivery**

Using the scheme of work, the school organises the time devoted to PSHE and RSHE in various ways; for example, a cross-curricular approach, as a discrete lesson, or a combination of the two. Key Stage 1, one lesson of 40 minutes and in Key Stage 2, one lesson of 50 minutes, on a weekly basis have been allocated on the timetable.

The form Tutor/PSHE teacher may need to modify the activities to suit the time that they have available. Activities take the form of -online safety (computers or iPad's), practical activities, discussion, role play, games, a quiz and recording work in the Think Books.



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### **Think Books**

The child will use one Think Book from when they arrive at Kimbolton Prep until they leave, Reception to Year 6, a maximum of seven years. Over this time, a picture of the child's understanding and progression will occur. The children enjoy the opportunity to look through their Think Book. Not every activity will have a piece of work. These will be sent home on completion.

### **Early Years Foundation Stage (EYFS)**

The Reception children follow the Early Years Foundation Stage Framework. It is used to inform planning in the Reception classes.

PSED; Personal Social and Emotional Development is taught during the school week as well as being woven in all areas of the curriculum and addressed daily. The new EYFS Kapow scheme is used for all teaching.

The three main areas are '**Self-Regulation**', '**Managing Self**' and '**Building Relationships**'.

### **Structure**

The scheme of work for Years 1 to 6 includes the following main areas of study:

1. Citizenship
2. Economic wellbeing
3. Family and relationships
4. Safety and the changing body
5. Health and wellbeing
6. Transition identity (Year 6)

Appendix 1 and 2, show a more detailed yearly overview of each unit of study.

### **Handling Sensitive information**

Any sensitive information is dealt with in accordance with the Safeguarding Policy. Individual family circumstances are also taken into account by the form tutor.

### **Roles and Responsibilities**

Head of PSHE oversees the curriculum content across the school.

Staff will be given the necessary information by the Head of PSHE and as updated by the Government, PSHE Association and Kapow.

### **Pupils / Pupil Voice**

Pupils across the school will be canvassed on their thoughts from Reception to Year 6. The school council play a vital role in this consultation. Sampling of 'Think Books' by the PSHE lead will occur during the school year.

Engagement with pupils, positivity, careful sequencing and skilled delivery of participative education is essential, focusing on safe and effective practice, including a safe learning environment and answering tricky questions; to avoiding fear-based approaches in safeguarding young people. This sets a really strong foundation for teachers to continue to build their confidence in how to deliver this education well.



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We “focus on building positive attitudes and skills, promoting healthy norms about relationships and avoid language which might normalise harmful behaviour among young people.”

We work with our pupils to be aware of their needs, including teaching about different types of families and making adjustments for pupils with Special Educational Needs to ensure inclusion.

### **Parents’ right to withdraw**

When sex education is taught, parents will have the right to withdraw their child, but not from statutory Relationships Education or Health Education.

### **Training**

All staff at Kimbolton Prep receive training where appropriate. A framework is provided in which sensitive discussions can take place, preparing pupils for puberty, and giving them an understanding of sexual development and the importance of health and hygiene. We help pupils develop feelings of self-respect, confidence, and empathy. We create a positive culture around sexuality and relationships. We teach pupils the correct vocabulary to describe themselves and their bodies and help pupils understand that healthy relationships are an important part of wellbeing and mental health. Our teaching staff are trusted to be flexible with the teaching content. Sequencing in a way which ensures participative and interactive lessons and based on the needs of their class and year group.

### **Teaching strategies and tracking**

The teaching strategies used are those which make learning active. In particular, the teaching strategy of circle time is seen as very important. Circle Time is a powerful strategy in meeting the needs of all the children we teach; it also helps significantly in promoting high self-esteem for all children.

The topic areas in PSHE are tracked with two options of ‘working towards’ (WT) or ‘met’ (M). This will give an overview of each pupil and each year group. Teachers will record assessments. Aspects of the children’s work will be recorded in a ‘Think Book’, which will follow them through Reception upwards to Year 6 and will help track their progress showing progression. At the end of a topic or term, teachers may give a quiz or multiple-choice questions to get a picture of the child’s understanding. Additional support and resources may be beneficial if children have not grasped a topic.

### **Monitoring and Evaluation of Lessons**

Where possible Form Tutors will teach their class RSHE and will monitor and evaluate by informal observations, discussions, completing activities in their Think Books such as making posters, pictures, mind maps, and completing written activities. Children will also be given the opportunity to be able to self-reflect.

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### Appendix I

Topics- yearly overview	Reception	Year 1	Year 2
<b>Family &amp; relationships</b>	<ul style="list-style-type: none"> <li>• Friendship- to make friendships</li> <li>• Taking turns with friends</li> <li>• Meet new teachers &amp; new classrooms</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to</li> <li>• What is family? What are friendships?</li> <li>• Family &amp; friends help &amp; support each other</li> <li>• Making friends</li> <li>• Friendship problems</li> <li>• Healthy Friendships</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to RSHE</li> <li>• Families offer stability &amp; love</li> <li>• Families are all different</li> <li>• Managing friendships</li> <li>• Unhappy friendships</li> <li>• Valuing me</li> <li>• Manners &amp; courtesy</li> <li>• Loss &amp; change</li> </ul>
<b>Safety &amp; the changing body</b>	<ul style="list-style-type: none"> <li>• Road safety- to keep safe</li> <li>• Asking for help</li> </ul>	<ul style="list-style-type: none"> <li>• Getting lost</li> <li>• Making a call to the emergency services</li> <li>• Asking for help</li> <li>• Appropriate contact</li> <li>• Medication</li> <li>• Safety at home</li> <li>• People who help to keep us safe</li> </ul>	<ul style="list-style-type: none"> <li>• The Internet</li> <li>• Communicating online</li> <li>• Secrets &amp; surprises</li> <li>• Appropriate contact</li> <li>• Road safety</li> <li>• Drug education</li> </ul>
<b>Health &amp; wellbeing</b>	<ul style="list-style-type: none"> <li>• Handwashing &amp; personal hygiene</li> <li>• Emotions- our own &amp; others</li> <li>• We are all different</li> </ul>	<ul style="list-style-type: none"> <li>• Wonderful me</li> <li>• What am I like?</li> <li>• Ready for bed</li> <li>• Relaxation</li> <li>• Washing &amp; personal hygiene</li> <li>• Sun safety</li> <li>• Allergies</li> <li>• People who help us stay healthy</li> </ul>	<ul style="list-style-type: none"> <li>• Experiencing different emotions</li> <li>• Being active</li> <li>• Relaxation</li> <li>• Steps to success</li> <li>• Growth mindset</li> <li>• Healthy diet</li> <li>• Dental health</li> </ul>
<b>Citizenship</b>	<p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>• Sharing is caring- to share with others</li> <li>• Learning to care for ourselves, others &amp; living things</li> <li>• Embracing differences</li> <li>• To follow rules</li> <li>• Engage with the school environment- outdoor learning</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>• To make good choices</li> </ul>	<p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>• Rules</li> <li>• Caring for others: Animals</li> <li>• The needs of others</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>• Similar, yet different</li> <li>• Belonging</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>• Democratic decisions</li> </ul>	<p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>• Rules beyond school</li> <li>• Our school environment</li> <li>• Our local environment</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>• Job roles in our local community</li> <li>• Similar yet different: My local community</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>• School Council</li> <li>• Giving my opinion</li> </ul>
<b>Economic wellbeing</b>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>• Introduction to money</li> </ul>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>• Introduction to money</li> <li>• Looking after money</li> <li>• Banks &amp; building societies</li> <li>• Saving &amp; spending</li> </ul> <p><b>Career &amp; aspirations</b></p> <ul style="list-style-type: none"> <li>• Jobs in school</li> </ul>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>• Where money comes from</li> <li>• Needs &amp; wants</li> <li>• Looking after money</li> </ul> <p><b>Career &amp; aspirations</b></p> <ul style="list-style-type: none"> <li>• Jobs</li> </ul>
<b>Transition Identity</b> (1 lesson)			

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### Appendix 2

Topics- Yearly overview	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Families and Relationships</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to RSHE</li> <li>Healthy families</li> <li>Friendships - conflict</li> <li>Effective communication</li> <li>Learning who to trust</li> <li>Respecting differences</li> <li>Stereotyping</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to RSHE</li> <li>Respect &amp; manners</li> <li>Healthy friendships</li> <li>My behaviour</li> <li>Bullying</li> <li>Stereotypes</li> <li>Families in the wider world</li> <li>Loss &amp; change</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to RSHE</li> <li>Build a friend</li> <li>Resolving conflict</li> <li>Respecting myself</li> <li>Family life</li> <li>Bullying</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to RSHE</li> <li>Respect</li> <li>Developing respectful relationships</li> <li>Stereotypes</li> <li>Bullying</li> <li>Being me</li> <li>Loss &amp; change</li> </ul>
<ul style="list-style-type: none"> <li><b>Safety &amp; the changing body</b></li> </ul>	<ul style="list-style-type: none"> <li>Basic first aid</li> <li>Communicating safely online</li> <li>Online safety</li> <li>Fake emails</li> <li>Drugs, alcohol &amp; tobacco</li> <li>Keeping safe out &amp; about</li> </ul>	<ul style="list-style-type: none"> <li>Online restrictions</li> <li>Share aware</li> <li>Basic first aid</li> <li>Privacy &amp; secrecy</li> <li>Consuming information online</li> <li>The changing adolescent body (puberty)</li> </ul>	<ul style="list-style-type: none"> <li>Online friendships</li> <li>Identifying online dangers</li> <li>The changing adolescent body (puberty, including menstruation)</li> <li>First aid</li> <li>Drug education</li> </ul>	<ul style="list-style-type: none"> <li>Drugs, alcohol &amp; tobacco</li> <li>First aid</li> <li>Critical digital consumers</li> <li>Social media</li> <li>The changing adolescent body (puberty, conception, birth)</li> </ul>
<ul style="list-style-type: none"> <li><b>Health &amp; wellbeing</b></li> </ul>	<ul style="list-style-type: none"> <li>My healthy diary</li> <li>Relaxation</li> <li>Who am I?</li> <li>My superpowers</li> <li>Breaking down barriers</li> <li>Dental health</li> </ul>	<ul style="list-style-type: none"> <li>Diet &amp; dental health</li> <li>Visualisation</li> <li>Celebrating mistakes</li> <li>My role</li> <li>My happiness</li> <li>Emotions</li> <li>Mental health</li> </ul>	<ul style="list-style-type: none"> <li>Relaxation</li> <li>The importance of rest</li> <li>Embracing failure</li> <li>Going for goals</li> <li>Taking responsibility for my feelings</li> <li>Healthy meals</li> <li>Sun safety</li> </ul>	<ul style="list-style-type: none"> <li>What can I be?</li> <li>Mindfulness</li> <li>Taking responsibility for my health</li> <li>Resilience toolkit</li> <li>Immunisation</li> <li>Physical health concerns</li> <li>Habits – positive &amp; negative</li> </ul>
<b>Citizenship</b>	<b>Responsibility</b> <ul style="list-style-type: none"> <li>Rights of the child</li> <li>Rights &amp; responsibilities</li> <li>Recycling</li> </ul> <b>Community</b> <ul style="list-style-type: none"> <li>Local community groups</li> <li>Charity</li> </ul> <b>Democracy</b> <ul style="list-style-type: none"> <li>Local democracy</li> <li>Rules</li> </ul>	<b>Responsibility</b> <ul style="list-style-type: none"> <li>What are human rights?</li> <li>Caring for the environment</li> </ul> <b>Community</b> <ul style="list-style-type: none"> <li>Community groups</li> <li>Contributing</li> <li>Diverse communities</li> </ul> <b>Democracy</b> <ul style="list-style-type: none"> <li>Local councillors</li> </ul>	<b>Responsibility</b> <ul style="list-style-type: none"> <li>Breaking the law</li> <li>Rights &amp; responsibilities</li> <li>Protecting the planet</li> </ul> <b>Community</b> <ul style="list-style-type: none"> <li>Contributing to the Community</li> <li>Pressure groups</li> </ul> <b>Democracy</b> <ul style="list-style-type: none"> <li>Parliament</li> </ul>	<b>Responsibility</b> <ul style="list-style-type: none"> <li>Human rights</li> <li>Food choices &amp; the environment</li> <li>Caring for others</li> </ul> <b>Community</b> <ul style="list-style-type: none"> <li>Prejudice &amp; discrimination</li> <li>Valuing diversity</li> </ul> <b>Democracy</b> <ul style="list-style-type: none"> <li>National democracy</li> </ul>
<b>Economic wellbeing</b>	<b>Money</b> <ul style="list-style-type: none"> <li>Ways of paying</li> <li>Budgeting</li> <li>How spending affects others</li> <li>Impact of spending</li> </ul> <b>Career &amp; aspirations</b> <ul style="list-style-type: none"> <li>Jobs &amp; careers</li> <li>Gender &amp; careers</li> </ul>	<b>Money</b> <ul style="list-style-type: none"> <li>Spending choices/ value for money</li> <li>Keeping track of money</li> <li>Looking after money</li> </ul> <b>Career &amp; aspirations</b> <ul style="list-style-type: none"> <li>Influences on career choices</li> <li>Jobs for me</li> </ul>	<b>Money</b> <ul style="list-style-type: none"> <li>Borrowing</li> <li>Income &amp; expenditure</li> <li>Risks with money</li> <li>Prioritising spending</li> </ul> <b>Career &amp; aspirations</b> <ul style="list-style-type: none"> <li>Stereotypes in the workplace</li> </ul>	<b>Money</b> <ul style="list-style-type: none"> <li>Attitudes to money</li> <li>Keeping money safe</li> <li>Gambling</li> </ul> <b>Career &amp; aspirations</b> <ul style="list-style-type: none"> <li>What jobs are available</li> <li>Career routes</li> </ul>
<b>Transition Identity</b> (1 lesson)				<ul style="list-style-type: none"> <li>What is identity</li> <li>Gender identity</li> <li>Identity &amp; body image</li> </ul>