

Bedales Prep Relationships, Health and Sex Education Policy

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Bedales Prep Relationships, Health and Sex Education Policy

Context & Rationale

The original policy was developed in response to the Sex and Relationship Education Guidance (DfES 2000) and the aims of Bedales Schools. The current policy has been updated in line with the statutory guidance from the DfE issued under section 80A of the Education Act (2002) and Section 403 of the Education Act (1996) as well as the Bedales Prep values.

The RHSE Education, in line with the Wellbeing Education, makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and Bedales Prep's statutory responsibility to safeguard and promote pupils' wellbeing.

The purpose of the curriculum is to provide the building blocks of healthy, respectful relationships – focusing on family and friendships – in all contexts (irrespective of both any SEND requirements or the protected characteristics as set out in the Equality Act 2010) including online. Building on that knowledge, at an age and understanding appropriate stage, pupils will also develop further their understanding of health – focusing on key risk areas such as drugs and alcohol as well as introducing knowledge about intimate relationships and sex.

Parents have the right to request that their child be withdrawn from some or all of the sex education element (other than those sex education elements covered in science) delivered as part of statutory RHSE within Wellbeing lessons. See below for further details concerning this process.

What is Relationships, Health and Sex Education

Relationships, Health and Sex Education (RHSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip pupils 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. Bedales Prep has a key role, in partnership with parents and pupils, in delivering RHSE.

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about sex and relationships, are more likely to be more discerning in their relationships and sexual behaviours and to have fulfilling relationships.

'Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to enter into sexual activity. Indeed, it can help them learn the reasons for, and the benefits to be gained from, delaying such activity.'

DfES 'Sex and Relationship Guidance,' 2000.

Principles and Values

In addition, Bedales Prep School believes that RHSE should:

- Be an entitlement for all young people
- Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, in order to make informed choices

- Be positively inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience particularly HIV status and pregnancy
- Include the development of skills to support healthy and safe relationships and ensure good communication about these issues
- Provide opportunities for reflection in order to nurture personal values based on mutual respect and care
- Be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age and level of the learner
- Ensure pupils are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding
- Be relevant and meet the needs of pupils, and actively involve them as participants, advocates and evaluators in developing good quality provision
- Be delivered by a competent and confident educator
- Be provided within a learning environment which is safe for the pupils and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

Aims

“The aim of RHSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship is like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.” (DfE/RSE September 2019)

The overall aims of the Schools’ RHSE curriculum are:

- To provide accurate information about, and understanding of, RHSE issues
- To create an atmosphere where questions and discussion on RHSE matters take place in a safe environment without embarrassment
- To develop respect for each other as individuals, and to encourage genders to understand one another
- Students develop the confidence to communicate and reflect on their feelings about RHSE
- Understand the importance of respect, trust, love and intimacy in relationships
- To appreciate the value of family life, marriage and the implications of parenthood
- Understand about different types of families
- Develop positive attitudes, values, integrity, self-respect and self-esteem
- Explore other people’s attitudes and values
- Challenge and reduce discrimination based on sexual orientation and gender
- Address sexist, sexual, homophobic and transphobic bullying
- Gain knowledge and understanding about puberty and the changes that will take place
- Gain knowledge and understanding about reproduction and sexuality
- To counteract myths: correct misunderstanding they may have gained from the media and peers
- To be aware of the law on sexual behaviour, consent and abuse
- Seek information and advice when they need help

At Bedales Prep, by the end of Groups (Years 4-6), the pupils should know:

Families and people who care for me:

1. that families are important for children growing up because they can give love, security and stability
2. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
3. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
4. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
5. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
6. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring friendships:

1. how important friendships are in making us feel happy and secure, and how people choose and make friends
2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
4. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
5. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and to seek help or advice from others if needed

Respectful friendships:

1. the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
2. practical steps they can take in a range of different contexts to improve or support respectful relationships
3. the conventions of courtesy and manners
4. the importance of self-respect and how this links to their own happiness
5. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
6. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
7. what a stereotype is, and how stereotypes can be unfair, negative or destructive
8. the importance of permission-seeking and giving, in relationships with friends, peers and adults.

Online relationships:

1. that people sometimes behave differently online, including by pretending to be someone they are not

2. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
3. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
4. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
5. how information and data is shared and used online.

Being safe:

1. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
2. about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
3. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
4. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
5. how to recognise and report feelings of being unsafe or feeling bad about any adult
6. how to ask for advice or help for themselves or others, and to keep trying until they are heard
7. how to report concerns or abuse, and the vocabulary and confidence needed to do so
8. where to get advice e.g., family, school and/or other sources

Changing adolescent body:

1. key facts about puberty and the changing adolescent body, particularly from age 9 through to 11, including physical and emotional changes.
2. about menstrual wellbeing including the key facts about the menstrual cycle.

<p>At Bedales Prep, by the end of Blocks (Years 7&8), the pupils should know:</p>
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Families:

1. that there are different types of committed, stable relationships
2. why marriage is an important relationship choice for many couples and why it must be freely entered into

Respectful relationships including friendships:

1. the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship
2. practical steps they can take in a range of different contexts to improve or support respectful relationships
3. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs
4. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help

Online and media:

1. their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
2. about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online
3. not to provide material to others that they would not want shared further and not to share personal material which is sent to them
4. what to do and where to get support to report material or manage issues online
5. the impact of viewing harmful content
6. that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail

Being safe:

1. how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).

Intimate and sexual relationships, including sexual health:

1. how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship
2. that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g., physical, emotional, mental, sexual and reproductive health and wellbeing
3. that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
4. that they have a choice to delay sex or to enjoy intimacy without sex
5. the facts about the full range of contraceptive choices, efficacy and options available
6. the facts around pregnancy including miscarriage
7. how the use of alcohol and drugs can lead to risky sexual behaviour

Changing adolescent body:

1. key facts about puberty, the changing adolescent body and menstrual wellbeing
2. the main changes which take place in males and females, and the implications for emotional and physical health.

Organisation, Delivery and Content of Relationships, Health and Sex Education
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Bedales Prep School specifically delivers Relationships, Health and Sex Education through its Wellbeing lessons in every year group as well as both Science lessons and Digital Learning lessons at Key Stage 3 (Blocks 1 and 2).

The RHSE topics in Wellbeing lessons are delivered by the Head of Wellbeing and are set within the wider context of Wellbeing and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. Staff in the Science department deliver aspects of the RHSE curriculum within the Science curriculum. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

Aspects of the RHSE which fall into the sphere of online safety and online relationships are taught within Digital Learning lessons.

Programme of Study is shown in Appendix 1

Any RHSE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons, ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When pupils ask questions, we aim to answer them honestly, within the ground rules established at the start of the lessons. The 'ask it basket' is encouraged to be used after the lesson if questions arise from the content taught within the lesson.

At the end of each lesson, each pupil is offered a sheet to reflect on the lesson and answer the question – 'After the lesson, I wanted to know...' This allows each pupil the opportunity to either clarify or extend their knowledge, at their own level, of the topic that has been taught during the lesson. The ground rules still apply to the way in which any questions are responded to and any responses are viewed only the teacher of that lesson, unless the question poses a pastoral or safeguarding concern, in which case it will be passed on to a member of the pastoral team or the Designated Safeguarding Lead for Bedales Prep.

Inclusion

Young people may have varying needs regarding RHSE depending on their circumstances and background (in line with the protected characteristics and those with any SEND requirements). Bedales Prep believes that all pupils should have access to RHSE that is relevant to their particular needs and age. To achieve this, the school's approach will take account of:

- The needs of genders and sexes
- Age
- Race
- Ethnic and cultural diversity
- Home background
- Religion or belief
- Gender reassignment
- Sexual orientation
- Disability
- Pregnancy and maternity
- Special educational needs

Right of Withdrawal of Pupils from Relationships, Health and Sex Education

Prior to the teaching of elements of RHSE, the Head of Wellbeing writes to parents informing them of the following:

- The timing of the teaching of the topic
- The content of what is to be taught
- The opportunity to discuss any issues or questions arising

We will share responsibility for the education of our pupils with parents, who will be kept informed when their child receives specific RHSE lessons. Parents have the right to request that their child be withdrawn from some or all of the sex education element (other than those sex education elements covered in science) delivered as part of the statutory RHSE curriculum within Wellbeing lessons. Although, we would encourage parents to discuss their decisions with either the Head of Wellbeing or Deputy Head Pastoral at the earliest opportunity.

If a parent does withdraw their child from any part of the sex education element of the RHSE curriculum, they will be offered the chance to discuss their decision with the Head of Wellbeing and the Deputy Head Pastoral. Any correspondence regarding this will be recorded using iSAMS.

Any complaints regarding the content or delivery of RHSE should be addressed to the Deputy Head Pastoral.

Confidentiality, Controversial and Sensitive Issues

Teachers cannot offer unconditional confidentiality. In the context of Wellbeing and RHSE, children sometimes make personal disclosures. Children must be made aware that it is necessary for the school to act upon certain disclosures that they may make, for instance in relation to activities that are illegal or harmful to themselves or others. We agree 'ground-rules' to clarify boundaries before tackling any sensitive or controversial issue. Where there is a disclosure, the member of staff will raise the matter with a member of the Safeguarding team. The matter will then be managed in line with the 3 Schools' Safeguarding Policy.

Monitoring and Evaluation of Relationships, Health and Sex Education

It is the responsibility of the Head of Wellbeing, supported by the Deputy Head Academic, to oversee and organise the monitoring and evaluation of Wellbeing, in the context of the overall school plans for monitoring the quality of teaching and learning. This is achieved through consultation with pupils, parents and teachers.

Appendix: Spiral Programme of Wellbeing

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Group 1	My Wellbeing		My Tribe & Me		My Body	
Group 2	My Wellbeing & Resilience		Amazing Me!		My Body	
Group 3	My Tribe & Me	My Resilience	My safety	Amazing Me!		My Body
Block 1	My Wellbeing – PERMAH		My Mental Health	My Safety	My Body	
Block 2	My Tribe and Me	My Safety	My Mental Health		My Body	