

RELATIONSHIPS AND SEX EDUCATION POLICY

Statutory requirements

This policy covers the school's approach to RSE. This policy is applicable to all pupils, staff and parents/carers.

This school policy will be made available via the school website and hard copies are available from the school office on request.

The school meets the requirements to teach RSE as set out in the statutory guidance which can be found at: [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)

1. Every pupil up to and including Year 6 is provided with age-appropriate relationships education (although the requirement does not apply to a pupil who is under compulsory school age);
2. The school has due regard to any guidance under section 80A of the Education Act 2002;
3. The school will consult parents of registered pupils before making or revising this policy
4. The school will ensure that where a pupil's parent requests that the pupil is wholly or partly excused from sex education provided as part of relationships and sex education, the pupil is so excused **until** the request is withdrawn, unless or to the extent that the Head considers that the pupil should not be excused;

The school's RSE policy will be reviewed every 12 months and will be updated in line with any statutory guidance.

This policy should be read in conjunction with the following documents:

- Safeguarding & Child Protection Policy
- Anti-Bullying Policy
- Pupil Behaviour Policy
- E-Safety Policy
- Health & Safety Policy
- Equal Opportunities Policy

Policy Development

This policy has been developed in ongoing consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – Head of Department (HoD) of PSHE and Citizenship has conducted a review using information including relevant national and local guidance
2. A meeting with DSL and LAG Trustee to review the draft policy allowing the opportunity to make recommendations
3. Staff consultation – All teaching staff were given the opportunity to look at the policy and make recommendations
4. Successful approaches for engaging effectively with parents/stakeholders include:

- Communicating with parents about all of PSHE education from the moment their child starts at the school. This is more likely to lead to a positive view of the subject and an understanding of its breadth and content.
 - Policy consultation – for example, involving parents in a working group, reviewing or establishing the RSE policy
 - Parent surveys – establishing parents’ current understanding of RSE, questions and concerns. This can be used to plan open evenings/information events/communications between school and home
 - Open door policy – encouraging parents to come into school to meet with their child’s teacher
 - Information evenings – explaining what will be taught and sharing resources that will be used
 - Providing advice on how to talk to children about relationships and sex at home
 - Publishing our PSHE education curriculum on the school website
 - Publishing FAQs on PSHE education, including RSE, on the school website
5. Pupil consultation – we investigated in an age-appropriate way what exactly pupils want from their RSE
 6. Termly evaluation by HoD

Definitions

Primary - up to and including Year 6

The focus in primary school 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. (RSHE Guidance)

Relationships education is learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life.

In the Prep Schools Trust we use a gender equality and human rights framework for Relationships Education. To cover the curriculum content in the RSHE Guidance, we will equip our pupils to build positive and respectful relationships on and offline. We seek to ensure that it gives pupils the knowledge, skills, attitudes and values that will help them to:

- realise their health, wellbeing and dignity;
- build self-esteem and self-worth;
- explore and value their personal identity and the identities of others;
- explore a range of family structures, including LGBT+ families and other family structures;
- understand and make sense of the real-life issues they are experiencing in the world around them;
- manage and explore difficult feelings and emotions;
- consider how their choices affect their own wellbeing and that of others;
- develop as informed and responsible citizens;
- understand and ensure the protection of their rights throughout their lives.

Subject Content

Our RSE program is an integral part of our whole school (Personal, Social, Health and Economic) PSHE provision. PSHE is a spiral designed program that is designed to regularly touch and gradually revisit and reintroduce topics at a deeper and more complex level for each key stage or year group, whilst rehearsing, emphasising and embedding the essential skills and attributes young people need to manage their lives

Our curriculum is set out as per Appendix 1 but it is important to understand that the content may change as society changes. We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

RSE is usually taught within the PSHE education curriculum. Biological aspects of RSE are taught within the science curriculum.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health
- Growing and changing, including puberty
- Personal hygiene
- Changing feelings
- Becoming more independent
- Consent
- Developing self-esteem and confidence

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, LGBT 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.

The school will take into consideration and be sensitive to those of differing faith perspectives and ensure that the curriculum complies with the provisions for protected characteristics in the Equality Act 2010.

The curriculum is accessible to all including those with SEND and the school acknowledges that those with additional learning needs may be more vulnerable. Teaching Assistants may be deployed to support SEND students and to work alongside teaching staff to ensure the content will be made accessible to all pupils. Resources and materials will be adapted according to the pupils' learning needs. Any pupils identified as vulnerable or with a specific concern or need will receive specialist lessons where deemed appropriate. Consent from parents will be asked for.

Furthermore, with regard to LGBT, the school ensures that the needs of all its pupils are met, taking into consideration sexual orientation and gender reassignment. The delivery of the curriculum is sensitive and age appropriate and any content on LGBT is delivered as part of the curriculum rather than in isolation.

Monitoring arrangements

The delivery of RSE is monitored by the Head of PSHE through:

- Pupil evaluation sheets will be distributed either in hard copy or via Google classroom to see how RSE can be developed. Staff will also be surveyed in order to secure their views at regular intervals;
- Learning walks and drop-ins will be conducted as ongoing evaluation for PSHE learning.
- Lessons will be written with a baseline task and an end assessment to check the pupils' understanding.
- Book scrutinies
- End of term assessments where appropriate

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by the Head of PSHE annually. At every review, the policy will be approved by the trustees of the Prep Schools Trust.

Roles and responsibilities

1. The Board of Trustees

The Board of Trustees will approve the RSE policy and hold the Head to account for its implementation.

2. The Head

The Head will hold the HoD to account for its implementation. The HoD of PSHE and Citizenship is responsible for ensuring that RSE is taught consistently across the school, and for managing requests (alongside the Head) to withdraw pupils from non-statutory non-science components of RSE (see below).

3. Staff

Staff are responsible for:

- Delivering RSE in a sensitive and non-judgemental way;
- Ensuring they follow the schools safeguarding policy;
- Modelling positive attitudes to RSE;
- Monitoring progress;
- Responding to the needs of individual pupils;
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

Staff who have concerns about teaching RSE are encouraged to discuss this with the Head in advance.

4. Pupils

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

Parents' right to withdraw

Parents will not be able to withdraw their child from any aspect of Relationships Education or Health Education. Parents have the right to withdraw their children from the non-statutory / non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. Any parent considering this course of action to carefully consider the course content before committing their request to the Head in writing.

At Barfield, we only teach Sex Education within Science so there is no right to withdraw. A copy of the letter to parents informing them of the curriculum is in Appendix 2.

Appendix 1 - Curriculum Map

PSHE and wellbeing long-term plan based on SCARF half-termly units and related key themes

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
<u>Year/Half-termly unit titles</u>	<u>Me and my Relationships</u>	<u>Valuing Difference</u>	<u>Keeping Safe</u>	<u>Rights and Respect</u>	<u>Being my Best</u>	<u>Growing and Changing</u>
EYFS	<u>What makes me special</u> <u>People close to me</u> <u>Getting help</u>	<u>Similarities and difference</u> <u>Celebrating difference</u> <u>Showing kindness</u>	<u>Keeping my body safe</u> <u>Safe secrets and touches</u> <u>People who help to keep us safe</u>	<u>Looking after things: friends, environment, money</u>	<u>Keeping by body healthy – food, exercise, sleep</u> <u>Growth Mindset</u>	<u>Cycles</u> <u>Life stages</u> <u>Girls and boys – similarities and difference</u>
Y1	<u>Feelings</u> <u>Getting help</u> <u>Classroom rules</u> <u>Special people</u> <u>Being a good friend</u>	<u>Recognising, valuing and celebrating difference</u> <u>Developing respect and accepting others</u> <u>Bullying and getting help</u>	<u>How our feelings can keep us safe – including online safety</u> <u>Safe and unsafe touches</u> <u>Medicine Safety</u> <u>Sleep</u>	<u>Taking care of things: Myself</u> <u>My money</u> <u>My environment</u>	<u>Growth Mindset</u> <u>Healthy eating</u> <u>Hygiene and health</u> <u>Cooperation</u>	<u>Getting help</u> <u>Becoming independent</u> <u>My body parts</u> <u>Taking care of self and others</u>

Y2

<u>Bullying and teasing</u>	<u>Being kind and helping others</u>	<u>Safe and unsafe secrets</u>	<u>Cooperation</u>	<u>Growth Mindset</u>	<u>Life cycles</u>
<u>Our school rules about bullying</u>	<u>Celebrating difference</u>		<u>Self-regulation</u>	<u>Looking after my body</u>	<u>Dealing with loss</u>
<u>Being a good friend</u>	<u>People who help us</u>	<u>Appropriate touch</u>	<u>Online safety</u>	<u>Hygiene and health</u>	<u>Being supportive</u>
<u>Feelings/self-regulation</u>	<u>Listening Skills</u>		<u>Looking after money – saving and spending</u>	<u>Exercise and sleep</u>	<u>Growing and changing</u>
		<u>Medicine safety</u>			<u>Privacy</u>

Y3

<u>Rules and their purpose</u>	<u>Recognising and respecting diversity</u>	<u>Managing risk</u>	<u>Skills we need to develop as we grow up</u>	<u>Keeping myself healthy and well</u>	<u>Relationships</u>
<u>Cooperation</u>	<u>Being respectful and tolerant</u>	<u>Decision-making skills</u>	<u>Helping and being helped</u>	<u>Celebrating and developing my skills</u>	<u>Changing bodies and puberty</u>
<u>Friendship (including respectful relationships)</u>	<u>My community</u>	<u>Drugs and their risks</u>	<u>Looking after the environment</u>	<u>Developing empathy</u>	<u>Keeping safe</u>
<u>Coping with loss</u>		<u>Staying safe online</u>	<u>Managing money</u>		<u>Safe and unsafe secrets</u>

Y4

<u>Healthy relationships</u>	<u>Recognising and celebrating difference (including religions and cultural difference)</u>	<u>Managing risk</u>	<u>Making a difference (different ways of helping others or the environment)</u>	<u>Having choices and making decisions about my health</u>	<u>Body changes during puberty</u>
<u>Listening to feelings</u>		<u>Understanding the norms of drug use (cigarette and alcohol use)</u>	<u>Media influence</u>	<u>Taking care of my environment</u>	<u>Managing difficult feelings</u>
<u>Bullying</u>	<u>Understanding and challenging stereotypes</u>	<u>Influences</u>	<u>Decisions about spending money</u>	<u>My skills and interests</u>	<u>Relationships including marriage</u>
<u>Assertive skills</u>		<u>Online safety</u>			

Y5	<u>Feelings</u>	<u>Recognising and celebrating difference, including religions and cultural</u>	<u>Managing risk, including online safety</u>	<u>Rights, respect and duties relating to my health</u>	<u>Growing independence and taking ownership</u>	<u>Managing difficult feelings</u>
	<u>Friendship skills, including compromise</u>		<u>Norms around use of legal drugs (tobacco, alcohol)</u>	<u>Making a difference</u>	<u>Keeping myself healthy</u>	<u>Managing change</u>
	<u>Assertive skills</u>	<u>Influence and pressure of social media</u>		<u>Decisions about lending, borrowing and spending</u>	<u>Media awareness and safety</u>	<u>How my feelings help keeping safe</u>
	<u>Cooperation</u>		<u>Decision-making skills</u>		<u>My community</u>	<u>Getting help</u>
	<u>Recognising emotional needs</u>					

Y6	<u>Assertiveness</u>	<u>Recognising and celebrating difference</u>	<u>Understanding emotional needs</u>	<u>Understanding media bias, including social media</u>	<u>Aspirations and goal setting</u>	<u>Coping with changes</u>
	<u>Cooperation</u>	<u>Recognising and reflecting on prejudice-based bullying</u>	<u>Staying safe online</u>	<u>Caring: communities and the environment</u>	<u>Managing risk</u>	<u>Keeping safe</u>
	<u>Safe/unsafe touches</u>		<u>Drugs: norms and risks (including the law)</u>	<u>Earning and saving money</u>	<u>Looking after my mental health</u>	<u>Body Image</u>
	<u>Positive relationships</u>	<u>Understanding Bystander behaviour</u>		<u>Understanding democracy</u>		<u>Sex education</u>
		<u>Gender stereotyping</u>				<u>Self-esteem</u>

Science Curriculum

Our Science Curriculum covers the Biological aspects of RSE.

This is taught exclusively to Year 6 as we have an in depth covering of the non-biological Relationships aspects within our PSHE curriculum.

Topics that are covered include:

- Puberty and Personal Hygiene
- Human reproductive anatomy and systems
- Families and the emergence of new life
- Relationships, including sexual relationships
- Sexual intercourse
- Conception, fertilisation, pregnancy and birth
- How twins are made
- Menstruation

Appendix 2 -withdrawal from sex education within RSE

Dear Year 6 Parents,

Science Syllabus

I am writing to inform you that we will begin teaching 'Human Reproduction' to your child next term, as well as Health topics including 'Alcohol' and 'Smoking'. This forms part of our Relationships and Sexual Education Policy and part of our scheme of work linked to the Common Entrance 11+ Science Syllabus.

I am very happy to discuss any aspect of this with you, should you have any questions.

Yours sincerely,



Christina Tupper
Deputy Head