

## 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 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sex education provided as part of relationships and sex education, the pupil is so excused **until** the request is withdrawn, unless or to the extent that the Head considers that the pupil should not be excused;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 consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – Head of Department 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. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy or contact the school with any suggestions. A copy will be published on the school's website. Please note that although all views are listened to, they do not amount to a power of veto over curriculum content
5. Pupil consultation – we investigated what exactly pupils want from their RSE
6. Termly evaluation by Head of Department

## 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.

Relationships and Sex Education (RSE) is learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life. This is taught in Year 6.

Sex Education is learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health. We take the approach that Relationships and Sex Education are best approached in an integrated way and using a gender equality and human rights framework. We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content.

Simultaneously, we will seek to nurture children's curiosity about the world around them, supporting their development and their respect for themselves and each other.

To cover the curriculum content outlined in the RSHE Guidance, we will equip our pupils to build positive and respectful relationships online and offline. We seek to ensure that it gives pupils the knowledge, skills, attitudes and values that will help them to:

- realise their health (including sexual health), wellbeing and dignity;
- build self-esteem and self-worth;
- explore and value their personal and sexual identity and the personal/sexual identities of others;
- understand family structures, committed relationships and the legal status of different types of long-term relationships;
- 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.

We believe that high quality, comprehensive RSE does not encourage early sexual experimentation but in fact builds young people's confidence and self-esteem and helps them understand the reasons for delaying sexual activity.

## **Subject Content**

Our RSE program is an integral part of our whole school 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 and is linked to the programme designed by SCARF. It is important to understand that the content may change as society changes. However, when following this programme of PSHE we know we will cover everything as set out by statutory guidance from the DfE.

Where it is felt necessary and in the interests of the children, we may choose to teach the units in different terms. 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 personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE may be taught within the Science, Life Skills and ICT curriculums.

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 Head of Department to account for its implementation. The HoD of PSHE 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 nonstatutory/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 should carefully consider the course content before committing their request to the Head in writing.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Head.

A copy of withdrawal requests will be placed in the pupil's educational record. The Head of PSHE will discuss the request with parents and take appropriate action. Appropriate alternative work will be given to pupils who are withdrawn from sex education.

## Appendix 1 - Curriculum map - to be completed by each school

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

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(Units include lesson plans that cover all the DfE statutory requirements for Relationships Education and Health Education)

	1	2	3	4	5	6
Year/Half - termly unit titles	Me and my Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing
<b>EYFS</b>	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference

<b>Y1</b>	Feelings	Recognising, valuing and celebrating difference	How our feelings can keep us safe – including online safety	Taking care of things: Myself	Growth Mindset	Getting help
	Getting help	Developing respect and accepting others	Safe and unsafe touches	My money	Healthy eating	Becoming independent
	Classroom rules	Bullying and getting help	Medicine Safety	My environment	Hygiene and health	My body parts
	Special people		Sleep		Cooperation	Taking care of self and others
	Being a good friend					

<b>Y2</b>	Bullying and teasing	Being kind and helping others	Safe and unsafe secrets	Cooperation	Growth Mindset	Life cycles
	Our school rules about bullying	Celebrating difference	Appropriate touch	Self-regulation	Looking after my body	Dealing with loss
	Being a good friend	People who help us		Online safety	Hygiene and health	Being supportive
	Feelings/self-regulation	Listening Skills	Medicine safety	Looking after money – saving and spending	Exercise and sleep	Growing and changing
						Privacy



<b>Y3</b>	Rules and their purpose	Recognising and respecting diversity	Managing risk	Skills we need to develop as we grow up	Keeping myself healthy and well	Relationships
	Cooperation	Being respectful and tolerant	Decision-making skills	Helping and being helped	Celebrating and developing my skills	Changing bodies and puberty
	Friendship (including respectful relationships)	My community	Drugs and their risks	Looking after the environment	Developing empathy	Keeping safe
	Coping with loss		Staying safe online	Managing money		Safe and unsafe secrets

<b>Y4</b>	Healthy relationships	Recognising and celebrating difference (including religions and cultural difference)	Managing risk	Making a difference (different ways of helping others or the environment)	Having choices and making decisions about my health	Body changes during puberty
	Listening to feelings	Understanding and challenging stereotypes	Understanding the norms of drug use (cigarette and alcohol use)	Media influence	Taking care of my environment	Managing difficult feelings
	Bullying		Influences	Decisions about spending money	My skills and interests	Relationships including marriage
	Assertive skills		Online safety			

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

<b>Y6</b>	Assertiveness	Recognising and celebrating difference	Understanding emotional needs	Understanding media bias, including social media	Aspirations and goal setting	Coping with changes
	Cooperation	Recognising and				Keeping safe

Safe/unsafe touches	reflecting on prejudice-based bullying	Staying safe online	Caring: communities and the environment	Managing risk	Body Image
Positive relationships	Understanding Bystander behaviour	Drugs: norms and risks (including the law)	Earning and saving money	Looking after my mental health	Sex education
	Gender stereotyping		Understanding democracy		Self-esteem

## Appendix 2 - Withdrawal from sex education within RSE

### TO BE COMPLETED BY PARENTS

Name of child .....

Class .....

Name of parent/carer .....

Date .....

Reason(s) for withdrawing from sex education within relationships and sex education:

.....  
.....  
.....

Is there any other information you would like the school to consider?

.....  
.....  
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Parent signature: .....

### TO BE COMPLETED BY THE SCHOOL:

Agreed actions from discussion with parents

*Include notes from discussions with parents and agreed actions taken, specifying what the pupil will be doing during these lessons and under whose supervision*

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