

Relationships and Sex Education Policy



Westonbirt Prep School

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1: INTRODUCTION:

This policy covers the whole school including the EYFS. It is made available to parents and others on the school's website.

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their well-being, health and relationships to build their self-efficacy. We are clear that parents and carers are the prime educators for children on many of the matters covered in this policy. The school complements and reinforces this role; building on what pupils learn at home as an important part of delivering an excellent education.

We will ensure that this policy is accessible and meets the needs of pupils and parents and reflects the community we serve. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Teaching is sensitive and age appropriate in approach and content.

The content of this policy will at times be covered in the wider programme of Personal Development. This policy replaces any existing policies based on the Sex and Relationships Education guidance (2000) and will be reviewed yearly.

We will ensure that the school will not unlawfully discriminate against pupils because of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation (known collectively as the protected characteristics).

The statutory requirements to provide Health Education does not apply to Independent schools as PSHE is already compulsory as set out in the Education (Independent School Standards) Regulations 2014.

2. AIMS:

The aims of relationship and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- To provide the key building blocks of healthy, respectful relationships, focussing on family and friendships, in all contexts, including keeping themselves and their personal information safe online.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Enable children to be equipped with social and emotional skills to assist with their emotional wellbeing

3. STATUTORY REQUIREMENTS

As an Independent Primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#). We have regard for the statutory guidance from the Department for Education (DfE) issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Westonbirt Prep School we teach RSE as set out in this policy.

4. POLICY DEVELOPMENT

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to read the policy and ask further questions
4. Ratification – once amendments were made, the policy was shared with governors and ratified

5. DEFINITION

- Relationships and Sex Education is a key aspect of Personal, Social, Healthy and Economic Education (PSHE) It involves a combination of sharing information, exploring issues and value.
- Relationship Education is the compulsory part of the primary curriculum which aims to put in place the building blocks needed for positive and safe relationships of all kinds. This will start with family and friends, how to treat each other with kindness and recognising the difference between online and offline friendships.
- Under recommendation from the Department for Education, this school also chooses to teach the non-statutory elements from the national curriculum for science, including those within sex education.
- RSE is a key aspect of the spiritual, moral, social and cultural (SMSC) development in schools and involves learning about relationships, sexuality, healthy lifestyles, equality, diversity and personal identity.
- RSE also forms a key role in a school's safeguarding duty.

6. CURRICULUM

For more information about our PHSE and RSE curriculum, see our curriculum map in Appendix 1.

Relationship education

Our relationship education curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. Reasonable adjustments will be made to alleviate disadvantage pupils and we are mindful of the SEND Code of Practice. 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.

Sex Education

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings (Year 6)

Whole School Statutory Elements of Sex Education from Science National Curriculum			
Key Stage 1 (age 5 – 7 years)		Key Stage 2 (age 7-11 years)	
Year 1 pupils	Year 2 pupils	Year 5 pupils	Year 6 pupils
Identify, name, draw and label the basic parts of the human body and say which	Notice that humans, have offspring which grow into adults	Describe the life process of reproduction in some plants and animals	Recognise that living things produce offspring of the same kinds but normally

part of the body is associated with each sense	Describe the importance of exercise, eating the right amounts and different types of food and hygiene	Describe the changes as humans develop to old age	offspring vary and are not identical to their parents
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Non-statutory elements of sex education

<u>Non-Statutory Elements of Sex Education from the Science National Curriculum</u>
<ul style="list-style-type: none"> - Pupils should find out about different types of reproduction, including sexual reproduction in animals. - Pupils should draw a timeline to indicate stages in growth and development of humans. - They should learn about the changes experienced in puberty. - Recording the length and mass of a baby as it grows.

7. DELIVERY OF RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum but falls under the subject of Personal Development (PD). This approach is taught through a number of curriculum subjects as well as our whole school approach. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions in Year 6; a letter about which is sent to parents to inform them of when these lessons will be taking place. Traditionally they take place in the Summer Term towards the end of Year 6.

The lead teacher will work closely with colleagues in related curriculum areas to ensure the programmes in this policy complement and do not duplicate content covered in other subjects.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Relationship and Sex Education (Year 6) – Preparing boys and girls for the changes that adolescence brings. (non- statutory)

For more information about our RSE curriculum, see Appendices 1 and 2

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 (for example: looked after children or young carers).

8. ROLES AND RESPONSIBILITIES

8.1 THE PROPRIETOR/GOVERNANCE

The Proprietor will approve the RSE policy, and with the Directors of Education and Compliance. They will:

- Hold the headteacher to account for its implementation
- Ensure all pupils make progress and achieve expected educational outcome
- Ensure the subject is well led, effectively managed and well-planned
- Ensure teaching is delivered in ways that are accessible to all pupils with SEND
- Make sure clear information is provided to parents on the subject content and the right to withdraw their child

8.2 THE HEADTEACHER

The headteacher is responsible for:

- Ensuring that RSE is taught consistently across the school,
- Managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 8).
- Ensure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations

8.3 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 wish them to be withdrawn from the [non-statutory/non-science] components of RSE

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 headteacher.

All class teachers teach RSE to their form classes. Assistant Head Pastoral is responsible for mapping out the curriculum, ensuring there is progress and assisting class teachers if needed.

8.4 PUPILS

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

9. PARENTS' RIGHT TO WITHDRAW

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE.

Requests for withdrawal should be put in writing and addressed to the headteacher. A record of such requests will be kept.

Alternative work will be given to pupils who are withdrawn from sex education.

10. TRAINING

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher and lead teacher may, at times, invite visitors from outside the school, such as school nurses, to provide support and training to pupils and to staff teaching RSE. As with all visitors we shall check the visitor's identity, discuss the details of the visit, how they will deliver their session and the content of any address to pupils. We shall ensure that any visitor understands how safeguarding reports should be dealt with in line with the school's Safeguarding Policy.

11. MONITORING ARRANGEMENTS

The delivery of RSE is monitored by Assistant Head (Pastoral) through:

Planning scrutinies, learning walks, student voice.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Assistant Head Pastoral and Headmaster annually. At every review, the policy will be approved by the headteacher.

Appendix 1: Curriculum map

Appendix 1: Curriculum Maps

PSHE/RSE Units of Work

Early Years & Key Stage 1

	Reception	Year 1	Year 2
Term 1 (before half term)	<p><u>Me and My Relationships</u></p> <ul style="list-style-type: none"> • All about me • What makes me special? • Me and my special people • Who can help me? • My feelings – what behaviour makes us feel happy/sad • People who help us 	<p><u>Me and My Relationships</u></p> <ul style="list-style-type: none"> • Why have classroom rules • Thinking about feelings • Our feelings • Feelings & bodies • Our special people balloons • Good friends • Are you listening? 	<p><u>Me and My Relationships</u></p> <ul style="list-style-type: none"> • Our ideal classroom • How are you feeling today? • Bullying or teasing? • Don't do that! • Types of bullying • Being a good friend • Let's all be happy
Term 1 (after half term)	<p><u>Valuing difference</u></p> <ul style="list-style-type: none"> • I'm special, you're special • Same & different • Same & different families • Same & different homes • Kind and caring (how do we show kindness to ourselves and others) 	<p><u>Valuing difference</u></p> <ul style="list-style-type: none"> • Same or different? • Unkind, tease or bully? • School rules • Who are our special people? • It's not fair • Being unique 	<p><u>Valuing difference</u></p> <ul style="list-style-type: none"> • What makes us who we are? • How do we make others feel? • My special people • When someone is feeling left out • An act of kindness • Solve the problem – play/work cooperatively
Term 2 (before half term)	<p><u>Keeping Myself Safe</u></p> <ul style="list-style-type: none"> • What's safe to go onto my body (sunsmart) • What's safe to go into my body (including medicines) 	<p><u>Keeping Myself Safe</u></p> <ul style="list-style-type: none"> • Healthy me • Super sleep • Who can help? (1) – staying safe • Change and loss 	<p><u>Keeping Myself Safe</u></p> <ul style="list-style-type: none"> • Picnic • How safe would you feel? – • I don't like that! • Fun or not? • Should I tell?

	<ul style="list-style-type: none"> • Safe indoors & outdoors • Listening to my feelings • Keeping safe online • People who keep me safe – emergency services • Responsibility (Personal responsibility) and Keeping Ourselves clean 	<ul style="list-style-type: none"> • Medicines & household products • Good or bad touches? 	
Term 2 (after half term)	<p><u>Rights and Responsibilities</u></p> <ul style="list-style-type: none"> • Looking after my special people • Looking after my friends • Being helpful at home and caring for our classroom • Caring for our world • Looking after money (1): recognising spending, using • Looking after money (2): saving money & keeping it safe 	<p><u>Rights and Responsibilities</u></p> <ul style="list-style-type: none"> • Personal hygiene • Around & about the school • Taking care of something • Money • How should we look after our money? • Basic first aid 	<p><u>Rights and Responsibilities</u></p> <ul style="list-style-type: none"> • Getting on with others • When I feel like erupting • Feeling safe • How can we look after our environment? • Money
Term 3 (before half term)	<p><u>Being My Best</u></p> <ul style="list-style-type: none"> • Bouncing back when things go wrong • Yes I can? • Healthy eating (1) – what keeps me healthy? • Healthy eating (2) • Move your body – exercise • A good night's sleep 	<p><u>Being My Best</u></p> <ul style="list-style-type: none"> • Healthy eating • Eat well • Catch it! Bin it! Kill it! • Pass on the praise – • Recognise and celebrate strengths and set simple but challenging goals • Bad day • Personal Hygiene 	<p><u>Being My Best</u></p> <ul style="list-style-type: none"> • My day • My body needs... - healthy diet • What does my body do? • Changes – Becoming independent
Term 3 (after)	<p><u>Growing and Changing</u></p> <ul style="list-style-type: none"> • Seasons 	<p><u>Growing and Changing</u></p>	<p><u>Growing and Changing</u></p> <ul style="list-style-type: none"> • A helping hand

half term	<ul style="list-style-type: none"> • Life stages • Life stages: Human life stage – who will I be? • Where do babies come from? • Getting bigger • Me and my body – boys and girls • Growing up 	<ul style="list-style-type: none"> • Inside my wonderful body • Taking care of a baby • Then and now • Who can help? • Surprises and secrets • Keeping private 	<ul style="list-style-type: none"> • Haven't you grown • Respecting privacy • Basic first aid • Changes
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PSHE/RSE Units of Work

Key Stage 2

	Year 3	Year 4	Year 5	Year 6
Term 1 (before half term)	<p><u>Me and My Relationships</u></p> <ul style="list-style-type: none"> • As a rule • Change and loss • A team challenge • Looking after our special people • How can we solve this problem? • Resolving differences 	<p><u>Me and My Relationships</u></p> <ul style="list-style-type: none"> • Feelings • Positive, healthy relationship. • Collaboration • Different feelings • Increased independence and increased responsibilities 	<p><u>Me and My Relationships</u></p> <ul style="list-style-type: none"> • Collaboration challenge • Give and take • How good a friend are you? • Relationship cake recipe • Being assertive • Our emotional needs • Communication 	<p><u>Me and My Relationships</u></p> <ul style="list-style-type: none"> • Working together • Negotiation • Solve the friendship problem • Assertiveness skills • Acting inappropriately • Don't force me • Feelings • Keeping safe online
Term 1 (after half term)	<p><u>Valuing Difference</u></p> <ul style="list-style-type: none"> • Different types of relationships • My community • Respect and challenge • Our friends 	<p><u>Valuing Difference</u></p> <ul style="list-style-type: none"> • What makes me, Me! • Negotiation and compromise • Friend or acquaintance? • The people we share our world with – • Differences and 	<p><u>Valuing Difference</u></p> <ul style="list-style-type: none"> • Qualities of friendship • Kind conversations • Happy being Me • Appreciate the range of national, regional, religious 	<p><u>Valuing Difference</u></p> <ul style="list-style-type: none"> • Ok to be different • Nature and consequence of discrimination, teasing, bullying. • Respecting differences • Tolerance & respect

	<p>and neighbours</p> <ul style="list-style-type: none"> • Let's celebrate our differences • Understand what prejudice and bullying are 	<p>similarities between people</p> <ul style="list-style-type: none"> • That is such a stereotype! – 	<p>and ethnic identities in the UK</p> <ul style="list-style-type: none"> • That their actions affect themselves and others • It could happen to anyone 	<ul style="list-style-type: none"> • Recognise different types of relationships • Boys will be boys? – recognise and challenge stereotypes
Term 2 (before half term)	<p><u>Keeping Myself Safe</u></p> <ul style="list-style-type: none"> • Safe or unsafe? • Danger or risk? • Alcohol & cigarettes: the facts • Help or harm? • Personal Hygiene – Hand washing & infection 	<p><u>Keeping Myself Safe</u></p> <ul style="list-style-type: none"> • Danger, risk or hazard? • Medicines: check the label • Keeping ourselves safe • Personal Hygiene – antibiotics 	<p><u>Keeping Myself Safe</u></p> <ul style="list-style-type: none"> • Decisions, dilemmas • <u>Play, like share</u> • Drugs: true or false? • Smoking: what is normal? 	<p><u>Keeping Myself Safe</u></p> <ul style="list-style-type: none"> • Think before you click! • To share or not to share? • Road safety • What sort of drug is...? • Drugs: It's the law! • Alcohol: what is normal?
Term 2 (after half term)	<p><u>Rights and Responsibilities</u></p> <ul style="list-style-type: none"> • Our helpful volunteers • Helping each other to stay safe • Can you afford it? • Earning money 	<p><u>Rights and Responsibilities</u></p> <ul style="list-style-type: none"> • Who help us to stay healthy & safe? • It's your right • How do we make a difference? • Expenses and taxes • Responsibilities 	<p><u>Rights and Responsibilities</u></p> <ul style="list-style-type: none"> • Fact or opinion? • Rights, responsibilities & duties • Spending us wisely • Local councils 	<p><u>Rights and Responsibilities</u></p> <ul style="list-style-type: none"> • Two sides to every story • Fakebook friends • Jobs and taxes • Democracy in Britain 1- Elections • Democracy in Britain 2 – How (most) laws are made
Term 3	<p><u>Being My Best</u></p>	<p><u>Being My Best</u></p>	<p><u>Being My Best</u></p> <ul style="list-style-type: none"> • Getting fit! 	<p><u>Being My Best</u></p>

(before half term)	<ul style="list-style-type: none"> • Healthy eating/ balanced lifestyle • Bacteria and viruses • Topical issues concerning health and wellbeing • Media portrayal • Getting on with your nerves • Body team work • Celebrate achievements, set aspirations and goals 	<ul style="list-style-type: none"> • What makes ME! • Making choices • My school community • Environment & sustainability • Physical, mental and emotional health • Basic first aid 	<ul style="list-style-type: none"> • Balanced lifestyle • Different skills • My school community • Independence & Responsibility • Star qualities • Basic first aid 	<ul style="list-style-type: none"> • Five ways to wellbeing • This will be your life • What's the risk? – • Research, discuss and debate topic issues, problems and events concerning health and wellbeing • Basic first aid
Term 3 (after half term)	<p><u>Growing and Changing</u></p> <ul style="list-style-type: none"> • Relationship tree • Body space • Secret or surprise 	<p><u>Growing and Changing</u></p> <ul style="list-style-type: none"> • Change – emotions • My feelings are all over the place! • Together/marriage 	<p><u>Growing and Changing</u></p> <ul style="list-style-type: none"> • Taking notice of our feelings • Growing up • Actions – how they affect others and themselves • Confidence • Help! I'm a teenager – get me out of here! • Stop start, stereotypes 	<p><u>Growing and Changing</u></p> <ul style="list-style-type: none"> • Managing change • Media manipulation • Pressure online • Is this normal? How their body and emotions will change as their approach puberty

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • The importance of families for children growing up • Characteristics of healthy family life • Varieties in family life • How to recognise if family relationships are making them feel unhappy or unsafe • How to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • The importance and characteristics of friendships • How to recognise who to trust and who not to trust
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others and of self-respect • Different types of bullying (including cyberbullying) • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • Rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • People sometimes behave differently online, sometimes pretending to be someone they are not • Awareness of risks associated with people they have never met
Being safe	<ul style="list-style-type: none"> • Appropriate boundaries in peer friendships • The concept of privacy and the implications for relationships • Each person's body belongs to them • How to respond to adult strangers, including online • How and where to ask for advice or help for themselves and others.