

COGNITA

Relationships and Sex Education (RSE) Policy

Salcombe Preparatory School



Updated SEP 2021

This policy applies to Salcombe Preschool (EYFS), Pre-Preparatory School and Preparatory School

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1 Introduction and aims

The purpose of this policy is to ensure that our Relationships (and Sex Education) supports our school ethos and fulfils our school aims, which are defined as to:

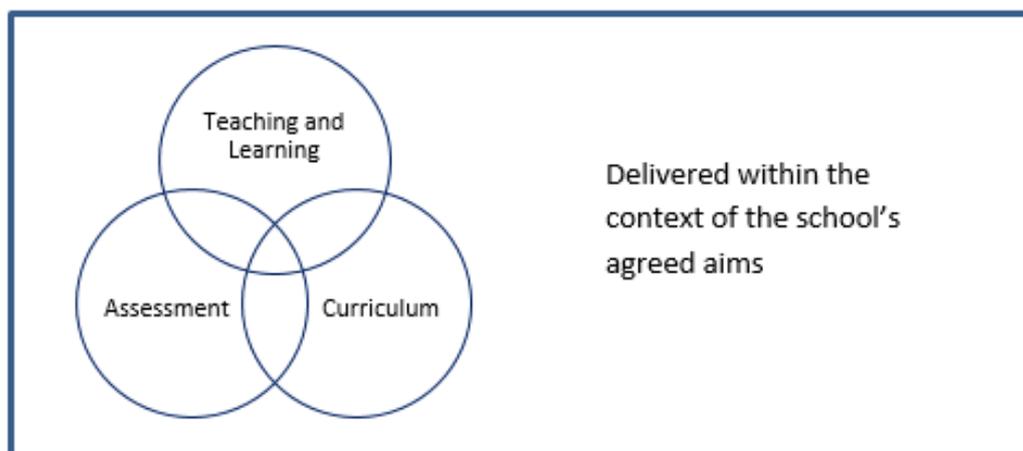
- Develop a lifelong love of learning
- Enjoy their time at school
- Enjoy a feeling of success in their lives
- Develop self-confidence and self-esteem
- Develop a sense of responsibility for their actions
- Develop a positive, self-reliant attitude to learning in general and school in particular
- Develop an attitude of care, concern and social responsibility towards others
- Develop good relationships and friendships
- Celebrate diversity by respecting the beliefs and convictions of others
- Understand and uphold the school values
- Enhance their learning by using technology safely
- Celebrate their successes and endeavours
- Continue to develop good manners and courtesy, truthfulness and considerate actions, personal responsibility, self-discipline and social responsibility

1.1 This policy applies to all students, including those in the Early Years.

1.2 This policy forms part of the curriculum.

1.3 We see the curriculum as, 'The total learning experience for our students, which includes not only the taught lessons but also the routines, behaviours, events, activities and other opportunities that our students experience on a daily, weekly and yearly basis in order to ensure that all of them make the best progress possible and attain high standards'.

1.4 A well-structured and coherent curriculum is a fundamental element of the tripartite education that underpins all successful schools and includes Teaching, Learning and Assessment (see model below) and is underpinned by Wellbeing.



The aims of RSE at our school are to:

- 1.5 Provide a framework in which sensitive discussions can take place.
- 1.6 Prepare students for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- 1.7 Help students develop feelings of self-respect, confidence and empathy.
- 1.8 Create a positive culture around sexuality and relationships.
- 1.9 Teach students the correct vocabulary to describe themselves and their bodies.
- 1.10 Help students understand that healthy relationships are an important part of wellbeing.

2 Statutory requirements

- 2.1 Our policy follows the statutory guidance given by the government (DfE) and meets the requirements of the Independent School Standards. Aspects of RSE are infused within 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 and behaviours of everyone.
- 2.2 As a Preparatory School, we must ensure that every registered student who is provided with 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

At Salcombe Preparatory School, we teach RSE as set out in this policy.

3 Policy development

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

- Review – The PSHE Lead reviewed all relevant information, including but not limited to, relevant national and local guidance.
- The policy was drafted in accordance with statutory guidance and aligned with the Independent School Regulations/BSO Standards. The school curriculum plans were amended accordingly.
- Staff consultation – school staff were given the opportunity to review the policy and make recommendations.
- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy and offer commentary.
- Student consultation – students were consulted with about their RSE lessons in school council meeting and in form times.
- Ratification – once amendments were made, the policy was published.

- Policy review – this policy will be reviewed in June 2022.

4 Definition

- 4.1 RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- 4.2 RSE involves a combination of sharing information and exploring issues and values.
- 4.3 RSE is not about the promotion of sexual activity, sexual orientation, or a specific sexual identity.

5 Curriculum

- 5.1 Our curriculum is set out in Appendix 1, but we may need to adapt this as and when necessary.
- 5.2 We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students.
- 5.3 Primary sex education will focus on:
- Preparing boys and girls for the changes that adolescence brings; and
 - How a baby is conceived and born.

It will:

- i. consider the ages, aptitudes and needs of all pupils, including those pupils with SEND and an EHC plan;
 - ii. not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs; and
 - iii. ensure that discriminatory, extremist opinions or behaviours are challenged as a matter of routine.
- 5.4 For more information about our curriculum, see Appendices 1 and 2 and our Curriculum Policy

6 Delivery of RSE

- 6.1 Delivery of our RSE topics is mostly through discrete PSHE or Enrichment sessions with some aspects of RSE taught through links made in other areas, such as Science. PSHE is also embedded within the curriculum, e.g. social issues through the teaching of English Literature; Health through Biology and PE; Citizenship through History & RE.

There is one lesson of PSHE and Enrichment a week. RSE will be delivered primarily by form tutors and selected teachers. A range of teaching styles will be used, to encourage pupil participation, so that pupils can discuss and reflect on ideas and content, whilst developing their communication skills.

Elements of the programme may be supported through the bringing in of additional expertise, such as outside speakers, trained health professionals, or the use of teachers with a particular interest or knowledge in a specific area.

Schools are required to comply with relevant requirements of the Equality Act 2010 and must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for the provision of RSE and other subjects.

- 6.2 Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships, including:
- Promoting and understand the value of family life, marriage and stable and loving relationships
 - Encourage awareness, respect and responsibility for oneself and others
 - Enabling pupils to develop positive relationships with others of the ability to communicate effectively
 - to enable pupils to protect themselves and ask for help and support
 - Giving an understanding of the importance of personal hygiene
 - Enabling pupils to be able to name parts of the body and describe how their bodies work
 - Preparing pupils for puberty and to recognise that individuals develop at different times
 - Giving pupils an understanding of reproductive and sexual development
 - Giving pupils the skills to manage emotions and relationships confidently and sensitively
 - Answering pupils' questions in a sensitive manner
 - Developing an understanding of what a loving relationship is and that it can be in many forms
- 6.3 For more information about our RSE curriculum, see Appendices 1 and 2 and our Curriculum Policy.
- 6.4 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).

7 Roles and responsibilities

Staff & Governance

7.1 PSHE Lead Teacher

The person with responsibility for the overview and yearly evaluation of this policy is Head of PSHE, Tamara Eston and the Senior Leadership Team. However, all staff are responsible for ensuring this policy is implemented and acted on.

When evaluating the use and impact of this policy, our school leaders will evaluate the extent to which there is evidence of a curriculum which:

- Fulfils the aims of the school;
- Embeds aspiration, attributes and the expectation to achieve high standards and high rates of progress; and
- Provides engagement and excitement for learning.

7.2 The Senior Leadership Team

The Senior Leadership Team are responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from [non-statutory/non-science] components of RSE (see section 8).

7.3 The Director of Education

The Director of Education will hold the Senior Leadership Team to account for the implementation of this policy.

The Director of Education will ensure that:

- all pupils make progress in achieving the expected educational outcomes.
- the subjects are well led, effectively managed and well planned.
- the quality of provision is subject to regular and effective self-evaluation.
- teaching is delivered in ways that are accessible to all pupils with SEND.
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

7.4 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way.
- Modelling positive attitudes to RSE.
- Monitoring progress.
- Responding to the needs of individual students; and
- Responding appropriately to students 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 a member of the Leadership Team.

All teachers at the Pre-Prep teach RSE

Those teaching RSE at the Prep:

All form teachers

8 Students

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

8.1 Students with Special Educational Needs and Disabilities

Our curriculum is inclusive and our RSE and Health Education is accessible for all students. For those pupils with special educational needs or specific learning difficulties, the school has a well-established Learning Support department, led by the SENDCo. Further details of this provision can be found in our Special Educational Needs and Disability (SEND) Policy.

High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

As set out in the SEND code of practice, when teaching these subjects to those with SEND, Salcombe Preparatory School is mindful of preparing students for adulthood.

Salcombe preparatory School is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education can also be particularly important subjects for some pupils; for example, those with Social, Emotional

and Mental Health needs or learning disabilities. Such factors will be taken into consideration in designing and teaching these subjects.

9 Parents' right to withdraw

9.1 If parents require more information on RSE for primary aged children, this is a useful information source of information for them:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf

9.2 Parents have the right to withdraw their children from the non-statutory components of sex education with RSE.

Parents do not have the right to withdraw their children from Relationships Education.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Senior Leadership Team.

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

Any parent who needs further clarification should discuss this with the PSHE Lead or a member of the Senior Leadership Team.

10 Training

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

10.2 The School will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11 Monitoring arrangements

11.1 The delivery of RSE is monitored by Head of PSHE and Senior Leadership Team through: work scrutiny, lesson observations, peer observations, learning walks and feedback.

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

Appendix 1: Curriculum Map

Relationships and Sex Education Curriculum Map

YEAR GROUP	TERM	TOPIC DETAIL	RESOURCES
Year 1	Summer 1	Growing and caring for ourselves <ul style="list-style-type: none">• Personal hygiene• Growing and changing• Different types of families	<ul style="list-style-type: none">• Pictures of newborn babies• Lifecycle picture cards• Lifecycle word cards
Year 2	Summer 1	Differences <ul style="list-style-type: none">• Differences between males and females• Naming the body parts	<ul style="list-style-type: none">• Boy/Girl/Both labels• Bag of objects and clothing to explore male and female• Clothed Babies picture cards• Pictures of newborn babies• Body Parts picture cards• Female x-ray picture• Body Parts worksheet
Year 3	Summer 1	Valuing difference and keeping safe <ul style="list-style-type: none">• Differences between males and females• Keeping safe• Family differences	<ul style="list-style-type: none">• Clothed Babies picture cards• Pictures of male and female bodies• Male and female matching cards• Families pictures

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YEAR GROUP	TERM	TOPIC DETAIL	RESOURCES
Year 4	Summer 1	Growing up <ul style="list-style-type: none"> • Human lifecycle • What is puberty • Puberty changes and reproduction 	<ul style="list-style-type: none"> • Lifecycle pictures • Lifecycle word cards • What has changed? • Lifecycle Quiz slides • Body Part Bingo cards • Bingo Flash cards • Body Changes pictures • Our Bodies worksheet
Year 5	Autumn 2	Puberty <ul style="list-style-type: none"> • Emotional and physical changes occurring in puberty • Male and female changes • Puberty and hygiene 	<ul style="list-style-type: none"> • Pictures of male and female reproductive organs • Pictures of male and female reproductive organs • Menstrual cycle animation • Male pictures • Puberty Card Game • Model materials: spaghetti (fallopian tubes) and poppy seeds (eggs) • Selection of sanitary wear (tampons, sanitary towels, panty liners)

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YEAR GROUP	TERM	TOPIC DETAIL	RESOURCES
Year 6	Summer 2	Puberty, Relationships and Reproduction Puberty and reproduction Physical and emotional behaviour in relationships Conception and pregnancy Positive and negative ways of communicating in a relationship	<ul style="list-style-type: none">• Puberty Body Part cards• Reproduction question sheet• Puberty Problem Page• How Does A Baby Start? Cards• Conception and Pregnancy statements• Pictures of male and female reproductive organs• Relationship Question cards

Appendix 2: By the end of primary school, students should know:

TOPIC	STUDENTS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • 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 • 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 • 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 • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • 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	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • 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 • 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 how to seek help or advice from others, if needed

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TOPIC	STUDENTS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 • 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 • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • 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 • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others? (including in a digital context) • 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 • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 3: Parent form: Withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken. Eg: X will be taking part in all relationship's lessons and during the sex education lessons, they will be working independently on a project in the Year 5 classroom

Appendix 4: DfE RSE Statutory Guidance Suggested Resources

Link to Annex B (page 46) in DfE Relationship Education, Relationships and Sex Education and Health Education guidance – Suggested resources:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

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Ownership and consultation	
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Audience	All school staff

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Related documentation	
Related documentation	Curriculum Policy SEND Policy EAL Policy Prevent Duty Early Years Policy, where relevant Safeguarding and Child Protection Policy and Procedures Independent School Standards