



St Edward's
PREPARATORY SCHOOL

Relationships and Sex Education (RSE) Policy

Schedule for Development / Monitoring / Review

Author:	PSHE Co-ordinator
Approved on:	Autumn 2021
The implementation of this policy will be monitored by:	LMT
Review Date:	Autumn 2022
Should serious incidents take place, the following person/s should be informed:	Head Deputy Head Head of Pre-Prep Kindergarten Manager

POLICY STATEMENT & RATIONALE

This policy outlines the teaching, organisation and management of RSE at St Edward's Preparatory School. This policy was created and developed in consultation with parents, pupils and staff and is then presented to the School Trustees for approval on an annual basis.

Relationships and Sex Education is a key element of a child's personal, social, health and emotional development and is provided for all pupils at St Edward's. We are committed to promoting a positive sense of self for all children in our care. We stress the importance of collaboration with parents, family, and the wider community.

Monitoring and Evaluation

Governance

The implementation of the policy is the responsibility of all teaching staff. The policy belongs to and is agreed by the Education and Ethos Committee and is reviewed **annually**.

PSHE issues, will be raised if necessary and will be addressed in this forum, if required.

Reference to other policies

This RSE policy embraces: The Diocese of Clifton Guidelines for Relationship Education. It meets the National Curriculum 2021 for PSHE and Citizenship requirements and those through the PINK Curriculum which St Edward's Preparatory School follows. It should be read in conjunction with other School policies such as:

Safeguarding Policy (which considers:-)

- Equality Act 2010 and schools
- Preventing and Tackling Bullying (including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools
 - SEND Policy
 - Anti-bullying Policy
 - PSHE Policy
 - e-safety Policy
 - Behaviour Policy
 - Anti-racist Policy
 - Religious Education Policy which integrates SMSC requirements for independent schools. (Guidance for independent schools on how they should support pupils' spiritual, moral, social, and cultural development).
 - Curriculum Policy
 - Well-Being Policy

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

- [Keeping Children Safe in Education](#) (September 2021) - statutory guidance
- Section 80A of The Education Act 2002
- [Respectful School Communities: Self Review and Signposting Tool](#) - a tool to support a whole school approach that promotes respect and discipline
- [Behaviour and Discipline in Schools](#) - advice for schools, including advice for appropriate behaviour between pupils

- [Equality Act 2010](#) and [Equality Act 2010: advice for schools](#)
- [SEND code of practice: 0 to 25 years](#) - statutory guidance
- [Alternative Provision](#) - statutory guidance
- [Mental Health and Behaviour in Schools](#) - advice for schools
- [Preventing and Tackling Bullying](#) - advice for schools, including advice on cyberbullying
- [Sexual violence and sexual harassment between children in schools](#) - advice for schools
- [The Equality and Human Rights Commission Advice and Guidance](#) - provides advice on avoiding discrimination in a variety of educational contexts
- [Promoting Fundamental British Values as part of SMSC in schools](#) - guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural Education (SMSC)
- [SMSC requirements for independent schools](#) - guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development
- [National Citizen Service](#) - guidance for schools

1. CHILD PROTECTION

All staff receive Child Protection training every three years and receive safeguarding updates at least every year, they are aware of the school's safeguarding procedures as part of KCSIE (Sept 2021) and are aware of concerns that might be raised.

Staff must acknowledge that they have read and understood the KCSIE document through a read receipt to all staff, including all updates (Sept 2021) This policy is to be read in conjunction with the School's Safeguarding Policy (which includes the 'Prevent Strategy' requirements.)

In RSE lessons, research shows there may be a likelihood of a child disclosure through discussion time. Staff are required to be vigilant and must follow the School Safeguarding Procedure, instantly.

2. HEALTH AND SAFETY

All RSE activities follow the Health and Safety Policy of the school. This policy explains the nature of PSHE including RSE and its contribution to our school ethos and curriculum. The Health & Safety policy is reviewed annually.

3. SMSC

St Edward's actively promotes the fundamental British Values (ISI April 2015). British Values and Citizenship are developed through the PSHE Curriculum adopted by the whole school. However, British Values are natural components of the schools our values and are integral to our ethos by its very nature as a Catholic School. This also includes challenging behaviours in school that may be defined as extremism and reflect a whole school awareness of the Prevent Strategy. (See Safeguarding Policy).

4. PHILOSOPHY OF THE SCHOOL

RSE stems from the school's values where relationships are formed first and where a loving relationship brings people together. RSE is a progressive and collaborative subject, which should begin at home and then be supported and developed by the school. The partnership between home and school is paramount.

We recognise the social influences children have on matters of health, hygiene, growing and maturing, sexual development and sexual behaviour and therefore believe we have a responsibility to develop children's knowledge and understanding.

We also understand that children of all ages ask questions about human sexuality and believe that teachers need to respond in accordance with the ages stage of development, and with an understanding and knowledge of the child/children involved.

5. RSE: AIMS

Through strong moral guidance and pastoral support, we aim to support our children to enable them:

- To develop their sense of well-being and emotional health
- To foster self-worth and awareness, and a sense of moral responsibility
- To develop important attributes in pupils such as: honesty, kindness, tolerance, courtesy, resilience and self-efficacy
- To provide a secure, sensitive and caring framework where learning and discussion can take place
- To provide information which is easily understood, relevant and appropriate the needs, age and maturity of the children
- To help children to acquire and practise important life skills such as critical thinking, decision making, communication and assertiveness
- To enable children to feel secure within their families, school relationships and in the wider world
- To voice their opinions, concerns and needs and to respond with a timely teaching programme in order to cover these
- To ensure that children can protect themselves and know where to ask for help and support (DfE'S Guidance July 2000) should they need it
- To understand and express emotions appropriately using correct language
- To name parts of the body and describe how they work (DfE'S Guidance-To have sufficient understanding to prepare for puberty (DfE'S Guidance July 2000)
- To ensure that sex and relationship education is available to all children regardless of gender, disability, cultural or religious background in line with the school policy on equal opportunities
- To understand the feelings of others and to empathise with them appropriately
- To learn the value of respect, love and care as part of Gods' message to all Christians
- To develop confidence in talking, listening, and thinking about their feelings and relationships (DfE'S Guidance July 2000)
- To respect and value our beliefs and culture and those of others

6. TEACHING APPROACHES

Definition of Relationships and Sex Education (RSE)

'Lifelong learning about physical, moral and educational development; love and care; and the teaching of sex, sexuality and sexual health. It is not about promotion of sexual orientation or sexual activity – this would be inappropriate teaching.' DfE Guidance 2000

6.1 Teaching

RSE Lessons are taught by either pupils' form teachers or teaching staff they are familiar with. A wide range of approaches are used in the teaching of RSE. We place an emphasis on active learning by including pupils in discussions and investigative and problem-solving activities. The curriculum content will be delivered in a non-judgemental, factual way which allows scope for pupils to ask questions, publicly or anonymously.

We encourage pupils to take part in a variety of activities to promote our School aims in RSE.

St Edward's Prep organises lessons so that pupils can resolve conflicts or set discussions following the agreed classroom rules for discussion.

This may be through small group work and/or role-play. A variety of video clips are resourced for the many topics. In EYFS, Pre-Prep and KS2 most PSHE/RSE curriculum themes are introduced through assemblies, as part of school ethos in daily classroom and playtimes and as the St Edward's general Christian values and ethos.

However, in Years 3 to 6, formalised PSHE lessons are held once a week. Circle Time is used as a tool to overcome difficulties and form a basis for discussion and in the Summer Term of Year 5 and 6 pupils are divided into gender groups for relationships and sex education lessons which meet the both DfE, and ISI.

6.2 Marking, assessment and homework

There is no formal marking of work in RSE. Where written work is completed, the teacher should take care not to make any comments in judgement of the pupil.

There is no formal assessment of RSE. However good practice is to establish a baseline understanding of the class before each lesson to determine the level of prior knowledge of the pupils.

The teacher monitors understanding by observation of discussion between the pupils during lessons and through direct questions.

7. REPORTING

7.1 Parent Communication

Letters are published in advance of the Growing and Changes part of the Curriculum (Year 5) and the Sex Education Curriculum being delivered (Year 6) to notify parents and offer them the opportunity for pupil withdrawal from the non-scientific aspects of sex education. Pupils who are withdrawn will receive purposeful education during this period.

Class teachers may comment on the contributions made by a pupil in Pastoral Parents' evening, through email or telephone call, if necessary.

However, in certain circumstances if delicate issues or even **disclosures** arise, teachers may refer RSE concerns to class teachers, who may notify the **DSL/Pastoral Head** where parent contact may possibly be made (see Safeguarding Policy Autumn 2021)

7.3 Legal Requirements

Parents have the right to withdraw their children from all or any part of any sex education provided, but not from the biological aspects of human growth and reproduction provided under the National Curriculum Programmes of Study for Science.

When required, parents can view materials used in RSE lessons and have access to this policy on the School Website.

8. SEND

The pupils' ability to assimilate the subject matter must always be considered. The teacher will consider that state of readiness of pupils to deal with issues relating to the RSE Curriculum, including those with SEND, and pupils who are more vulnerable to exploitation, bullying and other issues.

Pupils with individual learning needs are provided with differentiated tasks. Teachers' short-term plans reflect the varying abilities within the class.

9. Equal Opportunities

9.1 Inclusion

The PSHE curriculum (which includes RSE) will provide equal opportunities through:

- i) activities which are matched to the different needs of pupils, including those with special educational needs.
- ii) careful attention to the interests and actions of both boys and girls.
- iii) ensuring the teaching reflects and respects positive actions towards both gender, culture, ethnicity, sexual orientation and those of varying home backgrounds. All teaching will be sensitive and age appropriate with LGBT being taught if thought appropriate to the age and cohort of the children.

10. CROSS-CURRICULAR LINKS

- PSHE
- Assemblies
- Science
- RE
- Drama
- Technology
- ICT
- SMSC

11. ROLE OF CO-ORDINATOR

- Take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in RSE throughout the school.
- Support colleagues in their development of plans and implementation of the PSHE /RSE scheme of work.
- Monitor progress in PSHE/RSE and advise the Head on action needed.
- Take responsibility for the purchase and organisation of resources.
- To keep up to date with developments in RSE and disseminate information to colleagues as appropriate.
- To encourage and keep a record of attendance of staff on PSHE/RSE courses and to provide opportunity for feedback to others.

12. CURRICULUM

The 'Relationships' aspect of the DfE requirements for primary education is not only built into the core values and attributes of St Edward's Preparatory School but is written into the Preparatory School PSHE Curriculum. Statutory relationship education elements are delivered in PSHE/Science lessons. Where additional time is required, it is built into the timetable during Year 5 and 6 when the Changes and Reproduction themes are covered

(See Whole School PSHE Medium Term Plans - 2021) These plans are from The PiNK Curriculum (Gloucestershire County Council Safeguarding Curriculum)

Long-Term Overview 2021-2022 PSHE St Edward's Preparatory School

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friends hips	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Y1	Roles of different people; Families. feeling cared for.	Recognising privacy staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are? Caring for others' needs, Looking after the environment	Using the internet and digital devices Communicating online	Strengths and interests; Jobs in the community	Keeping healthy, Food and exercise, hygiene routines Sun safety	Recognising what makes them unique and special. Feelings-managing when things go wrong	How rules and age restrictions help us. Keeping safe online
Y2	Making friends. Feeling lonely and getting help	Managing secrets resisting pressure and getting help How to recognise hurtful Behaviour	Recognising things in common and differences playing and working co-operatively sharing our opinions	Belonging to a group; roles and responsibilities. Being the same and different in the community	The internet in everyday life; online content and information	What money is? A need and a want? Looking after money	Why sleep is important? Medicines and keeping healthy. Keeping teeth healthy; managing feelings and asking for help	Growing older Naming body my own parts Moving class or year	Safety in different Environments. risk and safety at home Emergencies
Y3	What makes a family; features of family life	Personal boundaries; safely responding to others.	Recognising respectful behaviour. The importance of	The value of rules and laws; rights, freedoms and	How the internet is used, assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and Habits. What affects our feelings?	Personal strengths and achievements. Managing and re-	Risks and hazards- Safety in the local environment and

		The impact of hurtful Behaviour (Kindness)	self-respect; courtesy and being polite	responsibilities			expressing feelings	framing setbacks	unfamiliar places
Y4	Positive friendships, including online	Responding to hurtful behaviour. Managing confidentiality recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Personal identity; recognising individuality and different qualities; mental wellbeing	Medicines and household products. Drugs common to everyday life
Y5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people UN rights for children. Recognising prejudice and Discrimination	Concern for society Protecting the environment. Compassion towards others	How information online is targeted different media types, their role and impact	Identifying job interests and aspirations. What influences career choices? workplace stereotypes	Healthy Lifestyles Sleep habits sun safety medicines vaccinations, immunisations and allergies	Physical and emotional changes in puberty; external genitalia; personal hygiene routines. support with puberty	Keeping safe in different situations, including responding in emergencies, first aid
Y6	Attraction to others romantic relationship	Recognising and managing pressure	Expressing opinions and respecting	Valuing diversity challenging discrimination and stereotypes	Evaluating media sources; sharing	Influences and attitudes to money; money and	What affects mental health and ways	Human reproduction and birth Increasing	Keeping personal information safe.

s	consent in different situations	other points of view, including discussing topical issues The Law and democratic		things online	financial risks	to take care of it, Managing change, loss and bereavement Managing time online	independence; managing transition to secondary school	regulations and choices; drug use and the law; drug use and the media
ISSUE DATE: Autumn 2021			PAGE 8 of 10 REVIEW DATE Autumn					