

Chiswick & Bedford Park Preparatory School

Relationship and Sex Education Policy

What is Relationship and Sex Education (RSE)?

Relationship and Sex Education Guidance (DfEE 0116/2000)

“It is a lifelong learning about physical, moral and emotional development. Effective Relationship Sex Education is essential if young people are to make responsible and well-informed choices”

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and wellbeing.

At Chiswick and Bedford Park Preparatory School we aim to provide all pupils with knowledge and understanding of all kinds of relationships. We expect our pupils to form positive, tolerant relationships and to teach them about respect for themselves and others. We aim to prepare pupils for the physical and emotional challenges of growing up. We deliver this learning through science, specific RSE and more general PSHE lessons.

Aims

The aims of this policy are:

- To support the personal development of children in the establishment and maintenance of relationships.
- To provide a curriculum that enables the children to make responsible and informed decisions about their health and well-being.
- To provide a curriculum that enables the children to feel safe.
- To ensure that the RSE curriculum demonstrates and encourages:
 - respect for self
 - respect for others
 - responsibility for own actions
 - responsibility for family, friends, school and the wider community

Content and Organisation

RSE is not delivered in isolation but firmly embedded in all curriculum areas (e.g. ICT, RE and Science), including Personal, Social, Health Education (PSHE) and Citizenship. RSE underpins all aspects of school life, such as dealing with individual concerns and cases guided by the PREVENT strategy. RSE is delivered sensitively through learning

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opportunities that are well planned and age-appropriate. We understand that views around RSE related issues are varied. Although we respect the right to have personal views, all RSE issues will be taught without bias (see Appendix 1).

The teaching programme for Relationships and Sex Education Legal requirements are that: All schools must teach certain content as part of the National Curriculum Science Orders that parents do not have the right to withdraw their children. These cover anatomy, puberty, biological aspects of sexual reproduction and use of hormones to control and promote fertility (see Appendix 2).

The Role of Parents and Guardians

The prime responsibility for bringing up children rests with the parents. The School recognises that parents are key figures in helping their children to cope with the emotional and physical aspects of growing up and in preparing them for the challenges and responsibilities which sexual maturity brings. Parents in the second half of the summer term will preview the material for Form 5 pupils entering puberty. The School recognises that this is a sensitive area of the curriculum. The views of any parents regarding the content and presentation of the material are welcomed, as are any other suggestions or queries. Parents have the right to withdraw their children from any parts of the Sex Education programme that is not included in the statutory National Curriculum without giving reasons. Alternative arrangements will be made by the class teacher. If they have reservations about any aspect of the work, however, we would encourage them to discuss them first with the appropriate member of staff or the head teacher.

Inclusion

This policy should be read in conjunction with the Inclusion policy. We are committed to the inclusion of all our pupils in the provision of RSE. Our RSE curriculum aims to respond to a diversity of cultures, faiths and family backgrounds. Children with Special Educational Needs (SEN) will be given extra support and time, when necessary. Children with English as an Additional Language (EAL) will be provided with resources and vocabulary that will allow them to access the content of the sessions. We believe that RSE should meet the needs of all children regardless of their developing sexualities. We will aim to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer appropriate support. This policy should be read in conjunction with the Anti-Bullying policy and any instances of homophobic bullying will be managed in line with this.

Equal opportunities

All children are entitled to receive RSE, regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, and whether children are disadvantaged and looked after. It is our intention that all children have the opportunity to experience a programme of RSE at a level, which is appropriate for their ages and physical developments, including differentiated provision if required.

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Child Protection and Sensitive issues

This policy should be read in conjunction with the Safeguarding and Child Protection Policy. We are fully aware that effective RSE may bring about disclosures of child protection issues. Staff should be aware of the clear procedures for reporting their concerns. Any concerns should be taken directly to the DSL and the Headmistress.

Monitoring and review

Monitoring procedures are the responsibility of the class teachers in consultation with the PSHE co-ordinator, Headmistress and the governors of CBPPS. A meeting is held with parents in Form 5 so that they can see all the materials and resources to be used with their children. Parents are consulted about what the types of information they wish their children to be given. The parents who do not wish their children to take part are given the opportunity to talk to the class teacher and they are allowed to decide if there are any aspects in which they wish their children to be included.

Methodology

A variety of teaching strategies are applied to enrich SRE with creativity.

- circle time
- drama
- group discussion/paired work
- puppets
- storyboard
- worksheet

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Appendix 1

Foundation Stage content

RSE opportunities are linked to the Early Learning Goals and current government guidance. Children have opportunities to learn how to:

- work as part of a group or class, taking turns and sharing fairly
- form good relationships with adults and peers
- have a developing awareness of their own needs, views and feelings, and be sensitive to the needs, views and feelings of others.
- dress and undress independently and manage their own personal hygiene
- recognise some similarities and differences between themselves and others
- know who they can talk to at home and at school.
- identify family members and friends and the roles that they play

Key stage 1: RSE opportunities are linked to the National Curriculum, current government guidance and guidance from the PSHE Association.

Children have opportunities to learn:

- the importance of personal hygiene
- to name parts of the body
- to listen to others/ play co-operatively
- the rules for and ways of keeping physically and emotionally safe
- about people who look after them, their family networks, who to go to if they are worried and who can help them
- about growing and changing and new opportunities and responsibilities that increasing independence may bring
- rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets)
- to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'
- to recognise and respect the similarities and differences between themselves and others
- to recognise, name and deal with feelings in a positive way
- their actions affect themselves and others, to care about other people's feelings and to try to see things from other people's points of view
- to recognise and compare the main external parts of the bodies of humans and other animals

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- that humans and other animals can produce offspring and that these offspring grow into adults.

Key Stage 2: RSE opportunities are linked to the National Curriculum and current government guidance and PSHE association guidance.

Children have opportunities to learn:

- how to recognise their own worth and identify positive things about themselves
- how to express their opinions about relationships and to listen to and respect the views of others.
- how to use a problem-solving approach to manage difficult feelings and/or situations
- to judge what kind of physical contact is acceptable or unacceptable and how to respond
- the concept of ‘keeping something confidential or secret’, when we should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’
- the life processes common to humans and other animals including reproduction.
- the life processes common to plants including reproduction
- to make links between life processes in familiar animals and plants and the environments in which they are found.

Specific content for all year groups:

- In **Reception**, the children learn to consider the routines and patterns of a typical day, understand why hygiene is important and recognise that all families are different.
- In **Form 1**, the children learn how to keep clean and to look after themselves. They learn that babies become children and then adults and learn the differences between boy and girl babies. They explore different types of families and who to ask for help.
- In **Form 2**, they identify differences between males and females, by focusing on sexual difference and naming body parts. They learn that people’s bodies and feelings can be hurt and what makes them feel comfortable and uncomfortable.
- In **Form 3**, they explore differences between males and females and name body parts. They explore different types of families and who to go to for help and support.
- In **Form 4**, the children explore the human lifecycle, identify some basic facts about puberty and explore how it is linked to reproduction.
- In **Form 5**, the children explore the emotional and physical changes occurring in puberty in more detail. They also learn about ways to get support during puberty.

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- In **Form 6**, children will review learning from Form 4 and 5 and they will examine the development of relationships, the images of sex created by the media and popular culture, and marriage.

Dealing with difficult questions:

- Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique.
- Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

Appendix 2

Withdrawal procedure:

The School informs parents of the RSE curriculum through letter or email. We recognise and respect the right of parents and carers to withdraw children from all or part of the SRE curriculum that is not included in the statutory National Curriculum. We will invite parents and carers, who wish to exercise this right, to discuss their concerns with the phase leader and teachers. Once children have been withdrawn, they cannot take part in the SRE programme until the request for withdrawal has been removed.

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