

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 delivered sensitively through learning 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.

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The teaching programme for Relationships and Sex Education legal requirements are that: All schools must teach certain content as part of the National Curriculum and 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 1).

Our focus is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils are be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, consent and the concept of personal privacy.

Respect for others is taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on. Teachers will talk explicitly about the features of healthy friendships, family relationships and other relationships that young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online, especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers will address online safety and appropriate behaviour in a way that is relevant to pupils' lives.

When teaching about families, the teachers will be sensitive and well-judged based on the knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. Families can include, for example, single-parent families, LGBTQ parents, families headed by grandparents, adoptive parents, foster parents and carers, amongst other structures. We make sure that there is no stigmatisation of children based on their home circumstances and needs, and reflect sensitively that some children may have a different structure of support around them.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing. Through Relationships Education (and RSE), we will teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this will be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This will also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

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Pupils will be taught how to report concerns and seek advice when they suspect or know that something is wrong. At all stages, it will be important to balance teaching children about making sensible decisions to stay safe (including online), whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. We will equip our pupils to build positive and respectful relationships online and offline.

The following RSE content will be delivered within planned, timetabled PSHE lessons across the year groups. A spiral curriculum approach is used and all content will be delivered in a timely way and will be age and developmentally appropriate to meet the needs of our pupils, including those pupils with SEND (Special Educational Needs and Disability).

Foundation Stage Coverage

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 Coverage		
	Year 1	Year 2
Healthy and Happy Friendships	Forming friendships and how kind or unkind behaviours impact other people	Understanding what makes a happy friendship. Recognising personal boundaries and safe/unsafe situations
Similarities and Differences	Similarities and differences between people and how to respect and celebrate these.	Exploring different strengths and abilities. Understanding and challenging stereotypes.
Caring and Responsibility	Identifying who our special people are and how they keep us safe.	The different communities and groups we belong to and how we help and support one another within these.
Families and Committed Relationships	What a family is (including difference and diversity between families), and why families are important and special.	The different people in our families, and how families vary.
Healthy Bodies, Healthy Minds	Our bodies and the amazing things they can do. Learning the correct names for different body parts.	Ways to stay healthy, including safe and unsafe use of household products and medicines.

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Coping With Change	Growing from young to old and how we have changed since we were born.	Exploring how our bodies and needs change as we grow older. Aspirations and goal setting.
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Key Stage 2 – RSE Coverage				
	Year 3	Year 4	Year 5	Year 6
Healthy and Happy Friendships	Being a good friend and respecting personal space. Strategies for resilience.	Solving friendship difficulties. How to act if someone invades your privacy or personal boundaries.	Identity and peer pressure off- and online. Positive emotional health and wellbeing.	How relationships evolve as we grow, including when transitioning to secondary school. How to cope with a wider range of emotions.
Similarities and Differences	Respecting and valuing differences. Shared values of communities.	Identity and diversity. Seeing different perspectives and not making judgements based on appearance	Celebrating strengths, setting goals and keeping ourselves safe online.	Identity and behaviour online and offline. Reflecting on how people feel when they don't 'fit in'.
Caring and Responsibility	Our responsibilities and ways we can care and show respect for others.	Rights and responsibilities within families and wider society, including the UN Convention on the Rights of the Child.	How our care needs change and the effects of loneliness and isolation. Ways in which we can show care in the community.	How we can take more responsibility for selfcare and who cares for us as we grow older, including at secondary school.
Families and Committed Relationships	Different types of committed relationships and the basic characteristics of these.	The range of relationships we experience in our everyday lives. How to understand the differences between types of relationships we encounter.	The characteristics of healthy, positive and committed relationships, and how these develop as people grow older.	Human reproduction, including different ways to start a family. * <i>*Not compulsory</i>
Healthy Bodies, Healthy Minds	Maintaining physical and mental wellbeing, through healthy eating, sleep and keeping clean.	Influences on our health and wellbeing, including friends, family and media, and	Our unique bodies and self-acceptance – valuing our bodies and minds; lifestyle	Being the healthiest me: ongoing self-care of bodies and minds, including ways to prevent

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		awareness of how these can affect personal health choices.	habits (including alcohol, tobacco and drugs) and their effects on wellbeing.	and manage mental ill-health.
Coping With Change	Coping with feelings around the changes in our lives.	How our bodies change as we enter puberty, including hygiene needs and menstruation.	How puberty changes can affect our emotions and ways to manage this; questions about puberty and change.	Ways to manage the increasing responsibilities and emotional effects of life changes.

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

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

The RSE coordinator will also work closely with colleagues in related curriculum areas (P.E, Science and Computing) to ensure a holistic, whole-school approach to what is taught in RSE. Teaching is supplemented further with assemblies, school events and the arts.

Pupil Voice

Pupil voice is a significant part of our culture at CBPPS. We use pupil voice to evaluate how relevant and engaging RSE is to children's lives. Throughout our RSE scheme of work, we embed pupil voice practices to enable students to express their views on the range of topics and issues that RSE covers and to ensure that they listen to other opinions and evidence, reflect on their own perspectives and take a broader view. We want to ensure that all pupil voices are heard but that those views that are hurtful, offensive or exclusionary do not dominate and are addressed. We want to ensure a culture where human rights, social justice, inclusion and diversity are promoted.

Answering Pupil Questions

RSE explores a range of issues that may provoke questions from pupils. We view questions as a positive sign that pupils are engaged with what is being taught and feel able to express natural curiosities about themselves, their bodies and relationships with others. As much as possible, where a question is relevant to the whole class, we will answer it to the whole group. There may occasionally be the need to deal with a question outside of the classroom if it is not suitable for the entire class. Questions will always be answered in an age- and developmentally-appropriate way and take into account whether a parent/carer has requested their child to be removed from sex education lessons. School staff will not be expected to

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answer personal questions about themselves or to ask direct personal questions of their pupils that could make either party vulnerable. We believe that an open approach to answering questions prevents pupils from learning inaccurate or harmful information online or from peers and older students. We believe exploring issues with the whole class helps to reduce the stigma and shame that can surround some of the issues explored in RSE.

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 Forms 4-6 will be given the opportunity to preview material used for teaching puberty and reproduction. 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.

Safeguarding, Child Protection and Sensitive issues

Chiswick and Bedford Park Preparatory School acknowledges that RSE is crucial for creating a culture of safeguarding within the school and for meeting our statutory obligations as outlined in *Keeping Children Safe in Education*. RSE helps children to understand the difference between healthy and abusive relationships and to understand how to get help if they are experiencing abuse, or have experienced abusive. We recognise that when discussing some of the issues RSE covers, some pupils could disclose abuse or other harmful experiences. This policy should be read in conjunction with the Safeguarding and Child Protection Policy. Staff are aware of the clear procedures for reporting their concerns. Any concerns should be taken directly to the DSL (Designated Safeguarding Lead) and the Headmistress.

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 (English as an Additional Language)) will be provided with resources and vocabulary that will allow them to access the content of the sessions. 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.

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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.

Monitoring and evaluation

Monitoring procedures are the responsibility of the class teachers in consultation with the PSHE co-ordinator, Headmistress and the governors of CBPPS. A range of assessment methods are used to monitor pupil progress in RSE.

The School's Leadership Team monitors and evaluates the implementation and success of the programme through:

- lesson observations
- looking at samples of pupils' work
- analysing pupil attendance in lessons
- monitoring and assessment of staff's planning skills
- feedback and evaluation by pupils (for example, using pupil interviews, questionnaires/surveys, focus groups or using pupil question boxes.)
- informal conversations with the pupils.

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Appendix 1

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 RSE 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 RSE programme until the request for withdrawal has been removed.

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