

Chiswick & Bedford Park Preparatory School

Relationship, Sex and Health 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 RSHE 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 RSHE 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 RSHE related issues are varied. Although we respect the right to have personal views, all RSHE issues will be taught without bias.

The teaching programme for Relationships, Sex and Health 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).

Reviewed and updated September 2023

Date for next review: September 2024

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, 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.

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 RSHE content will be delivered within planned, timetabled 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,

Reviewed and updated September 2023

Date for next review: September 2024

including those pupils with SEND (Special Educational Needs and Disability). The school has adopted the programme Jigsaw to deliver these lessons.

Early Years – RSHE Coverage	
Being Me in My World	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities
Celebrating Difference	Identifying talents Being special Families Where we live Making friends Standing up for yourself
Dreams and Goals	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals
Healthy Me	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety
Relationships	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend
Changing Me	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations

Key Stage 1 - RSHE Coverage		
	Year 1	Year 2
Being Me in My World	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings

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Celebrating Difference	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends
Dreams and Goals	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success
Healthy Me	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food
Relationships	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles –animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Changing Me	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition

Key Stage 2 - RSHE Coverage				
	Year 3	Year 4	Year 5	Year 6
Being Me in My World	Setting personal goals Self-identity and worth Positivity in challenges	Being part of a class team Being a school citizen Rights, responsibilities and	Planning the forthcoming year Being a citizen Rights and responsibilities	Identifying goals for the year Global citizenship Children's universal rights

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	Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling
Celebrating Difference	Families and their differences Family conflict and how to manage it (child-centered) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy
Dreams and Goals	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments
Healthy Me	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency first aid Body image Relationships with food Healthy choices Motivation and behaviour	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress

Reviewed and updated September 2023

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Relationships	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use
Changing Me	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change	Self-and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

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

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

The RSHE 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

Reviewed and updated September 2023

Date for next review: September 2024

Pupil voice is a significant part of our culture at CBPPS. We use pupil voice to evaluate how relevant and engaging RSHE is to children's lives. Throughout our RSHE scheme of work, we embed pupil voice practices to enable students to express their views on the range of topics and issues that RSHE 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

RSHE 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 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 RSHE.

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 RSHE 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. RSHE 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 RSHE covers, some pupils could disclose abuse or other harmful

Reviewed and updated September 2023

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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 RSHE. Our RSHE 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.

Equal opportunities

All children are entitled to receive RSHE, 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 RSHE 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 RSHE.

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

- Lesson observations
- Looking at samples of pupils' work
- Monitoring and assessment of staff's planning
- Feedback and evaluation by pupils (for example, using pupil interviews, questionnaires / surveys, focus groups)
- Informal conversations with the pupils

Appendix 1

Withdrawal procedure:

Reviewed and updated September 2023

Date for next review: September 2024

The School informs parents of the RSHE curriculum through letter or email. We recognise and respect the right of parents and carers to withdraw children from all or part of the RSHE 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 RSHE programme until the request for withdrawal has been removed.

Reviewed and updated September 2023

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