

Relationships and Sex Education (RSE) Policy

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Approved by: Management Board

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Introduction and Aims

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

1. We seek to ensure that excellence is at the heart of all we do, whether academic, creative or sporting.
2. We enable pupils to receive an excellent academic foundation as the first steps of their educational journey.
3. We ensure that we work effectively as a team, fostering a love of lifelong learning.
4. We encourage our school community to be curious, appreciative and respectful towards the world around us.
5. We ensure our school community showcases a warm, progressive approach and individualised learning for all pupils.
6. We aim that every pupil recognises their own self-worth through their school journey and build character, confidence and compassion.
7. We enable pupils to learn determination, resilience and endurance.

Heathcote Preparatory School's PSHRE provision provides pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so, they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. Pupils learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Teaching about mental wellbeing is central to all subjects and a priority of both the school and parents is our children's happiness. Children are increasingly experiencing challenges and are at risk of feeling lonely as well as other negative mental emotions. The new subject knowledge outlined in this policy works towards giving children the knowledge and capability that they need to take care of themselves and receive support if problems arise.

The aims of RSE at our school are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare students for puberty, give them an understanding of sexual development and the importance of health and hygiene.
- Help students develop feelings of self-respect, confidence and empathy.
- Create a positive culture around sexuality and relationships.

- Teach students the correct vocabulary to describe themselves and their bodies.
- Help students understand that healthy relationships are an important part of wellbeing.

Definition of Relationship and Sex Education (RSE):

RSE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings. RSE focuses on exploring the emotional, social and physical aspects of growing up, having relationships, engaging in sex, and learning about human sexuality and sexual health. Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain positive relationships. It also enables children and young people to make responsible and informed decisions about their personal physical and mental health and well-being. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity, sexual orientation, or a specific sexual identity. We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students.

Statutory requirements

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

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 Headteacher, Key Stage Leads/SLT, PSHRE 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. 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 of Upper Prep School pupils are invited to view the materials as part of the RSE lessons and content for the older pupils at the school.
- Student consultation – students were consulted with about their RSE lessons in form lessons.
- Ratification – once amendments were made, the policy was shared with the School Management Board and subsequently published on our school website:
www.heathcoteschool.co.uk
- Policy review – this policy will be reviewed in Autumn term 2023.

Definition

RSE is about the emotional, social and cultural development of students, this involves learning about relationships, physical and emotional changes to the body as part of the process of puberty, healthy lifestyles, diversity and personal identity.

Curriculum

Sex education is not compulsory in primary schools. At Heathcote Preparatory School, we offer a sex education programme in line with our membership of the Jigsaw programme which allows us to teach age-appropriate sex education to best prepare our children for teenage years and the challenges of secondary school age. Primary sex education will focus on the following:

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
1	Piece 4 Boys' and Girls' Bodies	<ul style="list-style-type: none"> Identify the parts of the body that make boys different to girls and use the correct names for these Respect my body and understand which parts are private
2	Piece 4 Boys' and Girls' Bodies	<ul style="list-style-type: none"> Recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of my body are private Tell you what I like/don't like about being a boy/girl
3	Piece 1 How Babies Grow	<ul style="list-style-type: none"> Understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby Express how I feel when I see babies or baby animals
	Piece 2 Babies	<ul style="list-style-type: none"> Understand how babies grow and develop and understand what a baby needs to live and grow Express how I might feel if I had a new baby in my family
	Piece 3 Outside Body Changes	<ul style="list-style-type: none"> Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies Identify how boys' and girls' bodies change on the outside during this growing up process Recognise how I feel about these changes happening to me and know how to cope with

		those feelings
	Piece 4 Inside Body Change	<ul style="list-style-type: none"> Identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up Recognise how I feel about these changes happening to me and how to cope with these feelings
4	Piece 2 Having a Baby	<ul style="list-style-type: none"> Correctly label the internal and external parts of male and female bodies Understand that having a baby is a personal choice and express how I feel about having children when I am an adult
	Piece 3 Girls and Puberty	<ul style="list-style-type: none"> Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this Know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty
5	Piece 2 Puberty for Girls	<ul style="list-style-type: none"> Explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally Understand that puberty is a natural process that happens to everybody and that it will be OK for me
	Piece 3 Puberty for Boys and Girls	<ul style="list-style-type: none"> Describe how boys' and girls' bodies change during puberty Express how I feel about the changes that will happen to me during puberty
	Piece 4 Conception	<ul style="list-style-type: none"> Understand conception and how babies are usually made Understand that sometimes people need IVF to help them have a baby Appreciate how amazing it is that human bodies can reproduce in these ways
6	Piece 2 Puberty	<ul style="list-style-type: none"> Explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally Express how I feel about the changes that will happen to me during puberty
	Piece 3 Girl Talk / Boy Talk	<ul style="list-style-type: none"> Ask the questions I need answered about changes during puberty Reflect on how I feel about asking the questions and about the answers I receive
	Piece 4 Babies – conception to birth	<ul style="list-style-type: none"> Describe how a baby develops from conception through the nine months of pregnancy, and how it is born Recognise how I feel when I reflect on the development and birth of a baby
	Piece 5 Attraction	<ul style="list-style-type: none"> Understand how being physically attracted to someone changes the nature of the relationship Express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this

Please note early relationship education is supported through Development Matters 2021 for EYFS pupils e.g.

Develop friendships with other children.

Support children to find ways into the play and friendship groups of others. For example, encourage them to stand and watch from the side with you. Talk about what you see, and suggest ways for the child to join in.

Please refer to: [Development Matters - Non-statutory curriculum guidance for the early years foundation stage \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/Development_Matters_-_Non-statutory_curriculum_guidance_for_the_early_years_foundation_stage.pdf)

Our curriculum will ensure (as per DfE documentation):

By the end of primary school:

Families and people who care for me	<p>Pupils should know</p> <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.
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	<ul style="list-style-type: none"> • 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 marriage¹³ 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	<p>Pupils should know</p> <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.
Respectful relationships	<p>Pupils should know</p> <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.

	<ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <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	<p>Pupils should know</p> <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.

Delivery of RSE

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.” DfE Guidance p.8

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

“This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.” Secretary of State Foreword DfE Guidance 2019 p.4-5

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.” DfE Guidance p.8

“All schools must have in place a written policy for Relationships Education and RSE.” DfE Guidance p.11

Heathcote Preparatory School values PSHRE as one way to support children’s development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. We include the statutory Relationships and Health Education within our whole-school PSHRE Programme. To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHRE, as our chosen teaching and learning programme and tailor it to our children’s needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw (and therefore our school), meets the statutory Relationships and Health

Education requirements. This programme's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported. Teaching staff will vary for RSE lessons, but this will include the Form 5 and 6 form tutors, sports staff and PSHRE staff.

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17

Parents/carers have the right to withdraw their children from all or part of the Sex Education provided at school as part of PSHRE curriculum, except for those parts included in statutory National Curriculum Science. Those parents/carers wishing to exercise this right are invited to discuss any concerns with the Headteacher/Year 5&6 form tutors where we will also discuss any impact that withdrawal may have on the child. Parents need to put a request for withdrawal in writing. Once a child has been withdrawn, they cannot take part in the RSE programme until the request for withdrawal has been removed. Requests for withdrawal need to be renewed on a yearly basis which is the parents' responsibility. Parents do not have the right to withdraw their child from statutory relationships education or from the objectives covered by the Science National Curriculum.