

Relationships and Sex and Health Education Policy (RSE)

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1 Aims and Objectives

This policy applies to all members of our school community, including EYFS setting. From September 2020, pupils receiving primary education must be taught Relationships and Sex Education and Health Education, under the *Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019*. Ewell Castle Preparatory school is committed to ensuring that the application of this RSE is non-discriminatory in line with the UK Equality Act (2010). This policy is available on our website and on request from the school office.

The aim of Relationships and Sex Education (RSE) is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. This is consistent with and woven into the school's values of personal integrity, mutual respect, social responsibility and lifelong resilience. We have taken into account the Department for Education Relationships and Sex Education Guidance as well as guidance from the Independent School Standards. Effective planning, delivery, monitoring and teaching of Relationships and Sex Education enables our pupils to be able to:

- Know how to develop caring and respectful relationships of all kinds, not just intimate relationships - and how this fosters good wellbeing and positive mental health;
- Know what a healthy relationship looks like, what fundamental building blocks and characteristics of positive relationships are: what makes a good friend, a good colleague, and a successful marriage or other type of committed relationship. It will also teach them about what acceptable and unacceptable behaviour in relationships is;
- Understand that there is a range of different family environments such as single parent families, LGBT parents, foster parents and carers as well as dual parent families. Care and sensitivity will enable all children to feel included based on home circumstances and in line with adhering to the Equality Act 2010;
- Develop positive relationships valuing the differences and similarities between families and people who care for them;
- Know about online relationships and that people sometimes behave differently online and the rules and principles for keeping safe online;
- Know 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;
- Know about being safe and how to recognise and report feelings of being unsafe;
- Develop positive mental and physical wellbeing and know about the changing adolescent body, including physical and emotional changes;

This should take place with consideration of the qualities of relationships within families.

The objectives (our provision) of RSE are:

- To provide the knowledge and information to which all pupils are entitled;
- To clarify/reinforce existing knowledge and provide the 'space' for our pupils to ask questions within appropriate boundaries;
- To raise pupils' self-esteem and confidence, especially in their relationships with others;
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities;

- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support;
- To develop skills for a healthier safer lifestyle;
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- To respect and care for their bodies;
- To be prepared for puberty and adulthood.

2 Teaching Programme

Every child is entitled to receive R(S)E regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, special needs, disadvantaged and looked after children. We will discuss the right to withdraw from the sex-education (S) aspect later in the policy.

It is our intention for all children to have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development, engaged in a variety of activities as individuals in groups and as a whole class. Our teaching of RSE builds on and extends prior learning to ensure all pupils are progressing and they move through the PSHE curriculum which is spiral. We also recognise that there are children of widely different abilities and we provide suitable learning opportunities for all children through differentiated work throughout and setting tasks which are open-ended and can have a variety of responses. At Ewell Castle Preparatory School, PSHE is taught in a 55 minute period each week from Reception to Year 6.

Such a programme can successfully follow the outline given below:

Each year the pupils will cover three main units in PSHE across all Key Stages:

- **Health and Wellbeing** (physical and mental wellbeing, keeping safe and growing and changing)
- **Relationships -RSE Curriculum** (families and friendships, safe relationships and valuing difference; respecting ourselves and others)
- **Living in the Wider World** (Rights and responsibilities, belonging to a community - and money.

In more detail:

Foundation Stage

Children learn about the concept of male and female and about young animals. In ongoing Personal, Social, Health and Economic Education (PSHE) work, they develop skills to form friendships and think about relationships with others. All teaching staff including teaching assistants are responsible for delivering relationships and health education throughout the school day - both in school and off site. These include:

- Awareness of others' feelings
- Respect
- Responsibility
- Kindness
- Awareness of other cultures, beliefs and celebrations
- Healthy eating
- Hygiene - including dental hygiene
- Exercise
- Personal safety

Key Stage 1

Through work in Science, children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In Religious Education (RE) and PSHE children reflect on the following:

- family relationships;
- different family groups and friendship;
- They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved;
- They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them;
- They also learn about personal safety and mental health **which is actively promoted**;

Key Stage 2

In addition to the items covered previously, which are repeated in a spiral curriculum, in Science children build on their knowledge of life cycles and learn about the basic biology of human reproduction including the birth of a baby in Year 6. These are specifically:

- To identify the changes that take place from birth to adulthood;
- Describe how the proportions of a human body change as growth occurs from baby to adult and understand the physical changes that happen during puberty;
- Awareness of the importance of personal hygiene;
- To learn about the emotional changes that can occur during puberty and to know how babies are made and born;
- To understand and explain the stages of human pregnancy and to understand that parents need to show responsibility when looking after a baby.

In RE and PSHE, pupils continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

RSE should focus on the development of skills and attitudes not just the acquisition of knowledge and RSE is woven into assemblies, PSHE lessons and lessons to ensure positive wellbeing; it is not just in PSHE.

3 Organisation of Relationship and Sex Education

Relationship Education is taught via PSHE, by class teachers but is also woven into almost everything we do as a school, in assemblies, lessons as part of learning how to function in society and maintain positive relationships. Teachers are supported with training to deliver high quality RSE education.

With regards Sex Education, Year 6 Form Tutors usually take responsibility for teaching RSE to Year 6 pupils in the Summer term, having notified parents in the Spring term and advising them of their right to withdraw their child from these lessons.

A range of teaching methods which involve children's full participation, is used to teach RSE. These include use of; online materials, age-appropriate platforms, such as *Tom and Jasmine* discussion, worksheets and written work.

RSE is usually delivered in mixed gender groups. However, there may be occasions where single gender groups are more appropriate and relevant.

4 Specific Issues

4.1 Parental consultation and the right to withdraw

Full information on RSE and the teaching resources used in the School is available on request. Parents are invited to consult on updates to the RSE policy which is updated annually.

The School informs parents when the Year 6 RSE (which contains aspects of sexual education) is to be taught and provides an opportunity for parents to view resources being used.

There is no right to withdraw from Relationships Education. Parents do have the right, however, to withdraw their children from those aspects of RSE not included in the National Curriculum (Science) and may request that their child be withdrawn from some or all of the sex education delivered as part of statutory RSE: alternative provision for that child will be made. However, this rarely happens; by working in partnership with parents and in discussion with the Head Teacher, it is recognised that RSE including introduction to sex education, forms an important aspect of their child's education.

4.2 Child Protection / Confidentiality

Teachers are aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member will inform the Head Teacher/Designated Safeguarding Lead in line with the school's procedures for child protection and safeguarding.

A member of staff cannot promise confidentiality if concerns exist.

4.3 Dealing with Difficult Questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. 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 or parents informed so that the question might be answered in the privacy of the family home.

4.4 Working with external speakers

EYFS normally invite professionals like doctors and vets or dentists etc in when teaching about 'people who help us' and in line with our health education. From time to time, we may invite speakers to talk about online safety, in particular with regards relationships. The School uses the provider 'It Happens' for discussions with Year 5 and 6 at an age appropriate level. The Senior School uses the same provider.

5 Monitoring, Evaluation and Review

5.1 Monitoring

Monitoring is the responsibility of the Head Teacher, in consultation with the Head of PSHE and Head of Teaching and Learning and Deputy Heads ~~on both the Prep and Pre-Preparatory school sites.~~

The school will assess the effectiveness of the aims, content and methods in promoting pupils' learning by lesson observation, sampling teachers' planning, questionnaires to teachers and children and feedback from parents.

The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change if required.

5.2 Review

This document is reviewed annually by the Senior Leadership Team and as events or legislation change requires.

5.3 Links with other Policies

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

- Personal, Social, Health and Economic Education (PSHE) Policy (Prep School)
- Equal Opportunities Policy
- Safeguarding Policy
- Behaviour for Learning Policy
- Anti-Bullying Policy
- E-safety policy

Annex A: A summary of DfE Requirements for Relationship Education, Relationship and Sex Education and Health Education

Relationships Education - Primary schools

By the end of primary school pupils should know:

<p>Families and people who care for me</p>	<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 for them. • 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 marriage 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
<p>Caring Friendships</p>	<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. <ul style="list-style-type: none"> • 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.
<p>Respectful relationships</p>	<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

	<p>authority. Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.</p> <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.

Health Education: Physical Health and Wellbeing

Primary schools

By the end of Primary School:

Mental Wellbeing	
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	<p>Pupils should know:</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. <p>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <ul style="list-style-type: none"> • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on
<p>Internet safety and harms</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
<p>Physical Health and fitness</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health
<p>Healthy eating</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals.

	<ul style="list-style-type: none"> • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.