



St Anne's Preparatory School

Relationships and Sex Education Policy

Under review by The Designated Safeguarding Lead March 2022

St. Anne's Preparatory School

Sex and Relationships Education Policy

This policy has been written taking into account the Relationships and Sex Education Guidance (DfE October 2020).

The Policy is reviewed and updated annually and approved by the Designated Safeguarding Lead and Head Teacher. It should be read in conjunction with the school's PSHE Scheme of work.

Definition

Relationship and Sex education (RSE) is lifelong learning about relationships, emotions, gender issues, sex, sexuality, and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. At St. Anne's, we will teach the fundamental building blocks and characteristics of healthy, respectful and positive relationships, focusing on family and friendships, in all contexts, including online.

Introduction

Our work in RSE is set in the wider context of St. Anne's values and ethos:

- We promote a healthy, safe and caring environment for all pupils and staff.
- We provide a broad and balanced curriculum for all our pupils.
- We promote pupils' self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.
- We prepare our pupils to engage confidently with the challenges of adult life, including online challenges.
- We provide sufficient information and support to enable our pupils to make safe choices.
- Through an enriched curriculum, we provide children with opportunities to develop the necessary skills to manage their lives effectively.
- We help our children to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood.

Aims for Relationships and Sex Education

All adults will work towards achieving these aims for RSE at St. Anne's. We seek to enable our children to:

- develop interpersonal and communication skills
- develop positive values and a moral framework that will guide their decisions and behaviour
- understand about a variety of families and relationships (including LGBTQ+ relationships)
- develop understanding of the value of stable relationships and family life as a positive environment for bringing up children
- respect themselves and others, their views, backgrounds, cultures and experiences
- develop loving, caring relationships based on mutual respect
- name the private parts of the body confidently and communicate with trusted adults to keep themselves safe
- understand the process of human reproduction
- be prepared for puberty and the emotional and physical effects of body changes

- understand that the principles of positive relationships also apply online
- recognise and avoid exploitative relationships
- have opportunities throughout their schooling to address RSE in an age-appropriate way
- value, care for and respect their bodies
- access additional advice and support

Delivering RSE

Our Curriculum for PHSE (see Appendix A) describes the elements of RSE which will be taught. RSE will be delivered to all children in the school.

Appendix B sets out the parts of the curriculum that are included in health, relationships and sex education. This is taught from Forms 3 – 6, we contextualise and explain intercourse in a loving relationship as well as in a scientific manner.

The curriculum is wholly consistent with the National Curriculum (2014) and DfE (2020) guidance. It also reflects best practice described by the Sex Education Forum. Some elements of our RSE curriculum are part of the compulsory National Curriculum for Science (e.g. the biological aspects of puberty and reproduction) and some parts are based on non-statutory guidance from the PSHE Association.

We consider RSE to be a continuous process of learning, which begins well before the children enter our school and continues into adulthood. We have planned a progressive curriculum appropriate to each age group. All adults working with children have a part to play in supporting the delivery of RSE.

The objectives of the RSE Curriculum will be taught in:

- PSHE through designated lessons, circle time, focused events, health weeks.
- Other Curriculum areas, especially Science, English, RE, Computing and PE
- Enrichment activities, especially our assembly programme, involvement in school trips and adventurous activities, activities carried out as part of being a health promoting school.

Specific Units of Work on RSE are planned into our teaching programme every year across all year groups. Specific content on Puberty will be taught in an age appropriate and progressive way from Forms 3 - 6.

We understand that at times children will benefit from varying methods of delivering the RSE curriculum. For example, we will use single-sex groups or small group teaching where this will help us to meet the needs of children more effectively, we will use team teaching where this enables us to best use teacher expertise. We will ensure there are positive educational reasons for each method of delivery.

When teaching children about families and relationships, LGBTQ+ relationships will be fully integrated into our curriculum rather than as a standalone unit. All teaching will be sensitive and age-appropriate, both in content and approach. Children will be taught, above all else, about equality and respect.

Delivering our Health and Wellbeing curriculum

We aim to teach pupils at St. Anne's about physical health and mental wellbeing and to give them the information that they need to make good decisions about their own health and wellbeing. The Curriculum is wholly consistent with the National Curriculum (2014) and DfE (2020) guidance.

Physical health and mental wellbeing are interlinked, and it is important for our pupils to understand that good physical health contributes to good mental wellbeing, and vice versa. Mental wellbeing should be part of daily life, in the same way as physical health.

Puberty, including menstruation, will be covered in Health Education lessons and our Science lessons and will, as far as possible, be addressed before onset. This will ensure male and female pupils are prepared for changes they and their peers will experience.

From the Early Years onwards, pupils will be taught about the importance of daily exercise, good nutrition and sufficient sleep, and we will support pupils to gain the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, and develop the language to talk about their bodies, health and emotions.

Pupils will be taught the benefits of hobbies, interests and participation in their own communities. Our teaching will make clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example The Brownies or Cub Scouts), are beneficial for health and wellbeing.

We will also teach our pupils about the benefits of limiting time spent online and the risks of excessive use of electronic devices. In the Prep school pupils will be taught about how social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.

Our curriculum will give a firm foundation in the benefits and characteristics of good health and wellbeing enabling us to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

Responsibilities for Curriculum Delivery and Policy Implementation

We regard it as the shared responsibility of all adults working at St. Anne's to respond appropriately to a child's request for information and advice. All staff are encouraged to access support from colleagues where necessary.

The RSE curriculum will primarily be delivered by Form teachers. Those delivering RSE will have responsibility for assessing children's needs and selecting appropriate activities and methodologies to meet these needs, supported by the PSHE leader.

The PSHE leader is responsible for reviewing the policy annually and evaluating RSE at St. Anne's. The PSHE leader will report to the Head Teacher and DSL in this task who will approve the policy.

Teaching Methodologies/Safe and Effective Practice

We aim to provide an environment and atmosphere for RSE where pupils feel safe, relaxed, unintimidated, and focused; and where they have confidence and trust in the knowledge, ability and skills of staff in school. This ensures that both pupils and staff feel fully confident in engaging in age-appropriate discussions around potentially sensitive topics and themes. To provide clarity and create a safe learning environment, at the beginning of each session, a set of ground rules will be agreed by the class based on a school-wide template. As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other.
- Everyone gets a turn - if they want one.
- Respect everybody's contribution.
- No personal information - no names.
- No personal questions.
- No making fun.
- An age-appropriate rule around confidentiality and safeguarding.

Children and teachers are free to suggest and agree further ground rules as appropriate to the topic of each lesson.

Answering Questions

RSE curriculum content will always be delivered in a non-judgemental, factual way allowing scope for pupils to ask questions publicly or anonymously. We acknowledge that sensitive and potentially difficult issues will arise in RSE as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RSE. As a first principle we will answer questions relating to the taught planned curriculum for that age group to the whole class. We will answer questions relating to areas beyond the taught planned curriculum for that age group, in a sensitive and age appropriate way only to the child or children who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it they will seek guidance from the PSHE leader.

When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, teachers will pass this information to the designated person for child protection in line with school policy.

Special Educational Needs and Disabilities (SEND)

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated programme/activities will be provided where necessary, to ensure that all pupils gain a full understanding. We recognise that those with SEND are often more vulnerable to sexual harassment and abuse and that we need to ensure that children are supported to develop appropriate strategies and attitudes to keep themselves safer.

We consider:

- their level of vulnerability to coercion and pressure
- their previous experience of negative behaviours in peer or child-adult relationships
- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image
- the need to involve all staff, including ancillary staff and parents/carers, in policy development, planning and training
- the management of personal care

- clarity about sources of support for pupils.

Equal Opportunities

RSE will be provided to ensure equality of access for all pupils, regardless of gender, disability, race, religion or belief, so giving equal opportunities and avoiding discrimination in line with the Equalities Act 2010.

In order to ensure that Relationships Education meets the needs of all:

- We will reflect a range of lifestyles and family structures so that all children see themselves and their families reflected back in the lessons.
- We will ensure that the law in relation to, for example, marriage, online behaviours, sexuality, gender and violence are explained in age appropriate ways.
- Where there are different cultural or religious views about families, relationships or behaviours, we will share these to ensure children see their family views represented.
- We will not seek to gain consensus, but will accept and celebrate difference.
- We will, as appropriate, ensure that a variety of views and beliefs are reflected back to pupils.
- In order to ensure that children of all genders can access information they need, we will teach in mixed gender groups wherever possible.
- We will encourage respect and discourage abusive and exploitative relationships.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

Recording and assessment

Pupils will have the opportunity to reflect on their learning within lessons and at the end of each unit (in their PHSEE reflection books). In addition to the pupils' self-assessment, teachers will assess through informal methods, such as observations and class or group discussions.

Observations may have a particular focus; e.g. children's listening skills, empathy etc. Quizzes may be used before and after a unit of work to aid assessment.

Elements of RSE that occur in the science curriculum will be assessed through recorded work to establish age related expectations of knowledge and understanding.

Resources

At St. Anne's we use the PSHE Association Scheme of Work. There is a comprehensive scheme of planning and resources, which is periodically updated to ensure it remains relevant and engaging to children and meets all statutory requirements of PSHE. Class teachers review the planning and resources for each lesson to ensure they are fully relevant and accessible to the needs of children in their classes and tailor them if necessary. Additional resources may be used if considered appropriate. We use resources which:

- are consistent with the Curriculum for RSE
- relate to the aims and objectives of this policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- are up-to-date in factual content
- are produced by a reputable organisation
- do not show unfair bias e.g. towards a commercial product
- avoid racial, gender and sexual stereotyping
- encourage active and participative learning

- conform to the legal requirements for RSE.

Safeguarding

In providing children with an understanding of healthy relationships and appropriate boundaries, we consider RSE to be an important part of our school's approach to safeguarding. Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue.

Teachers will take these matters seriously and speak to the child away from the class as a matter of priority. Teachers will draw their concerns to the attention of the designated safeguarding lead within the school. The DSL will then deal with the matter in consultation with professionals as appropriate. (See also Safeguarding Policy).

We occasionally engage the expertise of other appropriate external visitors to work with us to provide advice and support to children with regard to RSE and Health Education. Such visits should be arranged through the PSHE leader and with the approval of senior leaders. These sessions are in addition to, and intended to complement, our existing RSE provision. Where external visitors are involved, teachers will have discussed and shared the planning and content of the sessions with visitors in advance. A class teacher will always be present and responsible for classroom management. Visitors supporting the delivery of RSE will follow the agreed ground rules and the protocols set out above regarding any safeguarding or child protection concerns.

Working with Parents/Carers and our School Community

Parents/carers are the key figures in supporting their children through the emotional and physical aspects of growing up. We recognise that they are also the primary providers of RSE for their children and some children would prefer to receive information from their parents. Our RSE curriculum is designed to support and complement this. We aim to build a positive and supportive relationship with parents and carers through mutual understanding, trust and co-operation. In promoting this we will:

- Have our RSE policy published on our website and provided free to parents on request
- Inform parents in the Autumn Term that the RSE topics are available on the website
- Inform parents when updating our RSE policy.
- Answer any questions that parents may have about RSE for their child;
- Take seriously any issues or concerns that parents raise.
- Inform parents of any RSE at home sessions that are available. The purpose of the sessions are to inform parents about the importance of RSE being taught in schools and how they can continue the conversations at home.

We believe that all of the content within our school's PSHE curriculum, including RSE, is of the utmost importance and relevance to all pupils. However, parents have the legal right to request that their child be withdrawn from some or all non-statutory sex education other than that which is part of the National Curriculum for Science.

Please note there is no parental right of withdrawal from Relationships Education or Health Education content within the school curriculum, or from any statutory sex education that forms part of the National Curriculum for Science. These are statutory requirements which the DfE mandates schools to teach; please see the statutory document if further information is required.

It is important for all parents to understand that the RSE sessions have been designed in line with Department of Education recommendations and with support from the PSHE Association to ensure that the content is sensitive, comprehensively planned and age-appropriate.

If parents still wish to withdraw their child from non-statutory sex education lessons, this request will be recorded, and suitable alternative arrangements made for pupils during relevant lessons. The issue of withdrawal will be handled as sensitively as possible. Parents should also understand that the decision to remove their child from these lessons means that they themselves will assume responsibility for talking to their children about any related sex education themes covered outside of National Curriculum Science.

Monitoring and Review

Our aim is to provide RSE that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we regularly review the RSE curriculum to evaluate its effectiveness and will inform parents of any revisions to the school policy or curriculum as required. Teachers will continually reflect on the effectiveness of our PSHE provision, and the PSHE Coordinator will gather staff views through regular Staff meetings. Pupil Voice exercises will also be used to inform reviews and updates to planning, resources and activities.

Appendix A – PSHE Curriculum

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW – THEMATIC MODEL

		Autumn: Relationships				Spring: Living in the wider world			Summer: Health and Wellbeing		
		Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe	
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online		
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies		
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places		
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life		
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM		
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media		

