

# COGNITA

## St Margaret's Preparatory School



## Relationships and Sex Education (RSE) Policy

### September 2021

| Date Policy Reviewed | Policy Reviewed By | Reason/Outcome              | Next Review Due |
|----------------------|--------------------|-----------------------------|-----------------|
| September 2020       | Jocelyne Crallan   | Review – New Policy Release | September 2021  |
| July 2021            | Jocelyne Crallan   | Review                      | September 2022  |

### Contents

|    |   |     |
|----|---|-----|
| 1  | Introduction and aims.....  | 3   |
| 2  | Statutory requirements.....   | 4   |
| 3  | Policy development.....   | 4   |
| 4  | Definition.....   | 5   |
| 5  | Curriculum .....  | 5   |
| 6  | Delivery of RSE .....   | 6   |
| 7  | Roles and responsibilities .....  | 7   |
| 8  | Students .....  | 8   |
| 9  | Parents' right to withdraw.....   | 8   |
| 10 | Training.....   | 9   |
| 11 | Monitoring arrangements.....  | 9   |
|    | Appendix 1: Curriculum Map.....   | 11  |
|    | Appendix 2: By the end of primary school, students should know: .....   | 14  |
|    | Appendix 3: Parent form: Withdrawal from sex education within RSE ..... | 16  |
|    | Appendix 4: DfE RSE Statutory Guidance Suggested Resources.....         | 177 |

### 1 Introduction and aims

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

### Our Ethos

The **ethos** of St Margaret's is to provide a high-quality all-round education, in a happy and caring family atmosphere, so that each child is well prepared for the opportunities and challenges that they will face in life.

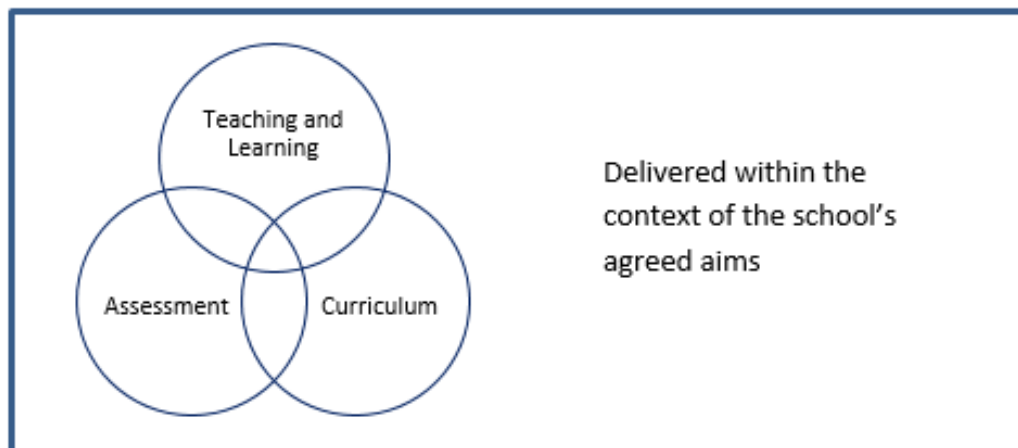
### Our Aim

Our **aim** is for every child to enjoy their learning journey, achieve their very best and to become responsible global citizens who can work together co-operatively and with respect for others.



- 1.1 This policy applies to all students, including those in the Early Years.
- 1.2 This policy forms part of the curriculum.
- 1.3 We see the curriculum as, 'The total learning experience for our students, which includes not only the taught lessons but also the routines, behaviours, events, activities and other opportunities that our students experience on a daily, weekly and yearly basis in order to ensure that all of them make the best progress possible and attain high standards'.
- 1.4 A well-structured and coherent curriculum is a fundamental element of the tripartite education that underpins all successful schools and includes Teaching, Learning and Assessment (see model below) and is underpinned by Wellbeing

The aims  
RSE at  
school are



of  
our  
to:

- 1.5 Provide a framework in which sensitive discussions can take place.
- 1.6 Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- 1.7 Help students develop feelings of self-respect, confidence and empathy.
- 1.8 Create a positive culture around sexuality and relationships.
- 1.9 Teach students the correct vocabulary to describe themselves and their bodies.
- 1.10 Help students understand that healthy relationships are an important part of wellbeing.

## 2 Statutory requirements

- 2.1 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. They are captured in our written aims and expressed in the ethos and behaviours of everyone.
- 2.2 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 St Margaret's Prep School, we teach RSE as set out in this policy.

## 3 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 PSHEE 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 and any interested parties were invited to attend a meeting about the policy and offer commentary.
- Student consultation – students were consulted with about their RSE lessons in their PSHEE lessons.
- Ratification – once amendments were made, the policy was published.
- Policy review – this policy will be reviewed in September 2021.

### 4 Definition

- 4.1 RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- 4.2 RSE involves a combination of sharing information and exploring issues and values.
- 4.3 RSE is not about the promotion of sexual activity, sexual orientation, or a specific sexual identity.

### 5 Curriculum

- 5.1 Our curriculum is set out in Appendix 1, but we may need to adapt this as and when necessary.
- 5.2 We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students.
- 5.3 Primary sex education will focus on:
- Preparing boys and girls for the changes that adolescence brings; and
  - How a baby is conceived and born.

It will:

- i. consider the ages, aptitudes and needs of all pupils, including those pupils with SEND/ and an EHC plan;
  - ii. not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs; and
  - iii. ensure that discriminatory, extremist opinions or behaviours are challenged as a matter of routine.
- 5.4 For more information about our curriculum, see Appendices 1 and 2 and our Curriculum Policy

### 6 Delivery of RSE

6.1 Our RSE is taught as part of our PSHEE curriculum. The PSHEE course is delivered to all students through discrete PSHEE lessons taught by our teachers. There is one lesson of PSHEE taught per week. Elements of the programme may be supported through the bringing in of additional expertise, such as outside speakers, trained health professionals, or the use of teachers with a particular interest or knowledge in a specific area. In addition to these discrete sessions, PSHEE is also embedded within the curriculum (e.g. social issues through the teaching of English Literature; Health through Biology and PE; Citizenship through History & RE). There are also centrally organised sessions which supplement the delivery in house.

Significant aspects of sex and relationship education are part of the National Curriculum for Science. These must be taught to all children, and parents are not able to withdraw their children from such lessons. This content is covered within our planned cycle of topics (see Appendix 1). If questions arise as part of a topic they will be answered in a sensitive, appropriate way, with the class teacher best placed to decide at what level discussion should be aimed for each class, group or individual child.

Many aspects of sex and relationship education arise informally, and may be developed through the use of story time, circle time: addressed occasionally in Assembly time: through occasional visits from parents and younger or older siblings.

During Year 5, children will undertake a study on 'Life Cycles', which includes units which focus on health and sex education. This sex education programme has been carefully designed to develop children's understanding of life process, including birth, growth and reproduction. Emphasis is placed on the changes that will affect them as they enter puberty.

#### Teaching Methods

As much of sex and relationship education is covered when and where appropriate and questions are dealt with as they arise and this subject is taught with both boys and girls together.

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly, and can be addressed individually later. We believe that individual teachers must use their skill and discretion, and refer to the Head if they are concerned.

As in all curriculum areas, we use a range of teaching and learning methods, which aim to engage the children's interest and encourage their full participation.

#### Resources

The school has collected a range of books, pictures, photographs and teachers resource material to support the topic on 'Life Cycles'.

During Year 5, we use an online series of short programmes Busy Bodies which is viewable online at [http://www.healthpromotion.ie/health/inner/busy\\_bodies](http://www.healthpromotion.ie/health/inner/busy_bodies)

This is supplemented by resources provided by the PSHEE scheme 1Decision.

6.2 Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships, including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

6.3 For more information about our RSE curriculum, see Appendices 1 and 2 and our Curriculum Policy.

6.4 These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## 7 Roles and responsibilities

### Staff & Governance

#### 7.1 PSHEE Lead Teacher

The person with responsibility for the overview and yearly evaluation of this policy is Jocelyne Crallan, Year 4 Teacher. However, all staff are responsible for ensuring this policy is implemented and acted on.

When evaluating the use and impact of this policy, our school leaders will evaluate the extent to which there is evidence of a curriculum which:

- Fulfils the aims of the school;
- Embeds aspiration, attributes and the expectation to achieve high standards and high rates of progress; and
- Provides engagement and excitement for learning.

#### 7.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from [non-statutory/non-science] components of RSE (see section 8).

#### 7.3 The Director of Education

The Director of Education will hold the Headteacher to account for the implementation of this policy.

The Director of Education will ensure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

### 7.4 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way;
- Modelling positive attitudes to RSE;
- Monitoring progress;
- Responding to the needs of individual students; and
- Responding appropriately to students whose parents wish them to be withdrawn from the non-science components of RSE.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

- EY and KS1 - Form Teachers
  - Y3 – Mrs Crallan and Dr Fraser
  - Y4 – Mrs Crallan and Mrs Morelli
  - Y5 – Mrs Crallan and Mrs Blackburne
  - Y6 – Mrs Crallan and Mrs Mackle
- plus Sex Education in Y5 in Science - Mr Sanders (maternity leave for Ms Wiggins)

## 8 Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

### 8.1 Students with Special Educational Needs and Disabilities

Our curriculum is inclusive and our RSE and Health Education is accessible for all students. For those pupils with special educational needs or specific learning difficulties, the school has a well-established SENCO. Further details of this provision can be found in our Special Educational Needs and Disability (SEND) Policy.

High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

As set out in the SEND code of practice, when teaching these subjects to those with SEND, St Margaret's Prep School is mindful of preparing students for adulthood.

St Margaret's Prep School is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors will be taken into consideration in designing and teaching these subjects.

## 9 Parents' right to withdraw



- 9.1 If parents require more information on RSE for primary aged children, this is a useful information source of information for them:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812593/RSE\\_primary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf)

- 9.2 Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

Alternative work will be given to students who are withdrawn from sex education.

## 10 Training

- 10.1 Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development programme.
- 10.2 The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## 11 Monitoring arrangements

- 11.1 The delivery of RSE is monitored by Jocelyne Crallan, PSHE Lead, Year 4 Teacher, through:

Termly book/work scrutiny

Half-termly Lesson Observations

Termly Learning Walks

- 11.2 Students' development in RSE is monitored by class teachers as part of our internal assessment systems.



## Appendix 1: Curriculum Map

### Relationships and Sex Education Curriculum Map

| YEAR GROUP | TERM   | TOPIC DETAIL   |  |
|------------|--------|--|--|
| Year 1     | Spring | Health and Well being and Relationships – Identity, Relationships, Risk, Diversity and Equality, Power and a Healthy Lifestyle<br>Friendships  | 1Decision plans<br>PSHE Association<br>See PSHEE plans             |
| Year 2     | Spring | Relationships/Healthy relationships<br>Growing and Changing  | 1Decision plans<br>PSHE Association<br>See PSHEE plans             |
| Year 3     | Spring | Friendship<br>Touch  | 1Decision plans<br>PSHE Association<br>See PSHEE plans             |
| Year 4     | Spring | Relationships<br>Appropriate Touch   | 1Decision plans<br>PSHE Association<br>See PSHEE plans             |
| Year 5     | Spring | Relationships and Puberty<br><b>H26.</b> that for some people gender identity does not correspond with their biological sex<br><b>H30.</b> to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction<br><b>H31.</b> about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)<br><b>H32.</b> about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene<br><b>R1.</b> to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) | 1Decision plans<br>PSHE Association Scheme of Work<br>Busy Bodies. |

## Relationships and Sex Education (RSE) Policy

|        |        |  |  |
|--------|--------|--|--|
|        |        | <p><b>R2.</b> that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p><b>R3.</b> about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p><b>R4.</b> that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> <p><b>R5.</b> that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p><b>R6.</b> that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p><b>R7.</b> to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p><b>R8.</b> to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p><b>R9.</b> how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> |  |
| Year 6 | Spring | Relationships<br>Conception  | 1Decision plans<br>PSHE Association<br>See PSHEE plans |



### Appendix 2: By the end of primary school, students should know:

| TOPIC                                 | STUDENTS SHOULD KNOW  |
|---------------------------------------|---|
| Families and people who care about me | <ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul> |
| Caring friendships                    | <ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>  |

## Relationships and Sex Education (RSE) Policy

| TOPIC                    | STUDENTS SHOULD KNOW  |
|--------------------------|---|
| Respectful relationships | <ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul> |
| Online relationships     | <ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>  |
| Being safe               | <ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>   |

### Appendix 3: Parent form: Withdrawal from sex education within RSE

| TO BE COMPLETED BY PARENTS   |  |       |  |
|--|--|-------|--|
| Name of child  |  | Class |  |
| Name of parent   |  | Date  |  |
| Reason for withdrawing from sex education within relationships and sex education |  |       |  |
|  |  |       |  |
| Any other information you would like the school to consider                      |  |       |  |
|  |  |       |  |
| Parent signature   |  |       |  |

| TO BE COMPLETED BY THE SCHOOL               |   |
|---|---|
| Agreed actions from discussion with parents | Include notes from discussions with parents and agreed actions taken.<br>Eg: X will be taking part in all relationships lessons and during the sex education lessons, they will be working independently on a project in the Year 5 classroom |
|   |   |



### Appendix 4: DfE RSE Statutory Guidance Suggested Resources

Link to Annex B (page 46) in DfE Relationship Education, Relationships and Sex Education and Health Education guidance – Suggested resources:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

## Relationships and Sex Education (RSE) Policy

---

| <b>Ownership and consultation</b> |   |
|-----------------------------------|---|
| Document sponsor (role)           | Group Director of Wellbeing   |
| Document author (name)            | Beth Kerr/PSHE Leads  |
| Consultation February 2020        | Consultation with the following schools:<br><br>Alison Barnett, RSL/Danuta Tomasz, DE |
| Review – June 2022                |   |

| <b>Audience</b> |                  |
|-----------------|------------------|
| Audience        | All school staff |

| <b>Document application and publication</b> |     |
|---|-----|
| England                                     | Yes |
| Wales                                       | Yes |
| Spain                                       | TBC |

| <b>Version control</b> |  |
|------------------------|--|
| Implementation date    | September 2020   |
| Review date            | Review and update for implementation in September 2021 |

| <b>Related documentation</b> |  |
|------------------------------|--|
| Related documentation        | Curriculum Policy<br>PSHE Policy<br>SEND Policy<br>EAL Policy<br>Prevent Duty<br>Early Years Policy, where relevant<br>Safeguarding and Child Protection Policy and Procedures<br>Independent School Standards |