



Harvington Prep School

Relationships and Sex Education (RSE) Policy

Aim of the Policy

- to set out the school's approach to statutory Relationships and Sex Education (RSE)

Objectives of the Policy

- to provide a framework in which sensitive discussions can take place
- to prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- to help pupils develop feelings of self-respect, confidence and empathy
- to create a positive culture around issues of sexuality and relationships
- to teach pupils the correct vocabulary to describe themselves and their bodies
- to complement all relevant school policies and procedures found on the Harvington website including the **Pastoral Care** and **Safeguarding Policies**
- to complement all further procedures, guidelines and risk assessments introduced and implemented to manage the school during the COVID-19 pandemic

Introduction

We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. The programme is set within a moral framework and matched to the pupils' level of maturity. This policy reflects the requirements of the National Curriculum and reflects the statutory guidance from the Department for Education "[Relationships and Sex Education \(RSE\) and Health Education](#)" (DfE, 2019) and the PSHE Association's supplementary guidance "Writing your school's relationships and sex education (RSE) policy" (PSHE Association, September 2018).

Rationale and Ethos

At Harvington, RSE is underpinned by the ethos and values of our school. Our vision is to create a safe, positive and stimulating environment in which all members of the school community learn and grow in confidence, knowledge and skills.

Through our combined RSE and PSHE curriculum, we aim to provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. In providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective RSE to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens.

RSE is lifelong learning about personal, physical, moral and emotional development. It is set in the context of clear values about the understanding of the importance of stable and loving relationships, respect, love and care for family life. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

We define Relationships Education as learning about caring friendships, families and people who care for me, respectful relationships, online relationships, being safe, growing up, puberty and mental well-being. Sex Education is covered in Relationships Education. Sex education is defined as preparing girls for the changes that adolescence brings and the scientific process of how a baby is conceived and born. Relationships Education provides an excellent forum to provide pupils with life skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. Relationships Education is therefore a tool to safeguard children.

Roles and Responsibilities

Relationships and Sex Education (RSE) is taught as part of the PSHE education curriculum in our school.

The RSE programme is overseen by the Head of PHSE and taught by form teachers.

Teaching staff will receive ongoing training in the delivery of the RSE curriculum through dedicated staff meetings, led by the Head of PSHE with the support of external experts as required.

As a school we recognise the need to work with parents and carers to ensure a shared understanding of RSE and to deliver an effective programme that meets the needs of our pupils.

The content of this policy is being developed in relation to the needs of our pupils and in consultation with school staff and Governors. As is required by the new statutory guidance, parents are being consulted on the relevant content within the policy. We believe that this process ensures that the curriculum we provide for our pupils is reflective of the requirements placed upon us and also of the needs of our school community.

The RSE Curriculum

Effective Relationships and Sex Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain positive, healthy relationships. It also enables young people to make responsible and informed decisions about their health and wellbeing

At Harvington, the RSE & PHSE curriculum has been created using specific programme building guidance from the PSHE Association & Ealing Learning Partnership.

The programme consists of three core themes:

- • *Health and Wellbeing*
- • *Relationships*
- • *Living in the Wider World*

All three themes are developed in an age-appropriate way and apply across topics. These include:

- *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*

SMSC

Non-Statutory Sex Education

As part of statutory Health Education, children are taught in an age appropriate way about puberty and the associated physical and emotional changes from Year 3 onwards. From Year 5, as part of the science curriculum, girls learn about how reproduction occurs in some plants and animals. The DfE guidance 2019 also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. Girls will also learn about periods and a letter is sent home to parents prior to this, informing them.

The RSE programme enables SMSC (spiritual, moral, social and cultural) provision and the teaching of British Values across all topics and year groups. Respecting and valuing differences, embracing diversity and challenging discrimination, recognising and respecting feelings and boundaries, developing healthy relationships and understanding rules, rights and responsibilities in school, family and wider community, are all themes that recur throughout the programme.

We recognise that children in younger year groups may ask questions that cannot be answered without reference to content from older year groups. Should this occur, we will respond by telling them that they will learn about that when they are older.

Delivery

All elements of the RSE programme will be delivered in an age-appropriate and sensitive manner as part of our regular weekly timetabled PHSE lessons.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE in school. All visitors will be familiar with and understand the school's RSE and Safeguarding policies and be expected to work within them.

Teaching and Learning Strategies

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.

Other teaching and learning strategies utilised in RSE (and across the PHSE curriculum) to establish a safe learning environment include the following techniques:

- Using 'distancing' techniques such as role play, case studies, videos to depersonalise sensitive issues.

Managing Difficult Questions

Teaching staff will endeavour to answer questions as openly as possible but if faced with a question they do not feel comfortable answering within the classroom, or that is not age-appropriate (or within the school's RSE policy), provision may be made to address the individual child/young person's requirements. The school believes that individual teachers must use their professional skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned about any question from a safeguarding perspective.

If a teacher does not know the answer to a question or if a question is felt to be inappropriate, this should be acknowledged and, if considered necessary, may be followed up outside the classroom environment with individual pupils.

Children may also be referred back to their parents/carers who have ultimate responsibility in talking to their children about sensitive matters. We will also encourage parents to talk with school if they have any questions or queries, and if they would like advice on how to better support their child and continue learning outside of the classroom.

Recording and Assessment

Pupils will have the opportunity to reflect on their learning within lessons and at the end of each unit. 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; such as children's listening skills, empathy etc. Quizzes maybe 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.

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 Headmistress, the Designated Safeguarding Lead, or the Deputy Safeguarding Lead. (See also *Safeguarding Policy*)

Inclusivity

Special Educational Needs and Learning Differences

Our pupils have different needs based on their emotional and physical development, life experiences, and learning differences, but we aim to ensure that all pupils are properly included in RSE. Teachers will plan and deliver work in a variety of ways, in order to meet the needs of individual pupils with SEN or learning differences. We focus on activities that increase a pupil's assertiveness, communication and relationship skills, their self-esteem and understanding.

Equalities and Diversity

Schools, like all public institutions, have specific responsibilities in relation to equality and protected characteristics. Planning and resources are reviewed to ensure they comply with equalities legislation and the school's Equal Opportunities Policy.

All RSE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others who may have different opinions. The personal beliefs and attitudes of staff delivering RSE will not influence the teaching of the subject in school.

At Durston House we seek to recognise and embrace the diverse nature of our community. We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a range of teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness. We do not use RSE as a means of promoting any form of sexual orientation or gender.

The Role of Parents/Parental Right of Withdrawal

We recognise that parents and carers are the primary providers of RSE for their children. 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:

- Inform parents about the school's RSE policy and practice
- Answer any questions that parents may have about RSE for their child

- Take seriously any issues or concerns that parents raise.

We believe that all of the content within our school's PSHME 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.

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 PHSE provision, and the Head of PHSE will gather staff views and feedback. Pupil feedback will also be used to inform reviews and updates to planning, resources and activities.

This policy will be reviewed by the Head of PHSE, every two years.

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