



RELATIONSHIPS AND SEX EDUCATION POLICY

This policy applies to the whole school and refers to the most recent version of the Independent Schools Standards Regulations and is supported by appropriate plans and schemes of work. The Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulation 2019, make Relationships Education compulsory for all pupils receiving primary education.

This policy is made available to parents and staff in written format and a copy can be located on the school's website.

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INTRODUCTION

The school understands that today's children 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. Children benefit from nourishing relationships, so they can make sensible and informed choices concerning physical, moral and emotional development for life. It is about the understanding of family life, stable and loving relationships, respect, nurture, and care.

Relationships and Sex Education is learning about the emotional, social, and physical aspects of growing up. Topics are taught as part of personal, social, health and economic education (PSHEE). Relationships and Sex Education also gives children essential skills for building positive, enjoyable, respectful, and non-exploitative relationships and staying safe both on and offline.



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In accordance with the RSHE statutory guidance, the school will also have the same high expectations of quality of pupils' work in Relationships and Sex Education as for other curriculum areas, that regular feed back is provided on pupils' progress, and that teaching is assessed, and assessments used to identify where pupils need extra support or intervention with progress being captured/recorded where necessary.

This policy should be read in conjunction with:

- Keeping Children Safe in Education (statutory guidance) (September 2021)
- Department for Education (DfE) (2019) Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers.
<https://www.gov.uk/government/publications/relationships-education-relationships-andsex-education-rse-and-health-education>
- PSHE Association Guidance on Writing Your School Relationships and Sex Education (2018)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils) (January 2016)
- Equality Act 2010
- SEND code of practice: 0 to 25 years (statutory guidance) (January 2015)
- Alternative Provision (statutory guidance) (January 2013)
- Mental Health and Behaviour in Schools (advice for schools) (November 2018)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying) (July 2017)
- Sexual violence and sexual harassment between children in schools (advice for schools) (May 2018)

RELATIONSHIP TO SCHOOL POLICIES

- Anti-Bullying Policy
- PSHE Policy
- Behaviour, Sanctions and Rewards Policy
- Communication with Parents Policy
- Complaints Policy
- Equal Opportunities Policy
- Online Safety Policy
- Policy for English as an Additional Language
- Safeguarding and Child Protection Policy
- SEN and Disability Policy



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AIMS

- Provide a framework in which sensitive discussions can take place.
- The importance of health and hygiene.
- Help students develop feelings of self-respect, confidence, and empathy.
- Create a positive culture around issues of relationships.
- Teach students the correct vocabulary to describe themselves.
- Develop good interpersonal and communication skills, preparing them for the future.
- Respect themselves and others, their views, backgrounds, cultures and experiences.
- Develop feelings of self-respect, confidence and empathy.
- Be emotionally and physically healthy and safe.

1. DEFINITION

Relationships and Sex Education is about the emotional, social and cultural development of students, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

Relationships and Sex Education involves a combination of sharing information and exploring issues and values. As per the DfE guidance, Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and with adults, including online.

2. CONSULTATIONS

The policy has been developed in consultation with parents and staff. The consultation and policy development process has been implemented as follows:

- Teaching Staff consultation: all relevant school staff provided with the opportunity to examine the policy and make recommendations.
- Parent/stakeholder consultation: parents and other interested parties provided their feedback.
- Ratification: final version presented to the Proprietor and Head.

3. DELIVERY OF RELATIONSHIPS EDUCATION

Relationships and Sex Education is taught within PSHEE and will focus on giving children the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Mental Wellbeing
- Internet Safety and Harms



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- Physical Health and Fitness
- Healthy Eating
- Drugs, Alcohol and Tobacco
- Health and prevention
- Basic first aid

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).

4. CURRICULUM

The curriculum may need to be adapted as and when necessary due to the nature of the subject. Age needs and feelings of students will be taken into account. If children ask questions outside the scope of this policy, teachers will respond in an appropriate manner.

Relationships Education is taught in conjunction with the PSHEE curriculum and 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

Children will develop confidence in talking, listening and thinking about relationships. To achieve this several teaching strategies will be used, including:

- Establishing ground rules with pupils.
- Using 'distancing' techniques (e.g., Case studies).
- The provision of a 'question box' for pupils to write questions that they feel they could not ask in the lesson or that might occur as they reflect.
- Dealing with children's questions in an appropriate manner.
- Using discussion and appropriate materials; and role play.
- Encouraging reflection.

Relationships will be taught from Pre-Prep to Prep. The curriculum we deliver is progressive, building the children's knowledge, understanding and skills year on year.

Sex Education will be taught in Year 6.



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Please refer to Schemes of Work

5. ROLES AND RESPONSIBILITIES

5.1 The Proprietor and Head

The governing body will review the Relationships and Sex Education Policy.

5.2 The Head and Senior Management Team

The Head, with the Senior Management Team, are responsible for ensuring that Relationships and Sex Education is implemented and taught correctly across the PSHEE curriculum.

5.3 Staff

Staff are responsible for:

- Delivering Relationships and Sex Education in a sensitive way.
- Modelling positive attitudes to Relationships and Sex Education.
- Monitoring progress.
- Responding to the needs of individual children.

5.4 Pupils

Pupils are expected to engage fully in Relationships and Sex Education and, when discussing issues related to the subject, treat others with respect and sensitivity.

5.5 Parents' Right to Withdraw

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. Therefore, parents do not have the right to withdraw their children from Relationships Education, the statutory subject.

Parents have the right to request that their child be withdrawn from some or all of sex education. Before granting the request, the Head will discuss the request with the parents and, as appropriate, with their child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The school will also document the process and ensure a record is kept.

The Head may automatically grant a request to withdraw a child from sex education, other than as part of the science curriculum. Pupils who are withdrawn will receive purposeful education during the period of withdrawal.

5.6 Confidentiality and Child Protection



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Teachers conduct RSE lessons in a sensitive manner and in confidence. However, if a child refers to being involved or likely to be involved in sexual activity or an abusive situation then the teacher will take the matter seriously and immediately refer to the Main DSL.

6. DELIVERY OF TEACHING

The curriculum we deliver is progressive, building the children's knowledge, understanding and skills year on year. Lessons are taught in each year group throughout the school. Our curriculum incorporates engaging topics that provide the children with skills that will support them in life, including how to stay safe in a wide variety of situations, the importance of being yourself and how they can be global citizens. Lessons are sequential, allowing the children the opportunity to reflect on what they already know, gain additional knowledge and apply what they have learnt in a manner that they can relate to.

Please refer to Schemes of Work.

7. TRAINING

Those staff who teach Relationships and Sex Education will receive appropriate training as required. It is expected that those staff will engage in appropriate CPD at regular intervals.

8. MONITORING ARRANGEMENTS AND EVALUATION

The delivery of Relationships and Sex Education is monitored by the Head through:

- Regular training
- Student feedback
- Students' development in Relationships and Sex Education is monitored as part of the schools internal assessment systems.

The policy will be reviewed annually and parents of the school will always be consulted prior to the revision period.

9. SPECIAL EDUCATIONAL NEEDS AND DISABILITY

Pupils with special educational needs will be given the opportunity to fully participate in all Relationships and Sex Education associated lessons, and a differentiated program will be provided, where necessary, to ensure that all pupils gain a full understanding.

10. EQUALITY AND DIVERSITY

The school recognises that it has specific responsibilities in relation to equality and protected characteristics set out in the Equality Act 2010. Planning and resources are reviewed to ensure they comply with equalities legislation and the school's equal opportunities policy. All subjects are taught without bias and are in line with all legal responsibilities. The school aims to value and celebrate religious, ethnic and cultural diversity as part of modern Britain.

11. COMPLAINTS



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Parents/carers who have complaints or concerns regarding the Relationships and Sex Education provision should contact the school and follow the school's *Parent Complaints Policy*.

12. ENGLISH AS AN ADDITIONAL LANGUAGE

The school will take into account the language skills of individual pupils, so that, where practicable, all pupils have equal access to the Relationships and Sex Education provision and resources. Members of staff responsible for delivering the subject to classes, that include a pupil or pupils who are new to English may need to liaise with the Head to ensure that appropriate support or adjustments can be made to meet the needs of each learner.

13. ETHNICITY, RELIGION AND CULTURAL DIVERSITY

The school values the different backgrounds of all pupils and, in acknowledging and exploring different views and beliefs, seeks to promote respect and understanding. We encourage respect for all religions and cultures. We do not ask pupils to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

The Relationships Education Policy has been reviewed in October 2021 and will be reviewed in or before September 2022.