

Document Control	
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## RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

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### 1. Ethos & Aims

At BPS we want every child to discover and embrace their individuality, independence and grow in intellectual curiosity.

We encourage every child to adapt our school values – Be Respectful, Be Ready, Be Safe, Be Kind and Be Yourself so that they leave BPS as kind, well rounded individuals who care about others and about themselves.

Our aim is to provide balanced and factual Relationships and Sex Education that enables pupils to:

- understand why friendships and connections are important, how to effectively communicate and the ability to recognise unhealthy relationships to avoid exploitation, bullying and abuse

- make informed decisions and react appropriately to different situations
- have a clear understanding of the legal framework and the importance of consent.
- reflect upon their own emotional development
- understand the consequences of their own actions

## **2. Policy Statement**

From September 2020, pupils receiving primary education must be taught Relationships Education, under the Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019.

Banstead Prep understands Relationship and Sex Education (RSE) to be the process of lifelong learning about physical, moral and emotional development. It is about the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.

The aim of RSE at Banstead Prep is to give our pupils the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy and unhealthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. Its objective is to enable pupils to learn about:

- (i) families and people who care for them, including the nature of marriage and civil partnership and their importance for family life and the bringing up of children,
- (ii) forming and maintaining caring relationships,
- (iii) the characteristics of healthy and respectful relationships, including online,
- (iv) how relationships may affect physical and mental health and wellbeing, and how to ensure they are safe, and
- (v) (strictly at an age appropriate level) intimate and sexual relationships including sexual health.

Effective RSE does not encourage early sexual experimentation. Instead, it aims to teach young people to understand human sexuality and to respect themselves and others. At Banstead Prep, we want to build our pupils' self-esteem and confidence in order to make good and positive decisions.

RSE should be underpinned by the school's wider values and a deliberate cultivation of individual traits such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. It should also promote the importance of self-respect and self-worth.

Relationship and sex education will only use teaching and materials which are appropriate to the age and religious background of the pupils receiving it.

Banstead Prep recognises that parents and/or guardians are the key people in teaching their children about relationships and sex. The school aims to work in partnership to support them in preparing their children for happy and fulfilled relationships in adult life.

### **3. Parental and staff involvement regarding the policy**

The school will consult with parents and staff on formation of the policy and any changes to it when it is reviewed, which will be at least annually.

#### **Roles and Responsibilities**

- We regard it as the shared responsibility of all staff working in the school to respond appropriately to a child's request for information and advice. All staff can make valuable contributions to the delivery of RSE and 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 Assistant Head Wellbeing
- The Deputy Head and the Assistant Head Wellbeing is responsible for reviewing and evaluating RSE at our school. They will report to the Head Teacher in this task.
- The Assistant Head Wellbeing will support, colleagues and plan INSET to meet staff needs will assist staff in their planning and delivery of the 'Curriculum for RSE'.
- Governors hold responsibility for the RSE Policy and will be assisted in monitoring its implementation by the Assistant Head Wellbeing, Deputy Head, and the Head Teacher
- All teachers of all subjects can make valuable contributions to the delivery of RSE. Weekly PSHCEE lessons and Form Times cover a range of topics throughout the year. The main whole school focus for 'Relationships' and 'Changing Me' topics are taught during the Spring

Term, however, 'Relationships' are also featured during PSHCEE, Form Time and assembly times all year round.

- Parents are kept informed via several channels, this is through Information Booklets, the Banstead Bulletin and when necessary, via letters home and age specific parental workshops.
- At the introduction of the Sex/Puberty component of the curriculum in Year 5 and Year 6, the Science Lead and Assistant Head Wellbeing hold an information session for parents to come and learn about the curriculum content, offer parents support in talking to their children about sex education and how to link this with what is being taught in school and ask any questions they may have.

#### **4. Parental right to withdraw children**

Parents have a right to withdraw their child from some or all of the sex education provided (except from sex education taught under the Science curriculum), but not from the relationships education. Should a parent want to exercise this right they should make the request in writing to the Headteacher before the start of each term where possible. Details of when RSE topics are scheduled in the curriculum are detailed fully below.

The Headteacher will automatically grant a request to withdraw a pupil from any sex education delivered, other than as part of the science curriculum.

If a pupil is withdrawn from Sex Education, the school will ensure the pupil receives appropriate, purposeful education during the period of withdrawal.

#### **5. Teaching and Learning Objectives**

Curriculum areas such as Science, teach Relationships and Sex Education in the context of their own subject. The PSHCEE programme tries to ensure all aspects are covered, recognising the need for age-appropriate content. It aims to safeguard our pupils, to ensure that they are fully informed to make responsible decisions that maintain physical and emotional health and to know the law.

- **In EYFS and into Key Stage 1** pupils begin to develop the skills for building appropriate relationships. This involves expressing themselves fairly and clearly, sharing ways to manage different emotions.
- They also begin to think about themselves as part of different communities and various roles of responsibility, including online.
- Alongside this the pupils learn about life cycles and reproduction in animals.

- Pupils learn about the NSPCC PANTS rule, consent and appropriate touch, privacy and personal space and learn to use the correct anatomical names for their genitals.
- **The Key Stage 2** curriculum builds on this, while also developing an understanding of how to spot and deal with circumstances such as bullying, sadness, healthy eating etc. Year 3 and 4 look at the body parts, inside and outside the body and begin to talk about how our body changes as we grow older.
- **In Year 5 and Year 6** the Science Curriculum introduces the theme of reproduction in humans and puberty. This is delivered together with the Science teacher and Year 5 and Year 6 Form Teachers.

The curriculum content is delivered in a non-judgemental factual way, which allows for scope for pupils to ask questions, whether publicly or anonymously via a questions box.

**Spring Term PSHCEE topics** for KS1 and KS2 (some aspects of Relationships theme will be taught throughout the year)

<p><b>Year 1 Relationships</b></p> <ul style="list-style-type: none"> <li>• Belonging to a family</li> <li>• Making friends/Being a good friend</li> <li>• Physical contact preferences</li> <li>• People who help us</li> <li>• Qualities as a friend and person</li> <li>• Self-acknowledgement</li> <li>• Being a good friend to myself</li> <li>• Celebrating my special relationships</li> </ul>	<p><b>Year 1 Changing Me</b></p> <ul style="list-style-type: none"> <li>• Life cycles – animal and human</li> <li>• Changes in me</li> <li>• Changes since being a baby</li> <li>• Differences between female and male bodies</li> <li>• Linking learning and growing</li> <li>• Coping with change</li> <li>• Transition to Y2</li> </ul>
<p><b>Year 2 Relationships</b></p> <ul style="list-style-type: none"> <li>• Different types of families</li> <li>• Keeping safe – physical contact boundaries/Touch</li> <li>• Friends and conflict</li> <li>• Secrets</li> <li>• Trust and appreciation</li> <li>• Expressing appreciation for special relationship</li> </ul>	<p><b>Year 2 Changing Me</b></p> <ul style="list-style-type: none"> <li>• Life cycles in nature</li> <li>• Growing from young to old</li> <li>• Increasing independence</li> <li>• Differences in male and female bodies.</li> <li>• Assertiveness</li> <li>• Feelings and emotions - jealousy/assertiveness</li> <li>• Preparing for transition to Y3</li> </ul>
<p><b>Year 3 Relationships</b></p> <ul style="list-style-type: none"> <li>• Family roles and responsibilities</li> <li>• Friendship and negotiation</li> <li>• Keeping myself safe online and who to go to for help</li> <li>• Being a global citizen</li> </ul>	<p><b>Year 3 Changing Me</b></p> <ul style="list-style-type: none"> <li>• How babies grow</li> <li>• Understanding a baby's needs</li> <li>• Outside body changes</li> <li>• Family stereotypes</li> <li>• Challenging my ideas</li> <li>• Feelings and emotions - grief</li> <li>• Preparing for transition to Y4</li> </ul>

<ul style="list-style-type: none"> <li>• Being aware of how my choices affect others/Helping someone in need</li> <li>• Body language</li> <li>• Awareness of how other children have different lives</li> <li>• Expressing appreciation for family and friends</li> </ul>	
<p><b>Year 4 Relationships</b></p> <ul style="list-style-type: none"> <li>• Feelings and emotions – jealousy</li> <li>• Love and loss</li> <li>• Memories of loved ones</li> <li>• Getting on and falling out/Jealousy</li> <li>• Girlfriends and boyfriends</li> <li>• Showing appreciation of people and animals</li> <li>• Appropriate touch</li> </ul>	<p><b>Year 4 Changing Me</b></p> <ul style="list-style-type: none"> <li>• Being unique</li> <li>• Having a baby</li> <li>• Confidence in change</li> <li>• Accepting change (this includes bodily changes)</li> <li>• Preparing for transition to Y5</li> <li>• Environmental change</li> </ul>
<p><b>Year 5 Relationships</b></p> <ul style="list-style-type: none"> <li>• Self recognition and self worth</li> <li>• Building self-esteem</li> <li>• Safer online communications</li> <li>• Rights and responsibilities online</li> <li>• Online gaming and gambling</li> <li>• Reducing screen time</li> <li>• Dangers of online grooming</li> <li>• SMAART internet safety rules</li> </ul>	<p><b>Year 5 Changing Me</b></p> <ul style="list-style-type: none"> <li>• Self and body image</li> <li>• Puberty for girls</li> <li>• Puberty for boys</li> <li>• Growing responsibility</li> <li>• Coping with change</li> <li>• Preparing for transition to Y6</li> </ul>
<p><b>Year 6 Relationships</b></p> <ul style="list-style-type: none"> <li>• Mental Health</li> <li>• Identifying mental health worries and sources of support</li> <li>• Love and loss</li> <li>• Managing feelings</li> <li>• Power and control</li> <li>• Assertiveness</li> <li>• Technology safety</li> <li>• Take responsibility with technology use</li> </ul>	<p><b>Year 6 Changing Me</b></p> <ul style="list-style-type: none"> <li>• Self image</li> <li>• Body image</li> <li>• Puberty and feelings</li> <li>• Conception to Birth</li> <li>• Physical attraction</li> <li>• Respect and consent</li> <li>• Boyfriends and girlfriends</li> <li>• Sexting</li> <li>• Transition to High School</li> </ul>

## Inclusion

We understand the importance of ensuring that all children at Banstead Prep receive their entitlement to RSE. We will carefully consider special educational needs or disability, gender, sexuality (LGBT+) and age, nationality, religion, cultural and linguistic background when planning and delivering RSE. In relation to nationality, sexuality, religion and cultural diversity, we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding. All work delivered is done so in collaboration with our SENCO to ensure that the delivery of content is accessible to all.

The school will ensure all pupils understand the importance of equality and respect.

## **6. Safeguarding**

Staff 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. When concerns are raised, teachers will follow the normal child protection and safeguarding procedures in immediately discussing these with the Designated Safeguarding Lead or one of the Deputy Designated Safeguarding Leads.

## **7. Monitoring, Reporting and Evaluation**

As a staff, we will monitor and discuss the delivery of RSE with the Assistant Head Wellbeing and Deputy Head. Lessons are monitored and recorded on SMSC Gridtracker and in our PSHCEE Medium Term Plans We evaluate our RSE in several ways – via surveys, pupil discussions in class, form time chats, one to one discussions (if needed) Pupil Parliament discussions and with small working groups of children to provide feedback.

Pupils will have opportunity to review and reflect upon their learning during lesson time, usually towards the end of a period of particular RSE teaching. Pupils are also encouraged to discuss the delivery of RSE at relevant representative bodies including The Pupil Parliament and via Wellbeing Leaders.

## **8. Complaints**

Any complaints about the relationship and sex education programme should be made in accordance with the school's usual complaints procedure.

## **9. Other School Policies:**

The RSE Policy should be read in conjunction with the other following School policies:

- Safeguarding Policy





- PSHCEE Policy
- Wellbeing Policy
- Behaviour Policy
- Equal Opportunities Policy
- Complaints