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Relationships, Health and Sex Education Policy

This document is a statement of the aims, principles and strategies for teaching Relationships and Sex Education (RSE) at Rowan Preparatory School. This policy reflects our School Motto *Hic Feliciter Laboramus (*Here we Work Happily) and the aims of the school.

This policy applies to all members of our school community, including EYFS setting.

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. Rowan Preparatory School is fully committed to ensuring that the application of this RSE policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document.

Rowan Preparatory School seeks to implement this policy through adherence to the procedures set out in the rest of this document.

This document is available to all interested parties on our website and on request from the main school office.

Subject Definition

The RSE policy is an explanation of how this area of the curriculum is taught at Rowan Preparatory School.

Aims and Objectives of the RSE Policy
The aims and objectives of this policy are:

We are committed to support all children to grow up healthy, happy and safe, and provide them with the knowledge they need to manage opportunities and challenges of modern Britain. As a school, we promote wellbeing, and, in line with our ethos and aims, our RSE teaching is a key part of a well-rounded education which aims to ensure pupils are confident and happy, ready and able to take their place in the world beyond school. Therefore, our pupils follow a structured RSE programme which progresses as they move through the school.

Principles of the RSE Policy

Relationships Education

Relationship Education focuses on the fundamental building blocks and characteristics of positive relationships, focusing on friendships, family relationships and relationships with other peers and adults. This starts from the very basics of what a relationship is, what friendship is and what family means. We ensure that children understand the features of healthy and positive friendships, family relationships and other relationships which younger children are likely to encounter, being mindful of the very different family environments children will come from, e.g. single parent families, LGBT parents, foster parents/carers. Care and sensitivity are applied to ensure no child is stigmatised based on their home circumstances. As pupils progress through the school, the principles of safe, positive relationships and how they apply online as much as offline is covered appropriately.

Qualities and behaviours such as kindness, consideration and respect, honesty and truthfulness, resilience, and integrity are covered, and these align well with our Star Qualities. Through effective Relationship Education, we will teach Year 6 pupils the knowledge they need to recognise healthy relationships and understand personal boundaries so that they can voice anything that makes them uncomfortable. These subjects complement Health Education as part of a comprehensive programme and whole school approach.

Sex Education

Covering sex education as part of a considered, inclusive approach to RSE provides a space for the girls to ask questions. At the start of the topic, teachers will set out clear and appropriate boundaries in terms of the questions that are asked during science and PSHE lessons. If the girls would like to ask questions which are not directly linked with the area being covered, for example questions about sex or sexuality that goes beyond the requirements set out for Relationships Education, pupils can write any questions down and place them in the thought boxes which are available in every classroom. If children ask more detailed questions, the pupils and parents are communicated with, and suitable reading may be suggested for parents to look at with their child at home.

Our Sex Education curriculum is tailored to pupils' age and physical and emotional maturity. We recognise the importance of supporting the girls' ongoing emotional and physical development and carefully address this topic to ensure they are prepared for the changes that adolescence brings. Sex Education is taught through the science curriculum in Year 5. In Year 6 pupils are taught about body changes linked to puberty. In addition to this, the Headmistress and Head of PSHE run a 'Growing up' talk in Year 6 which is optional for the girls.

Health Education

During the Autumn term in PSHE lessons, Years 3-6 focus on learning about good physical health and mental wellbeing, both of which are a part of normal, everyday life. This starts with pupils being taught the benefits of daily exercise, good nutrition and sufficient sleep, as well as giving children the language and knowledge to understand the normal range of emotions everyone experiences. This should equip children with the ability to articulate how they are feeling, to talk about their bodies, health and emotions, and determine whether what they are feeling and how

they are behaving is appropriate and proportionate.

Once these building blocks are in place, in Year 5 and 6 pupils focus on how they can protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health problems and basic first aid. The positive two-way relationship between good physical health and good mental wellbeing, and the benefits of exercise and time spent outdoors, is explored. The health and well-being benefits of hobbies, interests and community participation is covered during the PSHE curriculum. During both computing and PSHE lessons we explore the importance of balancing time spent on and off line, and for older children in primary school this extends to why social media, computer games and online gaming have age restrictions. Together, these areas give a firm foundation for then exploring poor health and wellbeing including the impact of unhappiness, loneliness and bullying.

1.Introduction

The RSE programme is delivered according to the procedures set out below and is supported and complemented by assemblies; curriculum lessons; form times and circle time.

2. Objectives

You can find the content which will be covered within relationships education, taking into account the age of pupils. The list of outcomes for "By the end of Primary School" in the "Relationships Education - Primary Schools", this can be found in section of Annex A at the end of this Policy.

The objectives of teaching RSE to enable pupils to learn about:

(i) families and people who care for them

(ii) forming and maintaining caring friendships,

(iii) the characteristics of respectful and kind relationships, including online,

(iv) how to ensure they are safe, in familiar and unfamiliar situations,

(v) (strictly at an age-appropriate level) in Year 6 sex education will be taught, in line with content about romantic relationships and body changes that place during puberty.

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

3. Teaching and learning style

The school uses a variety of teaching and learning styles in RSE lessons. The principal aim is to develop the girls' knowledge, skills and understanding in RSE. Teachers ensure that the girls apply their knowledge and understanding when developing ideas and encouraging respect for all people. We do this through a mixture of whole-class teaching and individual or group activities. Within lessons, the girls are encouraged both to work on their own and to collaborate with others, to listen to other girls' ideas and treat these with respect.

In all classes there are children of differing ability. We recognise this fact and provide suitable learning opportunities for all the girls by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results
- grouping children in different ways, sometimes setting different tasks for each group
- providing a range of challenges through the provision of different resources
- questioning during circle time and in lessons.
- PSHE (including RSE) is timetabled as a weekly lesson in each year group, from Reception through to Year 6; the subject co-ordinator shares planning with the staff and is a point of contact for any subject queries.

4. Curriculum planning - Key Stage 1 and 2

The RSE curriculum is included in the PSHE and science planning. The planning is carried out in three phases: long-term, medium-term and short-term. The long-term plan maps out the units covered during the key stage and is put together by the subject co-ordinator.

Our medium-term plans give details of each unit of work for each term. They identify learning objectives and outcomes for each unit and ensure an appropriate balance and distribution of work across each term.

The subject coordinator completes a plan for each RSE lesson, these list the specific learning objectives for each lesson, and detail how the lessons are to be taught. The subject teacher keeps a copy of the individual plans, and the subject teacher and subject leader often discuss them on an informal basis.

We plan the lessons in RSE so that they build on the prior learning of the children. We give children of all abilities the opportunity to develop their skills, knowledge and understanding, and we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move through the school. We will follow the PSHE Association scheme of work teaching Relationships and Health Education through Years 1-6 and Sex Education through Years 5 and 6.

Each year the pupils will cover three main units in PSHE – see PSHE policy for more detail.

Sex Education outline and objectives:

The following objectives are taught in line with the science curriculum:
Year 5
Autumn/Spring term:

- Life cycles and the beginning stages of life and babies
- Growth and puberty - physical and emotional changes
- Gestation periods of other mammals and the introduction of living things and their habitats

Year 6
Spring term in PSHE:

- Recap on physical changes that happen during puberty (covered in Y5).
- Learn about the emotional changes that can occur during puberty.

The Headmistress and Head of PSHE lead a growing up talk after school which parents can withdraw their child from.

5. Early Years Foundation Stage

EYFS

Within EYFS all teaching staff including teaching assistants are responsible for delivering Relationships and Health Education throughout the school day both in school and off site.

Topics taught explicitly within dedicated PSHE lessons in Reception include:
Awareness of others' feelings
Respect
Responsibility
Kindness
Awareness of other cultures, beliefs and celebrations
Healthy eating
Hygiene
Exercise
Personal safety

Detailed schemes of work are held by the class teacher and the Head of EYFS.

6. RSE and inclusion

At Rowan we teach PSHE to all girls, whatever their ability and individual needs. RSE implements the school curriculum policy of providing a broad and balanced education to all children. Through our RSE teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with Special Educational Needs, those with Learning Difficulties and Disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see separate policies: Special Educational Needs; Disability Non-Discrimination and Access; Gifted, Talented and Able; English as an Additional Language (EAL).

When progress falls significantly outside the expected range, the girl may have Special Educational Needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively.

Intervention will lead to the creation of an Individual Support Plan (ISP) for girls with special educational needs / learning difficulties and disabilities. The ISP may include, as appropriate, specific targets relating to the Educational Healthcare Plans (EHCP).

7. Assessment

Teachers assess the girls' work in RSE by making assessments as they observe them working during lessons and their responses to questions. They record the progress that the girls make by assessing the girls' work against the learning objectives for their lessons. The same high standard of work is expected in PSHE and RSE, as is across the curriculum. All girls are encouraged to make judgements on ways in which their work can be improved through the evaluation process. The pupils complete self-assessments which are kept in their PSHE folder; each teacher passes this information on to the next teacher at the end of each year. Feedback to pupils may be given in a written or verbal format.

8. Resources
Our school has a wide range of resources to support the teaching of PSHE across the school. We use resources from the PSHE Association and a range of recommended resources from them.

9. Safeguarding
If a pupil makes a comment during a lesson/circle time that causes concern, the safeguarding policy is followed.

10. Communication with parents and right to withdraw
Parents are consulted prior to any significant changes being made to the policy or the curriculum. An overview of the topics taught within RSE is provided to parents annually.
A letter of consultation is sent to the Year 5 parents in the end of Autumn/beginning of Spring term outlining the content of what will be taught in sex education, this will include resources for parents with support of how to talk to their children about sex education, this will link with what is being taught in school.

Parents can withdraw their child from the growing up talk given by the Headmistress and Head of PSHE in Year 6. However, parents cannot withdraw their child from sex education taught under the science curriculum. Parents cannot withdraw their child from relationships education.

11. Monitoring and review
The monitoring of the standards of the girls' work, and of the quality of teaching, is the responsibility of the PSHE subject co-ordinator. The work of the subject co-ordinator also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The subject leader has specially-allocated, regular management time in order to review evidence of the girls' work and undertake lesson observations of PSHE teaching across the school.

12. Other School Policies:
The RSE Policy should be read in conjunction with the other following School policies:
· Safeguarding Policy
· PSHE Policy
· Wellbeing Policy
· Behaviour Policy
· Equal Opportunities Policy

This policy is reviewed annually by the PSHE Co-ordinator and Deputy Head Academic or as events of legislation change requires.

This policy is ratified and approved by the board of governors and SLT. A copy of the policy is available on the school website; a paper copy is available, if requested.

Annex A: Summary of DFE requirements for Relationship Education, Relationship and Sex Education, and Health Education

Relationships Education – Primary Schools

By the end of Primary School:

Families and people who care for me	Curriculum content: 1. That families are important for children growing up safe and happy because they can provide love, security and stability. 2. The characteristics of safe and happy family life, such as 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. 3. That the families of other children, 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. 4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. 5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring Friendships	Curriculum content: 1. How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. 3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. 4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. 6. How to manage conflict, and that resorting to violence is never right. 7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.
Respectful, kind relationships	Curriculum content: 1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. 2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.

	3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. 4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. 5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 7. The conventions of courtesy and manners. 8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. 9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. 10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. 11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
Online safety and awareness	Curriculum content: 1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. 2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. 3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. 4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. 6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being Safe	Curriculum content: 1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. 2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. 5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. 6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. 7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.