

RSE Policy

This policy sets out the whole school expectations in contributing to an outstanding learning environment. It should be read in conjunction with the following policies.

Early Years Policy	Curriculum, Teaching and Learning Policy
eSafety Policy including Cyber safe	SEND Policy
Positive Behaviour Policy:	Safeguarding and Child protection Policy
Anti Bullying Policy	Activate Handbook

Dissemination, Monitoring and Evaluation of PSHE

Phase Leaders collect evidence for the monitoring and evaluation of the PSHE programme by means of lesson observations, monitoring lesson plans and gathering feedback from teachers in Phase Leader meetings and staff development meetings and from pupils during review sessions or group discussions. Any staff development needs will also be identified. RSE issues will be included in the induction programme for all new members of staff.

Parents/carers were given the opportunity to discuss the draft RSE policy at the parents' meetings with Phase Leaders and the teaching and non-teaching staff had the opportunity to discuss it at a staff training session. The policy is made available to teaching and non-teaching staff, community partners and any outside visitors who may deliver aspects of PSHE, via the school office.

All members of staff and Governors will receive a copy of this policy. Copies may be reviewed by parents. This policy will be reviewed, evaluated and updated as required and formally on an annual basis to assess its relevance and effectiveness.

Date of update	Updated (U) Reviewed (R) by	How was updated disseminated	Parents informed	Policy on website	Governor Approved
Nov 2020	H. Gee	Team – staff training/CPD session			
Oct 2021	H. Gee		Yes	Yes	

Summary of last updates

Introduction

Relationships and Sex Education

RSE includes supporting young people in developing self-confidence in preparing for physical and emotional changes into adulthood. We believe that the teaching of RSE should be shared with parents and be mutually supportive and complementary. It promotes an understanding of the range of family types and other people who contribute to providing children with the care, love and support they need to grow and develop. Children will learn about moral values through all aspects of school life and in all curriculum areas, not just in RSE. RSE education is lifelong learning about physical, moral and emotional development. It is about the understanding and appreciation of family life, marriage, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity - this would be inappropriate teaching.

RSE begins at a very early age and, while much of it is learnt from parents, it is also received from friends, books, magazines, television, internet, music, films and so on. Some of this information can be incorrect, confusing or frightening. RSE in school provides a secure framework and environment in which pupils can be given the facts using appropriate materials. It also allows them to develop necessary personal skills and a positive attitude to sexual health and well-being. Wide ranging research has shown that children want information about changes and situations they will experience before they happen to them. A structured programme in school increases the probability of this being achieved. Also, although children want to be able to discuss relationships and sex with their parents, many parents and children prefer the school to take a lead and provide a springboard for the discussion. A partnership between home and school and open dialogue between parent and child are the ideal.

Aims and Objectives for RSE

Our aim of RSE is to provide children with age-appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health-related behaviour. This should take place with consideration of the qualities of relationships within families.

The objectives of RSE are:

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self-esteem and confidence, especially in their relationships with others;
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others
- To help gain access to information and support
- To develop skills for a healthier safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood

Moral and values framework

The DfE guidance states that RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils. It should stress the importance of relationships for family life, stable and loving interactions, respect, love and care and the teaching of sex, sexuality and sexual health. As part of RSE, pupils should be taught about the nature and importance of marriage for family life and bringing up children. But the Government recognises – as in the Home Office, Ministerial Group on the Family consultation document Supporting Families - that there are strong and mutually supportive relationships outside marriage. Therefore, pupils should learn the significance of marriage and stable relationships as key

building blocks of community and society. Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances.

All those who teach aspects of RSE within the school, including visitors, are expected to be guided by the following values framework which represents the values held in common by the whole school community. The teaching of SRE will encourage pupils to:

- Value and respect themselves
- Value and respect others for who they are, not for what they have or what they can do
- Value healthy sexual relationships which are based on mutual respect, care and goodwill
- Value and respect difference in people's religion, culture, sexual orientation, physical and mental ability and social background
- Value stable and loving relationships for the nurturing of children and as the basis of a society in which people care for one another
- The personal beliefs and attitudes of teachers will not influence the teaching of sex and relationship education in this school.

The organisation of SRE

SRE is co-ordinated by the Phase Leaders and is taught within the PSHE programme in both Prep and Pre-Prep. Biological aspects of RSE are taught within the science curriculum. Linked with RE, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life, including the playground. It is important then that all staff understand that they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children. Some moral aspects are taught within the Religious Education curriculum. SRE is taught by classroom teachers, teaching assistants and if appropriate, outside visitors. A range of teaching methods which involve children's full participation are used to teach.

Learning outcomes for RSE in the Pre-Prep

The following learning outcomes guide the teaching of SRE in this school

Kindergarten and Reception

Children learn about the concept of male and female and about young animals. In on-going PSHE work, they develop skills to form friendships and think about relationships with others.

By the end of Pre-Prep

Pupils will be able to:

- recognise and compare the main external parts of the bodies of humans
- recognise similarities and differences between themselves and others and treat others with sensitivity
- identify and share their feelings with others
- recognise safe and unsafe situations
- identify and be able to talk with someone they trust
- be aware that their feelings and actions have an impact on others
- make a friend, talk with them and share feelings
- use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk

Pupils will know and understand:

- that animals, including humans, grow and reproduce
- that humans and animals can produce offspring and these grow into adults
- the basic rules for keeping themselves safe and healthy

- about safe places to play and safe people to be with
- the needs of babies and young people
- ways in which they are like and different from others
- that they have some control over their actions and bodies
- the names of the main external parts of the body, including agreed names for sexual parts
- why families are special for caring and sharing

Pupils will have considered:

- why families are special
- the similarities and differences between people and those with disabilities
- how their feelings and actions have an impact on other people

RSE learning outcomes in the Prep

Pupils will have had the opportunity to express their views and respect those of others. They will have practiced skills in making judgements and decisions, and will be able to list some ways of resisting negative peer pressure around issues affecting their health and wellbeing. They will also have considered different types of relationships (for example, marriage or friendships), and discussed ways in which people can maintain good relationships (for example, listening, supporting, caring).

Families and people who care for me

Pupils should know:

- that families are important for children growing up because they can give love, security and stability
- 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
- 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
- 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
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
- Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

Caring friendships

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- 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
- 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

Respectful relationships

Pupils should know:

- the importance of respecting others, even when they are very different from us (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- 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
- 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
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults
- Online relationships

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not
- 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
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

Being safe

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- 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
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

We consult with parents directly during Phase Leader meetings on our Relationship Education Policy. This provides parents with the option to share their views. It enables us to consider parent's views and balance them with the needs of our pupils at the school.

Use of Visitors

Visitors to school, such as parents/carers, health professionals and members of voluntary organisations, may be invited to plan and contribute to PSHE lessons. They will be given a copy of this policy and will be expected to work within the values framework described within. The Phase Leaders will ensure that the visitors' contributions to lessons are in line with the learning outcomes of the school's PSHE programme. A teacher will be present during the lesson.

Teaching methodology

Teaching staff receive suitable training, where appropriate, to ensure they are able to deliver RS elements of the PSHE curriculum effectively. Phase Leaders meet with parents prior to the Year 5 lessons to discuss and agree the programme content. The programme content is also agreed in consultation with governors and teaching staff.

The school is committed to employing active learning methods which involve children's full participation. It is essential that schools can help children develop confidence in talking, listening and thinking about relationships. Before starting RSE lessons ground rules are discussed and agreed with the children. These ground rules will help the teacher create a safe environment which will minimise any embarrassment the pupils might feel and will discourage inappropriate personal disclosures.

Distancing techniques help to avoid embarrassment and protect privacy. Role play, case studies with invented characters, appropriate videos, etc. can help children to discuss issues in a depersonalised, safe environment.

Dealing with Difficult Questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique. Teachers will endeavour to answer questions as honestly as possible, but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs. This may involve referring the child back to their parent/carer, school health advisor or young person's health drop-in service for an answer, or seeking advice from the PSHE co-ordinator. At Bowdon Prep, questions relating to specific sex education issues will be referred back to families.

Terminology

Guidance recommends that it is important for children to learn the language associated with body parts so that children are able to talk to health professionals. Therefore, teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people.

Special Educational Needs

Children with Special Needs Teaching and resources will be differentiated as appropriate. Differentiation for children with Special Educational Needs should be planned for in terms of:

- Learning objectives
- Activities
- Teaching methods
- Resources

Activities should be broken down into small steps, giving children achievable goals and enabling teachers to monitor progress. Teaching assistants should support in ways appropriate to the needs of the individual. They should also be aware of the objectives of the lesson and activity.

Equal Opportunities

The pupils at Bowdon Preparatory School represent different cultures and nationalities, it is our aim to provide a PSHE programme which is accessible to all our children, regardless of race, gender, ability, culture or religion. Materials and resources for lessons should be chosen carefully avoiding stereotypical images.

Confidentiality and Child Protection

In compliance with the school's Safeguarding Policy, staff can reassure children that their interests will be maintained and encourage and allow children to talk but are not able to ask leading questions in order to gain more information. Teachers must not guarantee complete confidentiality and must inform the child if information is to be passed onto another member of staff. Children should be informed of sources of confidential advice. Any concerns about child protection must be discussed in the first instance with the DSL or in her absence the Headmistress (Deputy Safeguarding Lead). Any suspicion of sexual abuse, either now or in the past, must be referred to the Designated Safeguarding Lead immediately.

The Role of Parents

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. Parents and carers are the key people for their child's learning about relationships and sex and schools should always work in partnership with home.

In promoting this objective, we:

- Inform and consult with parents about the school's RSE policy and practice
- answer any questions that parents may have about the RSE of their child
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school

Withdrawal of pupils from relationships education and complaints procedure

Under the 1993 Education Act, parents have the right to withdraw their children from all or part of the school's SRE programme except those in the statutory National Curriculum (biological aspects of human growth and reproduction). The school will inform parents/carers when aspects of the SRE programme are taught via a letter and will provide opportunities for parents/carers to view the videos and resources being used. A slip will be attached to the letter giving the parents the option to withdraw their child which must be returned to the class teacher. If parents want to withdraw their child/children from our SRE programme then this must be discussed with the class teacher and when appropriate the Headmistress.

Any concerns or complaints about the content or delivery of RSE should be addressed to the Headmistress.