

# **SKIPPERS HILL MANOR PREP SCHOOL**

## Relationship and Sex Education and PSHE Policy

This policy applies all pupils in the school, including in the EYFS

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|   |   |
|---|---|
| 1 Policy Context and Rationale.....                         | 3 |
| 2 Legislation (Statutory Regulations and Guidelines).....   | 4 |
| 3 Roles and Responsibilities .....                          | 4 |
| 4 Curriculum Design .....                                   | 4 |
| 5 Safe and Effective Practice.....                          | 5 |
| 6 Equality of Opportunity.....                              | 5 |
| 7 Definition of Relationships and Sex Education (RSE) ..... | 5 |
| 8 Responsibilities and Delivery Overview .....              | 6 |
| 9 Managing Difficult Questions .....                        | 7 |
| 10 Parents’ right to withdraw their child.....              | 7 |
| 11 Intended Outcomes.....                                   | 8 |
| 12 Monitoring and Assessing.....                            | 8 |
| 13 Confidentiality.....                                     | 9 |
| 14 Counselling Services.....                                | 9 |
| 15 Outside Speakers .....                                   | 9 |
| 16 EYFS .....   | 9 |

**You will need to include what is taught in each year by term in your curriculum and the resources that you use to teach this, set out in Appendices**

**Appendix 1 - Skippers Hill Prep School KS1 And 2 – RE/PSHE/RSE Programme**

**Appendix 2 - Skippers Hill Prep School - RSE & PSHE – KS3**

## **Scope of this policy**

### **1 Policy Context and Rationale**

1.1 This policy covers all pupils and year groups within the school, including the EYFS and sets out the School’s approach to Personal, Social, Health and Economic Education (PSHE) and Relationships Education {Prep - EYFS/ KS1 & 2} and Relationships and Sex Education (RSE) {Secondary KS3} delivery and is designed to empower pupils when making considered choices about a range of life experiences. At Skippers Hill this policy runs in conjunction with our PSHE policy.

The policy has been developed with reference to guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education; Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers a copy of which can be accessed [here](#)

1.2 It was produced through consultation with staff, pupils and parents through (but not limited to) the following channels:

1.2.1 departmental review and feedback,

1.2.2 departmental training via the PSHE Association,

1.2.3 student voice,

1.2.4 wellbeing surveys

1.2.5 ongoing feedback from pastoral teams.

1.3 PSHE education provides a significant contribution to the schools' responsibility to:

1.3.1 promote children and young people's wellbeing

1.3.2 achieve the whole curriculum aims

1.3.3 promote community cohesion

1.3.4 provide careers education

1.3.5 provide relationships and sex education

1.4 The policy is informed and underpinned by the School's values of Aiming High with Integrity, Serving Others and Being Adventurous. The PSHE and RSE programme aims to develop:

1.4.1 Successful learners who enjoy learning, making progress and achieving

1.4.2 Confident individuals who are able to live safe, healthy and fulfilling lives

1.4.3 Responsible citizens who make a positive contribution to society

1.5 To ensure that pupils develop an understanding of fundamental British Values and uphold these throughout the curriculum, pupils are also taught explicitly about British Values which are defined as:

1.5.1 Democracy & the rule of law

1.5.2 individual liberty

1.5.3 mutual respect

1.5.4 and tolerance of those of different faiths and beliefs.

These values are taught explicitly through Personal, Social, Health and Emotional Education (PSHE) as well as through the School's broad and balanced curriculum.

1.6 Parents will be informed about the policy via the week ahead communication and the policy will be made available through the school website and parent portal.

## **2 Legislation (Statutory Regulations and Guidelines)**

2.1 Under the Education Act 2002, all schools must provide a balanced broadly-based curriculum which:

2.1.1 Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society

2.1.2 Prepares pupils at the school for opportunities, responsibilities and experiences of later life

2.2 The 2006 Education and Inspections Act placed a duty on Governing Bodies to:

2.2.1 Promote the wellbeing of pupils at the school

2.3 Revised Department for Education statutory guidance will state that from September 2020 all schools must deliver:

2.3.1 Relationships Education (Primary) and Relationships and Sex Education (Secondary).

2.3.2 LGBT inclusion is required as part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse. (KCSIE para 204)

## **3 Roles and Responsibilities**

3.1 From September 2020 PSHE and RSE delivery across all of the School sites will be monitored by the Deputy Head and Pastoral Coordinators. The pastoral team will ensure contextual and appropriate delivery at each key stage. They will be responsible for liaising with other curriculum leads so that curriculum design in different areas complements the RSE program, rather than repeating what is already taught. Further detail is outlined in Paragraph 8.

3.2 Governance will oversee that the discharge of this policy ensures:

3.2.1 all pupils make progress in achieving the expected educational outcomes;

3.2.2 the subjects are well led, effectively managed and well planned;

3.2.3 the quality of provision is subject to regular and effective self-evaluation;

3.2.4 teaching is delivered in ways that are accessible to all pupils with SEND;

3.2.5 clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,

3.2.6 the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

## **4 Curriculum Design**

4.1 The curriculum is designed around active engagement in learning, rather than passively receiving information. Pupils will be given opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills.

| Pre-Prep  | Prep   | Senior   |
|---|--|--|
| Deputy Head / Director of Studies<br>Pastoral coordinators<br>Learning leaders  | Deputy Head / Director of Studies<br>Pastoral coordinators<br>Learning leaders | Deputy Head / Director of Studies<br>Pastoral coordinators<br>Learning leaders   |
| <ul style="list-style-type: none"> <li>- Curriculum time delivered by form tutors and other staff weekly</li> <li>- Use of Vote for schools and PSHE association resources as a source of PSHE and RSE content and scope</li> <li>- PSHE is taught through other subjects/curriculum areas</li> <li>- PSHE delivered through whole school and extended timetable activities e.g. assemblies</li> <li>- PSHE enabled through specific projects e.g awareness days/weeks/ external workshops and visits</li> <li>- through involvement in the life of the school and wider community</li> <li>- PSHE through pastoral care and guidance</li> </ul>  |  | <ul style="list-style-type: none"> <li>- Curriculum time delivered by form tutors and other staff weekly</li> <li>- Use of Vote for schools and PSHE association resources as a source of PSHE and RSE content and scope</li> <li>- PSHE is taught through other subjects/curriculum areas</li> <li>- PSHE delivered through whole school and extended timetable activities e.g. assemblies</li> <li>- PSHE enabled through specific projects e.g awareness days/weeks/ external workshops and visits</li> <li>- through involvement in the life of the school and wider community</li> <li>- PSHE through pastoral care and guidance</li> </ul> |
| <p>Best Practice in PSHE Education:</p> <p>Any new topic in PSHE will be introduced taking into account pupils' prior knowledge and will complement, not replicate learning in other subjects</p> <p>Research shows that attempts to scare or shock young people into making healthy choices rarely works and often backfire.</p> <p>Pupils will be reassured that the majority of young people make positive healthy lifestyle choices</p> <p>Pupils are helped to make connections between PSHE education and their 'real life' experiences, including online contexts.</p> <p>Curriculum design around online presence and social media will link to our e-safety and safeguarding policy.</p> |  |  |

## 5 Safe and Effective Practice

5.1 PSHE and RSE often draw on pupils' real-life experiences. A safe and supportive learning environment will be created by establishing ground rules in each context for the delivery of subject material. Staff delivering PSHE and RSE will ensure the pupils, who indicate they may be at risk, get appropriate support by liaising with the appropriate pastoral team and adhering to the School's Child Protection and Safeguarding Policy.

5.2 Within the curriculum design there are opportunities to teach safeguarding within the RSE and Health curriculum in accordance with KCSIE 2022 (para 130), which states: *Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment... These will be underpinned by the school/college's behaviour policy and pastoral support system, as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons*

*and reinforced throughout the whole curriculum. Such a programme should be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities). NB: If any safeguarding issues are raised during RSHE lessons, the school will refer to its Safeguarding policy*

## **6 Equality of Opportunity**

6.1 Classroom practice and pedagogy will take into account pupils' development, age, ability, readiness and cultural background and pupils with SEND and will be adjusted accordingly to enable all students to access the learning. We will use PSHE and RSE education as a way to address diversity issues and to ensure equality for all by addressing contextual issues identified through our pastoral management system and wellbeing surveys. PSHE and RSE delivery is designed to comply with the Equality Act 2010. Provisions within the Equality Act allow the School to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of protected characteristics.

6.2 Relationships Education {Prep} and Relationships and Sex Education (RSE) {Secondary} takes account of the faith of individual pupils whilst helping pupils from all backgrounds build positive and safe relationships and to thrive in modern Britain. When planning for teaching the religious background of pupils will be observed so that topics are appropriately handled.

6.3 Parents have the right to withdraw their children from those parts of RSE not within the national curriculum. Further details of this can be found in Paragraph 10.

## **7 Definition of Relationships and Sex Education (RSE)**

7.1 Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

7.2 RSE is an entitlement for all children and young people and must:

7.2.1 Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, in order to make informed choices. In schools this should be part of compulsory curriculum provision;

7.2.2 Be inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience particularly HIV status and pregnancy;

7.2.3 Include the development of skills to support healthy and safe relationships and ensure good communication about these issues;

7.2.4 Promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media;

7.2.5 Seeks to break down stereotypes, tackle negative behaviours and build a culture of positive tolerance and understanding consistently role modeled by all staff at the school.

7.2.6 Provide opportunities for reflection in order to nurture personal values based on mutual respect and care;

7.2.7 Be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age and level of the learner;

7.2.8 Ensure children and young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding;

7.2.9 Be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision;

7.2.10 Be delivered by competent and confident educators;

7.2.11 Be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

## 8 Responsibilities and Delivery Overview

|   |   |
|---|---|
| Pre-Prep  | Prep                                      |
| Deputy Head / Director of Studies   | Deputy Head / Director of Studies         |
| Pastoral coordinators<br>Learning leaders   | Pastoral coordinators<br>Learning leaders |
| <p>The focus during Relationship Education at Skippers Hill focuses on:</p> <ul style="list-style-type: none"> <li>- the fundamental building blocks and characteristics of positive relationships, with particular emphasis on friendships, family and relationships with other children and adults;</li> <li>- differences in families and their structure and respect for the individual circumstances of families</li> </ul> <p>It addresses the relationships between:</p> <ul style="list-style-type: none"> <li>- physical health and mental well being</li> <li>- the balance of online and other activities</li> <li>- emotion and the ability to express emotions</li> </ul> <p><i>[Further detail of what Primary pupils need to achieve by the end of Y6 are available in the table after <a href="#">Para 62</a>]</i></p> <p>Unlike Relationships Education, Sex Education is not compulsory for pupils receiving primary education, although some primary schools may choose to teach it. However following consultation the School has decided that, apart from the sex education content included in the science curriculum for the primary age range, Sex Education will not be provided at Skippers Hill School</p> |   |

|  |
|--|
| Year 7 & 8: KS3  |
| Deputy Head / Director of Studies<br>Pastoral coordinators<br>Learning leaders |

The aim of RSE in year 7 & 8 (KS3) is to give 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 relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure).

It's aim is to teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed and where to seek support.

It will address what is classified as criminal behaviour and how to identify this, make the right decisions and keep themselves and others they think may be at risk, safe.

It should support them in making sensible judgements and choices about their behaviour and relationships online and be critically aware of online presence and behaviour in order to keep safe.

RSE is also supported through science lessons. In particular, reproduction in humans (e.g. the structure and function of the male and female reproductive systems, menstrual cycles, gametes, fertilisation, gestation, birth and HIV/AIDS)

### **9 Managing difficult questions:**

Staff are aware that issues raised in RSE create differing viewpoints. Personal views are respected but RSE issues are taught without bias. Topics are presented so pupils can develop their own, informed opinions but also respect others who may have a different opinion.

To facilitate open discussions, the creation and agreement of ground rules will be completed as a class at the beginning of RSE lessons, facilitated by the teacher.

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. The school anticipates that individual teachers will use their skill and discretion in this area and refer to the DSL if they are concerned.

### **10 Parents' right to withdraw their child**

10.1 Parents will not be able to withdraw their child from relationships education in prep school (KS2) or secondary school (KS3)

10.2 At KS3 level parents will be able to withdraw their child from sex education (other than the sex education which sits in the curriculum as part of science).

10.2.1 Before granting such a request, the Head of School will meet with parents and to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, as well as the benefits and detrimental effects that withdrawal may have on the pupil.

10.2.2 The School will respect the parents' request to withdraw the pupil.

10.2.3 If a pupil is withdrawn from sex education, the school will ensure the pupil receives purposeful education during the period of withdrawal.

10.2.4 The School will keep a record of all such decisions.

### **11 Intended Outcomes**

11.1 As a result of our PSHE and RSE programme, pupils will:

11.1.1 Develop the knowledge, skills and personal attributes they need to manage their lives now and in the



future

11.1.2 Learn to make responsible decisions e.g. about alcohol, drugs, relationships and future careers

11.1.3 Learn to recognise and manage risk and take increasing responsibility for themselves and their actions both online and in their daily lives

11.1.4 Understand the importance of wellbeing and how to tackle issues that can affect their ability to learn and their mental health

11.1.5 Understand the characteristics of and the importance of building healthy and positive relationships both online and in their daily lives

11.1.6 Develop skills such as teamwork, communication and resilience

11.1.7 Be encouraged to make positive contributions to their families, schools and communities

11.1.8 Explore differences and learn to value diversity in all its forms

11.1.9 Reflect on their own individual values and attitudes

11.1.10 Identify and articulate feelings and emotions and manage difficult situations positively

11.1.11 Learn about the world of work

11.1.12 Learn to manage their money and finances effectively

## **12 Monitoring and Assessing**

12.1 Monitoring:

12.1.1 The effectiveness of the PSHE and Relationship Education (Prep - upto Y6) and Relationship and Sex Education (Y7 & 8) provision will be evaluated through: The annual governance visit (spring), regular pastoral meetings, staff meetings, school council feedback and the use of well being surveys.

12.2 Areas for assessment:

12.2.1 Pupils' knowledge and understanding through classroom discussion and formative assessment activities. Teachers should collect evidence of learning to make a judgement about pupils' progress. This may include: presentations, written evidence, group work, observations.

12.2.2 Application of knowledge and skills in wider school participation, resolving conflict, making decisions and forming positive relationships. Pupil voice will be influential in adapting and amending the material for PSHE and RSE to ensure it is up to date and relevant.

## **13 Confidentiality**

13.1 Pupils will be made aware that some information cannot be held confidentially and will be informed that, if certain disclosures are made, the information may be disclosed to the Safeguarding team.

#### **14 Counselling Services**

14.1 Pupils are made aware of counselling and information services both in and out of school and offered appropriate support.

#### **15 OutsideSpeakers**

15.1 Occasionally, appropriate and suitably experienced visitors from outside school may be invited to contribute to the delivery of RSE in school. Please refer to Appendix 6 of the Child Protection and Safeguarding policy for details of procedures for Visiting Speakers.

#### **16 EYFS**

16.1 In the Early Years Foundation Stage, the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 and the accompanying statutory guidance do not apply; however Personal Social and Emotional Development (PSED) is one of the prime areas within the EYFS curriculum and age-appropriate provision is made accordingly.

### **Appendix 1 - Skippers Hill Prep School KS1 And 2 – RE/PSHE/RSE Programme**

Year 1

*Friendships and families*

*Respecting others*

*Community*

*Money*

*Physical health*

*Keeping safe*

Year 2

*Making friends*

*Managing secrets*

*Community*

*Internet safety*

*Keeping healthy*

*Respecting others*

Year 3

*Friendships*

*Emotional wellbeing*

*Staying safe*

*Economic well being*

*Physical health*

*Shared responsibility*

Year 4

*Friendships, conflict resolution and peer pressure*

*Communities*

*Economic well being*

*Familial structures and a healthy family life*

*Keeping active*

*Staying safe and healthy*

*Growing and changing*

Year 5

*Understanding of self and characteristics*

*Respect and bullying*

*Friendships, conflict resolution and peer pressure*

*Familial structures and a healthy family life*

*Grief and loss*

*Keeping active*

*Body image*

*Managing changes and looking forward*

*Mental wellbeing and staying safe*

*Relationships, feelings and emotions*

Year 6

*Understanding of self and characteristics (personal identity)*

*Friendships, conflict resolution and peer pressure*

*Respect and Bullying*

*Familial structures and a healthy family life*

*How puberty affects one's emotions*

*Body image*

*Staying safe*

*Managing changes and looking forward*

## **Appendix 2 - Skippers Hill Prep School - RSE & PSHE – KS3**

Year 7 RSE content

*Careers and economic well being*

*Mental Health and well Being*

*Friendships and diversity (including prejudice based language and discrimination)*

*First aid and keeping safe*

*Relationships, feelings and emotions (including Identifying the features of healthy and unhealthy relationships)*

*Strategies to manage both physical and emotional changes*

Year 8 RSE content

*HPV and sexual health*

*Intimate images and the associated risks*

*Laws relating to consent*

*Choice to delay intimate relationships, including sex*

*Understanding and identifying characteristics of abuse and the warning signs and the reporting of abusive behaviour*

*Recognising the features and importance of positive, stable relationships*

*Careers*

*Gender and identity / Sexual orientation*

*Friendships and managing influences*

*Relationships, feelings and emotions (including Identifying the features of healthy and unhealthy relationships)*

*Mental Health and Well Being*

*First aid and keeping safe*

*Moving forward*