



# Skippers Hill Manor Preparatory School

## Curriculum Policy

This policy applies to all pupils in the school, including in the EYFS. It pays due regard to any policies and procedures in the Safeguarding Policy and meets the requirements of the Equality Act 2010.

The PRSHE and RSE curriculum can be found as an appendix to this Policy.

Created: July 2015

Reviewed: September 2022

Matthew Minister - Director of Studies

Review Date: September 2023

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## Introduction

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

The school follows its own wide-ranging academic curriculum, tailored to the needs of its pupils. All departments keep themselves up-to-date about its requirements and developments; much of what is taught draws upon the best practice of what is happening nationally and in other schools. As part of our responsibility to keep abreast of national issues, our subject coordinators are committed to reviewing the government's revised National Curriculum and should we feel that content and skills are relevant and useful to our context, we will take account of them, being guided without being limited by the content.

Skippers Hill take account of the new elements of the curriculum and adopt and adapt these as they feel appropriate. The curriculum aims to marry together the strengths of the National Curriculum with the entrance requirements of the senior schools to which pupils apply and the aims and ethos of the school. The school will take all reasonably practicable measures to fulfill the requirements of any pupil's SEND or support guidelines, including pupils with a statement or EHC plan and inline with its obligations in regard to the SEND Code of Practice.

The curriculum is balanced, broad, and strongly promotes the spiritual, moral, social, cultural, mental and physical development of our pupils. It prepares our pupils well for the opportunities, responsibilities and experiences of life in British Society, including the provision for their economic well-being. (*For further information, please refer to the school's separate PRSHE policy*). It enables pupils to acquire skills in speaking, reading, writing, listening and numeracy. Where a pupil has English as an additional language and in the rare event that they need specialist teaching to develop appropriate fluency, parents will be guided and supported in finding such support outside school, as well as being advised of the support the school can provide.

The school provides full time supervised education for pupils between the ages of 2 up to the age of 13. In the Early Years, pupils follow a curriculum which meets the learning, development and assessment requirements of the Early Years Foundation Stage (EYFS), further details of which can be found in separate EYFS documentation. Throughout the school, the curriculum provides pupils with experiences in life skills and linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, appropriate for their ages and aptitudes. At each level it provides opportunities, responsibilities and experiences, in preparation for the next stage of their education and their adult lives. The school is committed, through its curriculum and extra-curricular pursuits, to helping pupils to understand how to stay safe and promotes the welfare and safeguarding of children at all times.

## Aims and Objectives of the curriculum

We believe that a successful curriculum should be broad and balanced and delivered in innovative ways to provide appropriate stretch and challenge to all our pupils, exciting and engaging them and giving them ownership in their learning. We believe that exceptional results should be a by-product of the education that we offer, not the exclusive focus. Pupils are encouraged to aim high and we aim to provide them with everything they need to succeed. It is our aim for each child in our school to develop the appropriate skills to develop fully their academic potential, as well as developing their personal and social values in preparation for life in British society. It offers a robust understanding of safeguarding through the comprehensive PRSHE and e-safety programmes. The school delivers its stated aims through a rich curriculum and at Skippers, each pupil will:

- Participate and achieve in all aspects of school life, becoming a well-rounded and confident individual
- Become an effective learner who takes pride in their achievements, facing and overcoming challenge
- Develop courage and independence, demonstrating ownership of their learning and the school
- Be healthy, happy and know how to stay safe
- Be inclusive, tolerant and fair-minded, valuing the importance of relationships with others

We are committed to providing an educational environment that challenges, nurtures, excites and involves every single pupil in the school through a curriculum which:

- At each level prepares pupils for the opportunities, responsibilities and experiences of the next stage of their education and lives
- Challenges the individual academically and allows them to discover their own intellectual strengths in the pursuit of academic excellence and encourages a love of learning
- Encourages independent learning and critical thinking skills and provides opportunities for pupils to express their learning and understanding in different ways
- Is balanced and broadly based and encourages pupils to explore a breadth of academic, cultural, aesthetic, creative and sporting interests
- Is flexible enough to respond to change and incorporates innovation as appropriate
- Enables pupils to acquire skills in speaking and listening, literacy and numeracy
- Uses technology effectively in supporting teaching and learning and gives pupils opportunity to present work in personalised ways, whilst ensuring pupils have an understanding of their own personal safety and that of others, including awareness of safeguarding
- Enables our pupils to work collaboratively and successfully develop the 'soft skills' needed to equip them for life.
- Encourages respect for other people, paying particular regard to the protected characteristics stated in the 2010 Equality Act (i.e. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation).
- Enables pupils to know themselves better and begin to understand how their strengths, weaknesses and interests relate to the world of work, providing impartial and non-stereotyped guidance and support to help pupils make informed choices in the selection of future subject choices and begin to consider their options for higher education, training and careers.
- To ensure that pupils develop an understanding of fundamental British Values and uphold

these throughout the curriculum (*Further information can be found in the PRSHE policy*).

## Curriculum Organisation

The curriculum is organised appropriately and effectively in terms of time allocation per subject. Pupils are mainly taught in mixed ability groups, with setting in certain subjects when appropriate. Some pupils in years 6, 7 and 8 may drop Classics / Latin to have additional support lessons. Nursery to Year 2 are taught by class teachers, with some additional support. They have specialist teachers for Games, P.E. French and Music. Years 3 and 4 are taught mostly by their class teachers, who divide their time between these classes, to utilise their subject strengths. Subject specialists teach these classes for Music, French, P.E. and Games. Years 5 to 8 are taught all subjects by subject specialists.

Pupils have a broad and balanced curriculum with plentiful opportunities for active and personalised learning, both independently and collaboratively. Pupils learn the following subjects:

- Academic - English, Mathematics and Science,
- Linguistic - French and Latin
- Human and Social - History, Geography and Religious Education (GSE Curriculum)
- Aesthetic and creative education - Art, Music, Dance and Drama
- Life Skills - Personal, Relationship, Social and Health Education (PRSHE), 21st Century Skills taught through GSE, Critical Thinking and Study Skills
- Physical - Individual and Team Sports, Gymnastics, Clubs
- Technological - ICT and, Design and Technology (Creative Curriculum)

## Foundation Stage (Age 2 to 5 yrs)

Pupils have a broad programme of study, based on the revised EYFS Framework, statutory from Sept 2021, which focuses on:

- Three prime areas of learning most essential for children's readiness for future learning and healthy development; Communication and Language, Physical Development, and Personal Social and Emotional Development
- Four specific areas of learning which build on the prime areas; Literacy, Mathematics, Understanding the World and Expressive Arts and Design

Within these the EYFS setting works to ensure that:

- Children develop the characteristics of effective learning including, Playing and Exploring, Active Learning, and Creating and Thinking Critically
- There is a balance of structured activities and child initiated play with opportunities for learning both indoors and outdoors. The curriculum includes music, French and physical education.

## Key Stage 1: (Years 1 and 2)

Pupils are taught English, Maths, Science, Art, ICT, Music, French and P.E./Games. History and Geography are taught on a "topic" basis and PRSHE mainly on a cross curricular basis.

## Key Stage 2: (Years 3 to 6)

Subjects taught are English, Maths, Science, History, Geography, French, P.E./Games, Art/D.T, Performing Arts (Music and Drama), ICT and PRSHE. Although the National Curriculum programmes of study are covered there will be some diversification from this, due to the entry requirements of a variety of destination schools. This may include moving things down from KS3 to be taught in UKS2 and assessed at 11 to meet this demand. Many subjects need to cover additional work for the 11+ and 13+ selection system and Scholarship work.

## **Key Stage 3: (Years 7 and 8)**

Subjects taught are as for Key Stage 2, alongside Latin and Spanish. The Humanities, whilst taught separately, have a combined element through GSE / Mentoring sessions. Additionally, children will be exposed to greater STEM sessions. Again, diversification from the Key Stage 3 programme of study is necessary, to meet the demands of entry requirements of various schools at 13, including 13+ Common Entrance and Scholarship work.

The curriculum fully complies with statutory requirements and coherent provision is made for the integration of the major cross - curricular skills. Further detail on content for each subject can be found in the school's curriculum maps and schemes of work. The school provides up-to-date careers guidance for pupils, which is presented in an impartial manner, enables them to make informed choices about a broad range of career options and helps to encourage them to fulfil their potential. Information can be found on the school's website: [Senior Years](#) For example:

- Parents and pupils are invited to attend presentations and workshops on senior school choices, alongside individual meetings and specific preparation for senior schools' admissions processes such as practice interviews with the headmaster.
- A structured programme of events and workshops is implemented during Year 7 and 8 which enables pupils to develop valuable life skills and real-world experiences, such as work experience and a careers fair.

## **Additional information**

Pupils have the opportunity to represent the school in teams for various sports and a varied programme of extra curricular activities open to all pupils will be provided. These currently include; Choir, Orchestra, Vocal Training, instrumental lessons in recorder, drums, flute, piano, clarinet, violin, keyboard, trumpet, guitar and saxophone, Speech and Drama, and Ballet. There are opportunities throughout the year to take examinations in these and to take part in festivals and performances. Other activities on offer are Art, Musical Theatre, Mountain Biking, Yoga, Fencing, French, Gymnastics, Swimming, Hockey, Netball, Rugby, Fitness, Badminton, Netball, Tennis, Soccer, Tennis, Dance, Cricket and Athletics.

Successes in these activities are celebrated in various ways such as Awards Assembly, displays and performances.

The hidden curriculum, such as the pastoral care system, the house system and the many ways in which pupils can take on responsibility, such as the Prefects, the School Council and the Charity Committee all enhance social development.

## **Equal Opportunities and Safeguarding**

The curriculum at Skippers Hill is designed to ensure equal opportunities for all learners, regardless of ability, gender, ethnicity, religion or disability. As a non-selective school, we operate an SEND Policy and a AGT Policy to ensure the needs of all learners are met.

Within our curriculum, we build in opportunities for our pupils to understand safeguarding issues which may affect them and to ensure they feel safe and supported at school. More broadly, our curriculum takes account of and promotes our pupils' mental and physical health and development in order to prevent any impairments that would affect the best possible outcomes for all our pupils. The inclusion of opportunities within lessons to address and promote health, mental well-being and resilience is adopted by all subject leads within the school when considering adaptations to schemes of work and by practitioners in their day to day practice as part of our broad and balanced curriculum offer. Our Pastoral lead oversees this aspect of the curriculum.

Additionally, Our PRSHE curriculum affords opportunities to be responsive to arising issues, and E-safety awareness is taught throughout the curriculum and particularly within the Computing and IT curriculum. Relationship Education and Relationship and Sex Education (RSE) is provided as appropriate for the pupils' ages and stages of development. The principles underpinning our PRSHE curriculum development are with the aim of supporting our pupils to develop the skills they need to be happy, successful and productive members of society; to be able to respond positively to the increasing challenges they experience; to develop the knowledge and capability to take care of themselves and to know how and where to seek support if problems arise.

Central to this is our pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives. This is complemented by development of personal attributes including kindness, integrity, generosity, and honesty. Further details can be found in the Relationships and Sex and Relationship Education (RSE) Policy. Relationship and Relationship and Sex Education, are a mandatory part of the school curriculum and the school has consulted with parents during the devising of its curriculum in these areas to ensure that this programme complements, but does not duplicate content covered in other subjects in the curriculum (eg citizenship, science, computing and PE). Health Education (HE) is not mandatory for Independent Schools but recommendations within the guidance should be used to cross check against current PRSHE practice and curriculum, which is mandatory.

## **English as an Additional Language (EAL)**

We maintain an EAL register, which is updated annually. Across the school, there is a percentage of children for whom English is classed as an additional language, as defined by the DFE, though the majority would be considered to be fluent in English. Our annual cohort composition determines what extra facilities and activities we will incorporate into our classrooms and environments.

We aim to provide opportunities for children to share their home language in learning as appropriate and ensure they have opportunity to share their heritage. We work to ensure that children have sufficient opportunities to learn and reach a good standard in English from EYFS through Year 8. Where a pupil has English as an additional language and in the rare event that they need specialist teaching to develop appropriate fluency, parents will be guided and supported in finding such support outside school, as well as being advised of the support the school can provide. Where needed we will also provide an interpreter to facilitate parent meetings and any



opportunity that affords communication regarding a child's progress.

## **Pupil Progress and Assessment**

Regular formative assessment and discussion with pupils enables our pupils to have visibility over their learning and progress and colleagues work closely with each other to ensure that learning is triangulated and moderated throughout the year. Standardised testing carried out each year enables benchmarking of pupils' attainment and progress against national standards and this data is used to support discussions with teachers, parents and pupils.

The purpose of collecting any data about a pupil/cohort in the school is to understand and use it to make informed and evidence based decisions about next steps and interventions that will lead to the best outcomes for those pupils and to then compare data sets to ensure these have had the desired impact, supporting in signposting what further action is needed. At Skippers Hill, we complete this termly so that teachers create actions from their analysis to maximise pupil learning and outcomes for the following term. This is reviewed internally by the Director of Studies, Learning Leaders and subject teachers and external quality assurance is provided by our central education committee through governance.

Individual pupils' assessment data is part of pupils' personal information. Care should be taken with the collation, storage and analysis of data. While it is appropriate to share consolidated assessment information outside of school any individual data must be anonymised - referenced also in Assessment Policy.

Pupil progress meetings, held termly, to help to determine if pupils are reaching the required milestones in relation to their own ability and national and school indicators. Where pupils are not making adequate progress, they will be identified for close monitoring/ small group intervention or 1:1 intervention as appropriate. If it is determined that the children are still not making adequate progress they may be referred to the school's SENCo for further investigation into their needs. Where specific needs are identified and can be met with 'reasonable adjustment' by the school there will be no additional costs for support. Where it is deemed most appropriate for there to be intervention from an outside resource, the cost for these services will be the responsibility of the parent.

In EYFS the school will assess according to the statutory Early Years Profile and the 2 Years olds progress check. Results of the Early Years Profile are provided to parents and the East Sussex Local Authority on request.

For further information on this, please see Assessment Policy.

## **Future Schools and Careers Information Provision**

As part of our preparation for senior schools, we encourage children and parents to engage in the admissions process from Year 5 onwards. This includes Parent Presentations, Senior School workshops, Future Schools Events and individual discussions with members of the SLT. We engage with local senior schools to provide the children with experience in different areas of the curriculum through visiting teachers running sessions or the year group taking part in a school trip.

Children in year 7 and 8 are encouraged, through the GSE mentoring programme, to explore career options, further education and interests as well as beginning to build up their Personal Profile through online platforms such as Klooodle, in preparation for transition to their senior school of choice. Children take part in interview preparation with the Deputy Head and the Headmaster as well as being supported through the completion of personal applications for senior schools.

In the Summer Term, Children in Years 7 and 8 complete careers workshops, in which guest speakers come in and children take part in interactive activities.

## Appendices

### Appendix 1 - Relationship and Sex Education and PSHE Policy



# Skippers Hill Manor Preparatory School

## Relationship and Sex Education and PSHE Policy

This policy applies to all pupils in the school, including in the EYFS. Teachers will need to include what is taught each year by term in your curriculum and the resources used to teach this, set out in Appendices.

Created by: David Leggett, Deputy Head - July 2021

Checked by: Philip Makhoul, Headteacher

Next Review: July 2022

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## 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).

**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 Pastoral coordinators Learning leaders	Deputy Head / Director of Studies Pastoral coordinators Learning leaders	Deputy Head / Director of Studies Pastoral coordinators 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</li> </ul>

	<p>days/weeks/ external workshops and visits</p> <ul style="list-style-type: none"> <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 style="padding-left: 40px;">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.

## 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 Learning leaders	Pastoral coordinators Learning leaders

The focus during Relationship Education at Skippers Hill focuses on:

- the fundamental building blocks and characteristics of positive relationships, with particular emphasis on friendships, family and relationships with other children and adults;
- differences in families and their structure and respect for the individual circumstances of families

It addresses the relationships between:

- physical health and mental well being
- the balance of online and other activities
- emotion and the ability to express emotions

*[Further detail of what Primary pupils need to achieve by the end of Y6 are available in the table after [Para 62](#)]*

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

Year 7 & 8: KS3

Deputy Head / Director of Studies  
Pastoral coordinators  
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 - up to 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 1a - Skippers Hill Prep School KS1 And 2 – RE/PSHE/RSE Programme**

<p>Year 1</p> <p><i>Friendships and families</i></p> <p><i>Respecting others</i></p> <p><i>Community</i></p> <p><i>Money</i></p> <p><i>Physical health</i></p> <p><i>Keeping safe</i></p>	<p>Year 2</p> <p><i>Making friends</i></p> <p><i>Managing secrets</i></p> <p><i>Community</i></p> <p><i>Internet safety</i></p> <p><i>Keeping healthy</i></p> <p><i>Respecting others</i></p>	<p>Year 3</p> <p><i>Friendships</i></p> <p><i>Emotional wellbeing</i></p> <p><i>Staying safe</i></p> <p><i>Economic well being</i></p> <p><i>Physical health</i></p> <p><i>Shared responsibility</i></p>
<p>Year 4</p> <p><i>Friendships, conflict resolution and peer pressure</i></p> <p><i>Communities</i></p> <p><i>Economic well being</i></p> <p><i>Familial structures and a healthy family life</i></p> <p><i>Keeping active</i></p> <p><i>Staying safe and healthy</i></p> <p><i>Growing and changing</i></p>	<p>Year 5</p> <p><i>Understanding of self and characteristics</i></p> <p><i>Respect and bullying</i></p> <p><i>Friendships, conflict resolution and peer pressure</i></p> <p><i>Familial structures and a healthy family life</i></p> <p><i>Grief and loss</i></p> <p><i>Keeping active</i></p> <p><i>Body image</i></p> <p><i>Managing changes and looking forward</i></p> <p><i>Mental wellbeing and staying safe</i></p> <p><i>Relationships, feelings and emotions</i></p>	<p>Year 6</p> <p><i>Understanding of self and characteristics (personal identity)</i></p> <p><i>Friendships, conflict resolution and peer pressure</i></p> <p><i>Respect and Bullying</i></p> <p><i>Familial structures and a healthy family life</i></p> <p><i>How puberty affects one's emotions</i></p> <p><i>Body image</i></p> <p><i>Staying safe</i></p> <p><i>Managing changes and looking forward</i></p>

**Appendix 1b - Skippers Hill Prep School - RSE & PSHE – KS3**

<p>Year 7 RSE content</p> <p><i>Careers and economic well being</i></p> <p><i>Mental Health and well Being</i></p> <p><i>Friendships and diversity (including prejudice based language and discrimination)</i></p> <p><i>First aid and keeping safe</i></p> <p><i>Relationships, feelings and emotions (including Identifying the features of healthy and unhealthy relationships)</i></p> <p><i>Strategies to manage both physical and emotional changes</i></p>	<p>Year 8 RSE content</p> <p><i>HPV and sexual health</i></p> <p><i>Intimate images and the associated risks</i></p> <p><i>Laws relating to consent</i></p> <p><i>Choice to delay intimate relationships, including sex</i></p> <p><i>Understanding and identifying characteristics of abuse and the warning signs and the reporting of abusive behaviour</i></p> <p><i>Recognising the features and importance of positive, stable relationships</i></p> <p><i>Careers</i></p> <p><i>Gender and identity / Sexual orientation</i></p> <p><i>Friendships and managing influences</i></p> <p><i>Relationships, feelings and emotions (including Identifying the features of healthy and unhealthy relationships)</i></p> <p><i>Mental Health and Well Being</i></p> <p><i>First aid and keeping safe</i></p> <p><i>Moving forward</i></p>
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