



**HEADINGTON**  
PREPARATORY SCHOOL • OXFORD

# **Relationships and Sex Education Policy**

## **Prep School including EYFS**

|                     |              |
|---------------------|--------------|
| Reviewed by:        | Head of Prep |
| Date of last Review | April 2022   |
| Next Review Date:   | April 2023   |
| Meets               | ISI 2A       |

This policy can be found on the School website and is available to parents on request

## **Key aims**

Our RSE programme aims to provide children with:

- the skills needed for positive and healthy relationships, including online
- an awareness of their rights especially in relation to their bodies
- opportunities to develop social and relationship skills and protective behaviours
- an understanding of the physical and emotional changes of puberty
- an understanding of reproduction and birth
- the knowledge that families are important for children growing up because they can give love, security and stability
- the knowledge of how and where to access appropriate support
- opportunities to understand and celebrate difference and diversity
- an understanding that all forms of discrimination and bullying in RSE (PSHE) lessons and in everyday school life are to be challenged
- the ability to take responsibility for, and accept the consequences of, their own actions
- the skills and knowledge to make positive informed choices
- an ability to recognise risk and know where to go for help when they need it
- opportunities to develop further personal attributes including kindness, integrity, generosity and honesty

## **Organisation of RSE**

RSE is taught through both the PSED (Personal, social and emotional development) and Prime areas of the EYFS framework and the PSHE curriculum covering both the biological and emotional and social aspects.

RSE is taught by the form teacher who may be supported by other adults in the School such as the Learning Assistants, the Science teacher, the Nurse and the school counsellor. When it is time to teach aspects of puberty, it may be appropriate for a female form teacher of the parallel class to lead the teaching rather than the male form teacher.

## **Resources and training/support for staff**

Teachers will have access to relevant training and continuing professional development in order to deliver the RSE curriculum. This may include in-house training, team teaching, observations and support from colleagues.

## **Pupils with special educational needs and disabilities (SEND) and EAL**

Pupils' social, emotional and mental health needs or learning difficulties/disabilities, as well as any EAL needs, are taken into consideration, when planning and teaching RSE. High quality and differentiated teaching ensures that RSE is accessible to all pupils. Equal time and provision will be allocated to all pupils with the exception of SEND and EAL pupils who will be given extra support if required.

## **Equality Act**

We meet the needs of all pupils and ensure that they understand the importance of respect for other people, with particular regard to the protected characteristics under the Equality Act 2010. So, our RSE programme is inclusive and acknowledges and supports the diversity

within any group of people for example their culture, disability, religion, race, sexual orientation, language and family structure. The teaching is sensitive and age appropriate in approach and content.

### **Partnership with parents**

A meeting is held to inform parents whenever there are significant changes to the RSE policy and/or curriculum coverage. IN KS1 and KS2 key aspects of the RSE curriculum for each year group are communicated to parents at the welcome meetings held in September each year.

In EYFS where a holistic approach to education is followed, key questions brought up by the girls are answered when they arise, using the scientific language and vocabulary appropriate to the age of the child.

### **Right to be excused from sex education/right to withdraw**

Parents cannot withdraw their children from Relationships Education because it is important that all children receive this content. We teach Sex Education in Years 5 and 6 (see the table showing coverage). Requests for parents to withdraw a child from sex education, not relationships education are granted. Parents wishing to exercise this right are invited into school to see the Prep School Head who will explore any concerns and discuss the impact that withdrawal may have on their daughter.

### **The Curriculum**

The RSE curriculum is progressive, building the pupils' knowledge, understanding and skills year on year.

RSE covers **three** elements:

1. Knowledge and understanding including: growing and changing, gender stereotyping and discrimination, families and relationships, where to get help if needed.
2. Personal and Social Skills including: forming and maintaining loving and caring relationships, developing self respect and empathy for others, resilience to cope with change, making responsible and safe decisions, including online.
3. Attitudes and values including: the importance of respect, care and love, the value of family life and the importance of stable and loving relationships.

The topics covered in each year group are:

| Year Group | Topics  |
|------------|---|
| EYFS       | Personal, Social and Emotional Development (PSED) is a prime area which we weave throughout the whole EYFS curriculum. It is the foundation on which we build all the other developmental areas. Throughout a child's time in the EYFS we cover topics in a holistic way such as sharing, feelings, road safety, toileting, friendships, self esteem, overcoming challenges, rules/boundaries, caring for others, grief, unsafe situations, family changes, online safety and disability. |
| Year 1     | Road Safety, Washing Hands, Friendship, Acting Responsibly, Jealousy, Online Bullying, Growing In Our World   |
| Year 2     | Tying Shoelaces, Healthy Eating, Brushing Teeth, Bullying, Body Language, Practice Makes Perfect, Helping Someone In Need, Worry, Anger, Image Sharing, Computer Safety, Documentary, Living In Our World, Working In Our World   |
| Year 3     | Staying Safe, Leaning Out Of Windows, Medicine, Touch, Stealing, Grief, Making Friends Online, Looking After Our World  |
| Year 4     | Cycle Safety, Healthy Living, Appropriate Touch (Relationships), Coming Home On Time, Jealousy, Online Bullying, Chores at Home, Breaking Down Barriers   |
| Year 5     | Peer Pressure, Smoking, Puberty, Looking Out for Others, Anger, Image Sharing, Enterprise, Inclusion and Acceptance, Adults' and Children's Views and Puberty (changes to the body with a particular focus on menstruation and managing it within school).  |
| Year 6     | Water Safety, Alcohol, Conception, Stealing, Worry, Making Friends Online, In-App Purchases, British Values and Human Reproduction and Pregnancy  |

See Annex 1 for the link to the full scheme of work.

The personal beliefs and attitudes of teachers do not influence the teaching of RSE. Teachers will always take a balanced and non-judgemental approach.

## **SRE Resources**

These are the key resources used in school to deliver the RSE curriculum:

- 1decision primary PSHE education
- Kapow Primary
- Votes for Schools

Visits and workshops may also be planned into the programme to support the curriculum, for example:

Marilyn Hawes' workshops on online safety & grooming

The Year 6 IMPS (Injury Minimization Programme for Schools)

## **Dealing with questions**

At all times, school should be a safe space where the pupils feel able to discuss issues of interest/concern. As with any topic, children are encouraged to ask questions during RSE to further their understanding. Due to the sensitive nature of the topic, teachers will employ strategies to ensure that questions are asked and answered in an appropriate way.

Strategies to deal with unexpected questions:

- Through the use of ground rules at the start of the lesson, children will be reminded that personal questions are not appropriate.
- If a question is personal, the teacher will remind pupils of the ground rules and may refer the children to other staff, such as counsellor, school nurse etc
- If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting or raises concerns about sexual abuse, the teacher should acknowledge it and promise to respond to it on an individual basis.
- When appropriate, staff may contact parents to follow up on questions their daughter has posed.

## **Ground rules specific to RSE**

- Personal questions should not be asked
- Children's contributions should be treated with respect by the teacher and fellow pupils
- Pupils should be given opportunities to ask questions privately eg. in the form of an anonymous note.

## **Assessment**

Teachers will use work produced and small group discussions to assess pupils' understanding with RSE. Teachers will use informal assessment to revise future RSE plans.

## **Confidentiality**

Everyone involved in RSE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers cannot offer or guarantee confidentiality.

## **Safeguarding children and RSE**

An RSE lesson may be the environment in which a child makes a disclosure about

safeguarding. All staff are trained in how to respond in these circumstances so that the School's safeguarding procedures are followed.

### **Review**

This policy will continue to be reviewed every year to ensure that it continues to meet the needs of pupils, staff and parents and that it remains in line with current DfE advice and guidance.

## **Annex 1**

Further useful resources for all stakeholders that this guidance refers to:

The DfE RSE Guidance - the official publication of the RSE Standards from the Department for Education [Relationships and sex education \(RSE\) and health education](#)

The 1 Decision scheme of work [mapping](#) document

[The Equality Act 2010 and Schools](#) - the official publication from the Government that reinforces the importance of adhering to the protected characteristics of all individuals