



St David's Prep

RSE POLICY

This policy applies to the entire setting, including EYFS.

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Member of staff responsible	Abigail Thackray
Role	Academic Deputy

Next Review	September 2024

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1: INTRODUCTION

This policy covers the whole school including the EYFS. It is made available to parents and others on the school's website.

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their well-being, health and relationships to build their self-efficacy. We are clear that parents and carers are the prime educators for children on many of the matters covered in this policy. The school complements and reinforces this role; building on what pupils learn at home as an important part of delivering an excellent education.

We will ensure that this policy is accessible and meets the needs of pupils and parents and reflects the community we serve. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Teaching is sensitive and age appropriate in approach and content.

The content of this policy will at times be covered in the wider programme of Personal, Social, Health and Economic Education (PSHE) or similar. This policy replaces any existing policies based on the Sex and Relationships Education guidance (2000).

We will ensure that the school will not unlawfully discriminate against pupils because of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation (known collectively as the protected characteristics), as set out in the Equality Act 2010

The statutory requirements to provide Health Education does not apply to Independent schools as PSHE is already compulsory as set out in the Education (Independent School Standards) Regulations 2014.

2: AIMS

The aims of relationship and sex education (RSE) at our school are to:

Provide a framework in which sensitive discussions can take place

To provide the key building blocks of healthy, respectful relationships, focussing on family and friendships, in all contexts, including keeping themselves and their personal information safe online.

Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene

Help pupils develop feelings of self-respect, confidence and empathy

Create a positive culture around issues of sexuality and relationships

Teach pupils the correct vocabulary to describe themselves and their bodies

At St David's Prep, we recognise our responsibility to promote the spiritual, moral, emotional, cultural, mental and physical development of our pupils. We aim to prepare pupils for the opportunities, responsibilities and experiences of adolescence and adult life. We seek to provide a safe and stimulating environment which, in partnership with parents and the wider community, will enable pupils to learn about moral, physical and emotional development. This policy has been developed in consultation with parents and staff.

3: STATUTORY REQUIREMENTS

As an Independent Primary school, we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#). We have regard for the statutory guidance from the Department for Education (DfE) issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

At St David's Prep we teach all pupils RSE. We are not required to provide sex education and some pupils might be withdrawn from this but we do need to teach the elements of sex education contained in the science curriculum and these are compulsory.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At St David's Prep we teach RSE as set out in this policy.

This policy should be read in conjunction with:

[Keeping Children Safe in Education \(KCSIE 2023\)](#) (statutory guidance)

[Respectful School Communities: Self Review and Signposting Tool](#)

[Behaviour and Discipline in Schools](#)

[Equality Act 2010](#)

[SEND code of practice: 0 to 25 years](#) (statutory guidance)

[Alternative Provision](#) (statutory guidance)

[Mental Health and Behaviour in schools](#) (advice for schools)

[Preventing and Tackling Bullying](#) (advice for schools, including [cyberbullying](#))

[Sexual violence and sexual harassment between children in schools \(advice for schools\)](#)

[The Equality and Human Rights Commission Advice and Guidance \(advice for schools\)](#)

[Promoting Fundamental British Values as part of SMSC in schools](#)

[SMSC requirements for Independent schools.](#)

[National Citizen Service \(guidance for schools\)](#)

4: POLICY DEVELOPMENT

Parents are consulted when any significant changes are made to the RSE curriculum. Letters are sent home to parents before RSE sessions to inform them of content being covered.

The RSE policy is available on the website.

This policy has been developed in consultation with the proprietor, staff, pupils and parents. The consultation and policy development process involved the following steps:

This policy was developed using the Wishford RSE policy template, with school specific amendments made; these are checked and ratified by Governors.

A member of staff added all relevant information, including relevant national and local guidance

Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.

Parent/stakeholder consultation – a consultation group of parents was invited to attend a meeting about the policy. They will be consulted again in 2024/2025.

5: DEFINITION

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

6: CURRICULUM

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, considering the age, needs and feelings of pupils. Reasonable adjustments will be made to alleviate disadvantage pupils and we are mindful of the SEND Code of Practice. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so pupils are fully informed and don't seek answers online.

Primary sex education will focus on:

Preparing boys and girls for the changes that adolescence brings

How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

7: DELIVERY OF RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

The lead teacher will work closely with colleagues in related curriculum areas to ensure the programmes in this policy complement and do not duplicate content covered in other subjects.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendship
- Respectful relationships
- Online relationships
- Being safe
- RSE topics that are in addition to what is covered in the science curriculum:

Growing and changing (overall topic name for all year groups) including:

- Where do babies come from? (YR)

Focusses on the fact that we all used to be babies and babies were previously in 'Mummy's tummy'

- Keeping privates private (Y1)
- My body, your body (Y2)
- Body space and My changing body (Y3)
- Preparing for changes at puberty and All change! (Y4)
- Growing up and changing bodies (Y5)
- Changing bodies and feelings (Y5)
- Help, I'm a teenager, get me out of here! (Y5)
- Is this normal? (Y6)
- Making babies (Y6)

For more information about our RSE curriculum, in addition to what's covered in the science curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Age appropriate questions will be answered by the class teacher, using the RSE resources and guidance.

Staff are encouraged to carefully consider answers and come back to the pupil if needed. All answers are thought of in terms of EDI and age appropriate content.

If Staff feel a question is not age appropriate they can tell the pupil they will come back to them and consult with the Safeguarding team and/or parents. Any concerns about the questions asked would be raised with the DSLs.

8: ROLES AND RESPONSIBILITIES

8.1: THE PROPRIETOR/GOVERNANCE

The Proprietor will approve the RSE policy, and with the Directors of Education and Compliance.

They will:

- Hold the Head Teacher to account for its implementation
- Ensure all pupils make progress and achieve expected educational outcome
- Ensure the subject is well led, effectively managed and well-planned
- Ensure teaching is delivered in ways that are accessible to all pupils with SEND
- Make sure clear information is provided to parents on the subject content and the right to withdraw their child
- Review the policy and provision at least annually or when required by legislation

Wishford Schools has delegated the approval of this policy to Julia Foulger (Headteacher).

8.2: THE HEADTEACHER

The Head Teacher is responsible for:

- Ensuring that RSE is taught consistently across the school,
- Managing requests to withdraw pupils from non-science components of RSE (see section 8).
- Ensuring the subjects are resourced, staffed and timetabled in a way that means the school can fulfil its legal obligations

8.3: STAFF

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-science components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Head Teacher and or the RSE co-ordinator.

Teachers responsible for teaching RSE at St David's:

- EYFS- Miss Weaver/Mrs Burden
- Year 1- Mrs Jones/Miss Clark/Mrs Hills
- Year 2- Mrs Haffenden/Mr Hunter/Miss O'Sullivan
- Year 3- Mr Mogul/Mrs Bishop
- Year 4- Miss Thackray/Miss O'Sullivan/Mrs Skelton/Miss Gibb
- Year 5- Mr House
- Year 6- Mrs Sowter

8.4: PUPILS

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Pupils understand that there are no wrong questions and feel comfortable asking questions but also understand that teachers may not be able to answer questions that are not deemed age appropriate.

9: PARENTS' RIGHT TO WITHDRAW

Under the 2020 Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance parents do not have the right to withdraw their children from PSHEE or the relationships part of the school's Relationship and Sex Education. However, they can request that their child be withdrawn from some or all of the sex education delivered as part of the RSE programme except that in the statutory Science National Curriculum (biological aspects of human growth and reproduction). The school will inform parents/carers when aspects of the Relationship and Sex Education programme are taught via a letter which lists the key content and questions discussed.

If parents want to withdraw their child/children from the Sex Education part of the RSE programme then this must be discussed with the class teacher and member of Senior Leadership. Following discussions, if a parent still wishes their child to be withdrawn they will be asked to state their reasons for withdrawal in writing. Requests for withdrawal should be put in writing using the form found in Appendix B of this policy and addressed to the Head Teacher. A record of such requests will be kept. Alternative work will be given to pupils who are withdrawn from sex education. The school will ensure that the pupil receives alternative education in another class for the duration of the PSHEE lesson.

Any complaints about the content or delivery of Relationships and Sex Education should be addressed to the Head Teacher.

10: TRAINING

The Head Teacher and Lead Teacher may, at times, invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to pupils and to staff teaching RSE. As with all visitors we shall check the visitor's identity, discuss the details of the visit, how they will deliver their session and the content of any address to pupils. We shall ensure that any visitor understands how safeguarding reports should be dealt with in line with the school's Safeguarding Policy.

11: MONITORING ARRANGEMENTS

The delivery of RSE is monitored by the SLT team through:

- Scrapbook monitoring
- Learning walks
- Planning scrutinies

Pupils' development in RSE is monitored by class teachers through written and verbal responses.

This policy will be reviewed by a member of the SLT team and the PSHE coordinator annually. At every review, the policy will be approved by the Head Teacher and ratified by Wishford Governance.

Appendix 1: Curriculum Map

Relationships and Sex Education (RSE) curriculum map

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
EYFS	<p>By the end of the EYFS, children will:</p> <ul style="list-style-type: none"> • Be able to talk about themselves and their family • Understand and name some similarities and differences between them/their family and others • Be able to identify ways to keep themselves safe • Think about what is safe and healthy to put into their bodies • Name and discuss different festivals and traditions that families might celebrate • Be able to talk about the NSPCC PANTS rules and know that some parts of our body are private • Understand the meaning of respect and how to look after people we care about • Know that humans grow and change and be able to name some human life stages • Understand that babies are in 'Mummy's tummy' before being born and that they used to be babies in the past 	<p>Coram Life</p> <p>NSPCC Pants</p>
Pre-Prep	<p>By the end of Pre-Prep, children will:</p> <ul style="list-style-type: none"> • Know how to keep clean and look after oneself • Understand that babies become children and then adults • Know the differences between boy and girl babies • Know there are different types of families • Know which people we can ask for help • Understand that some people have fixed ideas about what boys and girls can do • Describe the difference between male and female babies • Describe some differences between male and female animals <p>Through work in Science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health.</p> <p>They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.</p>	<p>Coram Life</p> <p>NSPCC Pants</p>

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
<p>Years 3 and 4:</p>	<p>Years 3 and 4:</p> <ul style="list-style-type: none"> • Know some differences and similarities between males and females • Name male and female body parts using agreed words • Identify different types of touch that people like and do not like • Understand personal space • Talk about ways of dealing with unwanted touch • Understand that all families are different and have different family members • Identify who to go to for help and support • Describe the main stages of the human lifecycle • Know about the physical and emotional changes that happen in puberty <p>In Science children build on their knowledge of life cycles to look in depth at the life cycle of a plant. They also begin to learn what parts of the body are for and how some systems in the body work.</p>	<p>Coram Life</p> <p>NSPCC Pants</p>
<p>Years 5 and 6:</p>	<p>Years 5 and 6:</p> <ul style="list-style-type: none"> • Understand how puberty affects the reproductive organs • Describe how to manage physical and emotional changes • Explain how to keep clean during puberty • Describe how and why the body changes during puberty in preparation for reproduction • Talk about puberty and reproduction with confidence • Discuss different types of adult relationships with confidence • Know what form of touching is appropriate, including legal consequences relating to inappropriate touches such as up skirting • Describe the decisions that have to be made before having a baby • Know some basic facts about pregnancy and conception • Know when it is appropriate to share personal/private information in a relationship • Explain how and where to get support if a relationship goes wrong • Start to consider protected characteristics including (but not limited to) sexual orientation, sex, gender reassignment disability. <p>In Science children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby in years 5 and 6. Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In year 6 Relationships and Sex education may be taught as a 'workshop' style day covering aspects of the curriculum that are appropriate to children about to transition to secondary school.</p>	<p>Coram Life</p> <p>NSPCC Pants referred to if appropriate</p>

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • 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
Caring friendships	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (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

TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 e.g. family, school and/or other sources

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

PARENT CONSULTATION AND ACTIONS THAT FOLLOWED

Previous consultation (2020/2021)	
Feedback given	Agreed actions from discussion with parents
<p><i>I would like children to understand that as they grow up, teasing someone about their sexual orientation can constitute a hate crime.</i></p> <p><i>It would be interesting to understand to what extent the PSHE curriculum will directly address racism and help to amplify BAME voices, in terms of promoting equal human worth, exploring evidence of racism and inequality in society today, exploring equality law and the right to peaceful protest. We feel it would be extremely valuable for children to learn more about neurodiversity.</i></p> <p><i>We would appreciate forewarning on up and coming topics so that we can discuss with our child beforehand or at the very least, be prepared for questions after the session.</i></p> <p><i>These are very important topics and we would like to see more focus and attention on PSHE/RSE as they are very important. There should be a focus on kindness, empathy, collaboration, helping each other, empathy (possibly something re bullying - what to do if people aren't nice to you/ others).</i></p>	<p>This is something that is covered in upper Key stage 2. Moving forward, it will be made more explicit to the children that this (and other acts eg up-skirting, inappropriate photos) are criminal offences. In Year 4 children are introduced to different relationships and having respect for all.</p> <p>In PSHE we place a great emphasis on treating all with respect and children are taught about racism, and the difficulties faced by various groups in our community. Assemblies often focus on specific current issues. We also cover differences with regard to physical and mental difficulties in assemblies and, as appropriate, in form times. These are areas that we are addressing as staff and considering how we can further use PSHE, assembly and form times to promote and highlight issues faced by different groups of people in our society.</p> <p>2023- EDI committee set up</p> <p>Wishford EDI policy written</p> <p>Wishford EDI group formed</p> <p>Letters now sent out before RSE is taught with the coverage for that particular year group. RSE policy features curriculum coverage for parents to read and consult on.</p> <p>More of a focus on Language of Learning-values displayed in the hall and all classrooms.</p> <p>Focus in assembly on key values and PSHE focus on character education and developing key values. Anti-bullying week covered annually with key focus addressed.</p>

PARENT CONSULTATION AND ACTIONS THAT FOLLOWED

<p><i>Re conception please could you add that if natural methods do not work then IVF is an option and that some people aren't successful. Please also discuss that there is asymmetry in breast development in girls that normally balances out by the time they finish puberty but if they notice or are worried about a large breast size discrepancy then they should tell an adult or speak to their doctor.</i></p> <p><i>Issues surrounding the birth of new siblings; how the baby gets into the tummy, especially for younger children. How children are born; how to explain pregnancy to younger children.</i></p>	<p>In Year 6 we now hold a series of sex education sessions, this now includes discussions on fertility, IVF and other methods of conception. Puberty is discussed in year 5 as it links to the national curriculum for science and in RSE discussions we talk about the fact that everyone develops in different ways or at different rates.</p> <p>In EYFS pupils now start to discuss babies being 'in Mummy's tummy' as part of learning about me, myself and my family. They also discuss when they were babies as part of their discussions on 'past and present'.</p> <p>In the national curriculum science in Year 5 children are taught the life process and reproduction in some plants and animals. They also look at physical and emotional changes as you get older. In Sex education (not statutory) children are taught how 'the baby gets into the tummy.' It was decided, with the parent working group, that this was appropriate for Year 6 and important that they left primary school with full, accurate knowledge. However, it was felt that discussions for younger children are better suited to the family environment and parents can explain in as much or little detail as they feel appropriate. When there are situations such as the birth of siblings, it may be appropriate to share stories within a class.</p>
<p>Parent consultation to be undertaken – academic year 23/24</p>	