Prep School RELATIONSHIPS AND SEX EDUCATION POLICY (311PS) Including EYFS

Definition of RSE

The Sex Education Forum defines relationships and sex education (RSE) as:

"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."

At Sutton High Prep School, RSE is delivered in an age-appropriate, sensitive and inclusive way, taking account of pupils' age, developmental stage, individual needs and family backgrounds. The content is designed to support pupils' understanding of themselves, their relationships, their bodies and the changes they experience as they grow.

RSE is rooted in the framework for PSHE and, for EYFS, the framework for Personal, Social and Emotional Development (PSED). Aspects of RSE are also taught through the Science curriculum.

The member of staff with overall responsibility for RSE in the Prep School is the **Assistant Head: Pastoral**.

An important part of our PSHE programme is delivered through the **'Relationships'** and **'Changing Me'** units, which are taught during the Summer Term. The 'Changing Me' Summer unit explores many types of change, including:

- Growing up
- Becoming a teenager
- Assertiveness
- Self-respect
- Safeguarding
- Self and body image
- Puberty
- Accepting change

Each year group also reflects on upcoming transitions, such as moving to the next year group or to secondary school.

Life cycles and how babies are made and grow are taught with care, designed to meet the needs of the children. These topics link closely with the Science curriculum.

These are the key issues for primary school children:

- To be able to name body parts and describe how their bodies work.
- To develop effective relationships through building confidence in talking, listening and thinking about feelings and relationships.
- To assume greater personal responsibility and be able to protect themselves.
- To be prepared for physical and emotional changes at puberty.

At Sutton High Prep School, we believe that the responsibility for sex education is a shared role between parents and school. Parents are invited into school or to a Zoom meeting to listen to and view the material that will be presented and discuss the information which will be shared with their daughters.

At Sutton High Prep School, we recognise that this is not just about biological fact and aim to ensure that information is delivered with understanding and sensitivity.

Aims of Relationships and Sex Education

- To promote the spiritual, moral, cultural, mental and physical development of pupils.
- To complement and support the work of parents.
- To prepare pupils to cope with the physical and emotional challenges of growing up.
- To give pupils an elementary understanding of human reproduction.
- To support the personal and social development of all pupils.
- To understand the characteristics of positive, healthy relationships.
- To support emotional and mental wellbeing.
- To offer balanced and factual information appropriate to the age and maturity of the pupils, acknowledging the moral, religious and ethical issues involved.

Objectives of Relationships and Sex Education at Sutton High Prep School

- To recognise the value of loving and caring relationships and the characteristics of healthy family life.
- To recognise that other families sometimes look different from theirs, but that they should respect those differences and know that other children's families are also characterised by love and care.
- To discover what pupils know, understand, think and feel and identify their needs.
- To recognise that healthy friendships are respectful, positive and welcoming towards others, and do not make others feel lonely or excluded.

- To create a programme for progressive and differentiated learning which caters for pupils' needs and is sensitive to individuals and groups.
- to provide appropriate vocabulary for all parts of the body and encourage positive and respectful attitudes towards the body and bodily functions
- To generate an atmosphere where questions and discussions on sexual matters can take place without embarrassment.
- To counteract misunderstanding of how the body functions.
- To enable pupils to accept variation in rates of growth and development (physical, emotional and social) and in ages when puberty or social activities commence.
- To provide constant reassurance that change is part of the life cycle and to give help in adjusting to these changes.
- to recognise personal boundaries and understand how to respond to unwanted physical contact

How is RSE taught?

Some aspects of sex education are delivered through cross-curricular topics or in timetabled PSHE and Science lessons.

Teaching groups vary from class, small groups or individuals according to the sensitivity of subject matter and individual personal needs. For Years 4, 5 and 6, RSE is taught in class groups or year groups.

Prior to delivering the lessons, a questionnaire or digital form may be sent to pupils, allowing the lessons to be tailored closely to their needs and providing a safe space for them to ask questions.

During the lessons, the girls will be able to ask questions, which will be answered factually and in an age-appropriate manner. It will be taught sensitively and inclusively, respecting the backgrounds and beliefs of pupils and parents. We aim to provide pupils with the knowledge they need.

Where a pupil raises a safeguarding concern or discloses information during RSE teaching, staff will follow the School's Safeguarding and Child Protection Policy. Pupils will be made aware that staff cannot promise absolute confidentiality.

All lessons are taught using simple, child-friendly language and pictures, which help children understand changes more effectively.

For **EYFS to Year 6**, prior to the 'Changing Me' unit, a knowledge organiser, which includes key vocabulary, the knowledge the pupils will be taught, and suggested questions to use at home, will be sent to all parents.

In EYFS, RSE is taught in a developmentally appropriate way, primarily through PSED and other relevant areas of learning, with a focus on relationships, families, feelings, body awareness, safety and growing and changing.

Planning and Assessment

Long-term, medium-term and short-term planning documents show knowledge covered by the schemes of work based on school guidelines.

Teachers assess the girls' understanding in RSE by making informal judgements as they observe them during lessons.

Prior to the 'Growing Up Talks', Years 4, 5 and 6 complete a Google Form to assess their understanding and share any questions they may have. This is reviewed and content is adapted prior to the talk.

A Google Form/questionnaire is used after the RSE talks and scheme of work to assess their new knowledge. Assessment will focus on pupils' knowledge and understanding and will not require pupils to disclose personal experiences.

What is taught in Relationships and Sex Education?

See PSHE Schemes of Work written by Jigsaw.

Below is a summary of RSE topics covered by year group within the Jigsaw scheme:

- **Foundation Stage:** How we have changed since we were babies.
- **Year 1:** Boys' and girls' bodies; naming body parts.
- **Year 2:** Boys' and girls' bodies; respecting privacy (which parts are private and why).
- **Year 3:** How babies grow and how boys' and girls' bodies change as they grow older.
- **Year 4:** Internal and external reproductive body parts; body changes in girls and menstruation.
- **Year 5:** Puberty for boys and girls; conception explained simply (also covered in Science).
- **Year 6:** Puberty and understanding conception to birth; becoming a teenager.

The teaching of all sex education is set within a clear, balanced, sensitive and moral framework in which pupils are encouraged to consider the importance of respect for self and others, acceptance of responsibility and sensitivity.

Knowledge, Skills and Understanding

- To understand physical development at the appropriate stage.
- To develop self-respect and understanding of the opinions of others.
- To learn to manage relationships.
- To learn to make informed choices.
- To make choices with an absence of prejudice.

- To appreciate and manage the results of choices.
- To learn the value of respect, love and care.
- To explore and consider moral values.

Curriculum Coverage

EYFS and KS1

- To know and understand that they have some control over their actions and bodies.
- To know and understand the ways in which they are like and different from others.
- To know and understand that humans, animals and plants can reproduce.
- To know and understand the needs of babies and young people.
- To be aware that their feelings and actions have an impact on others.
- To recognise the main external parts of the bodies of humans.
- To have considered the similarities and differences between people.
- To know and understand that families are special for caring and sharing.
- To know and understand about safe places to play and safe people to be with.
- To be able to identify and talk with someone they trust.
- To be able to identify and share their feelings with others.

Key Stage 2 – Lower Preps (Years 3 and 4)

- To know and understand about keeping themselves safe when involved with risky activities.
- To be able to respect other people's viewpoints and beliefs.
- To be able to recognise their own worth and identify positive things about themselves.
- To listen and support their friends and manage friendship problems.
- To be able to express opinions; for example, about relationships and bullying.
- To discuss moral questions.
- To identify adults they can trust and who they can ask for help.
- To be confident in a wide range of new situations, such as seeking new friends.
- To have considered why being different can provoke bullying and why this is unacceptable.
- To have considered the need for trust and love in established relationships.
- To understand the changing emotions with friends and family and be able to express their feelings positively.
- To recognise the pressure of unwanted physical contact and know ways of resisting it.
- To have considered the diversity of lifestyles.
- To know and begin to understand how the media impacts on forming attitudes.

Key Stage 2 – Upper Preps (Years 5 and 6)

- To know and understand why being different can provoke bullying and know why this is unacceptable.
- To know and understand that the life processes common to humans and other animals include growth and reproduction.
- To know and understand about the main changes of the human life cycle, including menstruation.
- To know and understand about keeping themselves safe when involved in risky activities.
- To have considered others' points of view, including their parents or carers.
- To listen and support their friends and manage friendship problems.
- To recognise their own worth and identify positive things about themselves.
- To respect other people's viewpoints and beliefs.
- To be confident in a wide range of situations, such as seeking new friends.
- To recognise the need to balance the stresses of life in order to promote their own wellbeing.
- To recognise the pressure of unwanted physical contact and know ways of resisting it.
- To identify adults they can trust and who to ask for help.
- To have considered the diversity of values and customs in the school and in the community.
- To gain an understanding of life cycles, including the main stages of human life.

Equal Opportunities

Children have equal access to the RSE curriculum, subject to the statutory provisions relating to parental withdrawal from sex education.

In line with the equal opportunities provision in the PSHE Policy, we:

- Actively promote non-sexist language.
- Discuss issues of equal opportunities.
- Develop a positive attitude to variety and difference.

Extra care will be taken to ensure sensitivity is shown towards children whose maturity, experience of family life, sexual knowledge and moral framework is a cause for concern.

Reasonable adjustments will be made where appropriate to support pupils with SEND or other individual needs to access RSE teaching.

Withdrawal from RSE:

The school aims to keep parents informed about all aspects of the RSE curriculum and urges parents to review this policy. RSE is a vital part of the school curriculum and supports the whole development of the child. Parents have the right to withdraw their children from sex education. Any parents considering withdrawing their child from RSE should contact the Head of Prep or Deputy Head Pastoral to discuss their concerns. According to *Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance* paragraph 41-43 pupils can opt into sex education from three terms before their 16th birthday.

Monitoring the Relationships and Sex Education Policy

The PSHE Co-ordinator will have responsibility for monitoring the effectiveness of the planning and organisation of sex education.

The RSE policy of Sutton High Prep School will be reviewed and updated yearly, or sooner where there are changes to statutory requirements or relevant guidance.

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