



Glendower Preparatory School

# Relationships and Sex Education Policy

**2023-2024**

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**RELATIONSHIPS AND SEX EDUCATION POLICY**

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Class Teachers, Teaching Staff and Teaching Assistants

This policy also relates to EYFS.

**To be read in conjunction with:** Curriculum Policy /Teaching and Learning Policy  
Safeguarding/Child Protection Policy  
Equal Opportunities Policy  
Anti-bullying Policy  
Behaviour Policy  
Science Schemes of Work  
PSHE and Citizenship Schemes of Work  
Complaints Policy

**This document also appears in:** School Website  
Documentation Provision for Parents  
Staff Handbook

## **RELATIONSHIPS AND SEX EDUCATION POLICY**

The governors and staff of Glendower Preparatory School believe that we should provide a caring, positive, safe and stimulating environment, which promotes the social, physical and moral development of the individual child. The school recognises the importance of working within the framework for 'Every Child Matters: Change for Children' and the outcomes outlined within it:

- To be Healthy
- To Stay Safe
- To Enjoy and Achieve
- To Make a Positive Contribution
- To Achieve Economic Well-being

In keeping with current DfE legislation and after reviewing existing practice within the school, a revised sex education policy has been formulated. The implementation of the policy is the responsibility of all relevant teaching staff.

### **WHAT IS RELATIONSHIP AND SEX EDUCATION (RSE)?**

RSE is lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage, stable and loving relationships, respect, love and care and staying safe, both on and offline. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation nor sexual activity. Some aspects are taught through Science or ICT, and others taught through PSHE (Personal, Social and Health Education).

### **MORAL AND VALUES FRAMEWORK**

At Glendower Preparatory School our Relationships and Sex Education reflects the values of the PSHE programme. RSE is taught in the context of relationships. In addition, our RSE programme promotes self-esteem and emotional health and wellbeing. We wish to help our pupils form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

### **Aims**

Relationships and Sex education in this school contributes to the requirement of the Education Reform Act 2002 that the school curriculum should be one which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and within society
- prepares pupils for the opportunities, responsibilities and experiences of later life

### **Objectives**

- to help children to develop a clear understanding of their bodies, including the changes which have taken place since birth and those which will take place in the years ahead and the reasons for these changes
- to develop skills in personal relationships and encourage pupils to move towards taking responsibility for themselves and their own well-being, physically, emotionally and socially
- to develop a growing understanding of risk and safety and the motivation and skills to keep themselves safe, including online
- To develop skills in communication, risk assessment, decision making, assertiveness, conflict management, seeking help and helping others.

### **Equal opportunities**

The RSE programme is delivered in accordance with the school's Policy for Equal Opportunities. The school ensures that the RSE teaching programme is inclusive and is appropriate and relevant to all pupils. It meets the needs of all pupils with their diverse experiences - including those with special educational needs and disabilities. Teachers ensure that the resources, content, approach and use of inclusive language reflects the diversity of the school community and helps all pupils to feel valued and included. Our RSE curriculum fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination, in lessons and in every-day school life.

## **ORGANISATION OF THE RELATIONSHIPS AND SEX EDUCATION PROGRAMME**

### **Coordination**

Relationships and Sex Education is co-ordinated by the Deputy Head of Pastoral Care, in consultation with the Headmistress, Head of Pre Prep, Head of Science, PSHE Coordinator, teaching staff and governors.

### **Delivery and Content**

RSE is integrated into the normal school curriculum and emphasises in particular the family unit in its various forms, importance of family relationships and relationships within the wider community, growing up, and physical, emotional and spiritual needs. Basic information on parts of the body is included and any specific questions are answered openly and honestly as they arise. We believe that it is important to introduce the correct language for parts of the body including reproductive organs from an early age, when appropriate. All staff are aware of this and attempt to introduce this in a consistent manner. See Appendix 1.

In the final term of Year 4, a series of lessons is devoted to puberty and the physical and emotional changes that brings. In Year 6, girls are introduced to reproduction. These topics are covered both in science and PSHE/RSE lessons to support the conversation and understanding of what is being taught. NB: Due to the implementation of the updated curriculum in Jan 2021, Year 5 students in 2021 will not have received the puberty science lessons when they were in Year 4. Therefore, these will take place in the spring term of 2021.

By the end of Year 6 students should be able to:

- name the main sexual and reproductive parts of the male and female human body using correct terminology, and describe their functions
- describe the main physical and emotional changes in puberty for boys and girls and the differences between them
- explain that people start puberty at different times and develop at different rates and understand that this is normal
- identify basic facts about menstruation and practical aspects of how to cope with this
- identify basic facts about sexual intercourse, pregnancy and the birth of a baby
- deal positively with concerns or questions they have about puberty and know where to go for further help and information if they need it

See Appendix 2 for the full list of National Curriculum objectives.

In the Early Years Foundation Stage, RSE is taught as an integral part of the Early Years curriculum as well as in regular dedicated PSHE sessions. Teachers state clear learning objectives for RSE and PSHE in their planning and these are shared with and understood by the pupils.

### **Good quality teaching and learning takes place when there is:**

- A high level of interaction and involvement
- A safe and secure environment
- A trusting relationship between the teacher and pupil
- An open forum for all to share their ideas, support and concerns
- Collaborative work
- Opportunities for reflection
- Challenge within a safe environment
- Respect for each contribution
- Negotiation
- Clear assessment of starting points as well as ongoing formative assessment and summative assessment to monitor and gauge development.
- All stakeholders, including adults, within our community demonstrate and foster positive, collaborative relationships with all others
- RSE and PSHE are promoted and celebrated as fundamental to the positive well-being and development of our pupils which in turn allows our pupils to be in a positive mental health state which will enable them to develop and achieve to their highest potential
- Pupil voice will be influential in adapting and amending planned learning activities where possible
- Cross curricular links are made between other areas of the curriculum – specifically Science, ICT and PSHE

### **Resources**

- Online resources are available for parents to view prior to their use
- various books are available to the children in the library
- other materials used are available upon request

### **Parental consultation**

At Glendower, we work in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home. Opportunities are provided for parents to view the videos and resources being used. Parents have the right to withdraw their children from those aspects of RSE, not included in the National Curriculum Science Orders (National Curriculum in England DfE 2013, Appendix 3). If a parent wishes their child to be withdrawn from the lessons, they should discuss this with the Headmistress and Deputy Head Pastoral, making it clear which aspects of the programme they do not wish their child to participate in. However, parents should be aware that girls will talk to one another outside the classroom and may be misinformed by their peers if they are withdrawn from the programme. Alternative work will be set should a child be withdrawn.

### **Managing Difficult Questions**

Sometimes children may ask explicit or difficult questions in the classroom. Teachers will use their professional skills and discretion before answering and, if necessary, deal with them later individually. Where appropriate, teachers will discuss the child's concerns with the parents. Any sensitive questions addressed to non-teaching staff (e.g., lunchtime supervisors, TAs) should be referred to the class teacher, who will be aware of the child's background and level of maturity to allow a more considered answer. Similarly, if a child is using abusive terms or sexual language in the playground, the class teacher will be informed, and appropriate action taken and support given.

### **Confidentiality**

Teachers are aware that effective Relationships and Sex Education, which brings an understanding of what is and is not acceptable in a relationship, can lead to the disclosure of a child protection issue. If a teacher becomes concerned that a pupil is at risk, they should follow the school's safeguarding/child protection procedures as laid out in the Safeguarding Policy.

### **Procedures for monitoring and evaluating**

Teachers evaluate their teaching programmes and feedback to the coordinator.

The policy will be reviewed at least on a two-yearly basis in consultation with staff, taking into account feedback from parents and pupils, and also in the light of any related issue that may occur such as any new findings arising from educational research, local or national guidance.

### **Professional Development for Staff**

Staff are kept informed of developments in key aspects of RSE, including links with safeguarding, inclusion, equality, child protection and anti-bullying, through regular training provided at staff meetings and INSET days.

### **Dissemination of the Policy**

The policy will be made available to governors, staff, inspectors and visitors taking part in the programme.

## Appendix 1

### KS1 Agreed Terminology

External sex organ body part names to be used and taught at Glendower Prep School:

#### **Female external genitalia –**

Bottom – rear bottom which has two cheeks that are soft so we can sit comfortably

Vulva – the area between a girl's legs, which includes the openings to the vagina and urethra

Vagina – the small opening between a girl's legs – a small tube from the outside to the inside of the body

Urethra – the tiny opening near the vagina of a tiny tube through which urine leaves the body

#### **Male external genitalia –**

Bottom – rear bottom which has two cheeks that are soft so we can sit comfortably

Penis – the spongy tissue that dangles between a boy's legs

Urethra - a tube in the penis through which urine leaves the body

Testicles – two plum shaped “balls” in a squashy bag (the scrotum) behind the penis

\*Highlight underpants rule (NSPCC) when teaching external sex organ body part names – these areas of the body are places that we don't usually look at on others, or touch. These are parts of the body which we keep covered by our underwear and that we have a right to keep private or to ourselves. The Underpants Rule should be taught separately in more detail.

## **Appendix 2**

### **By the end of Year 6**

#### **Families and people who care for me**

Pupils should know:

- 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

Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

#### **Caring friendships**

Pupils should know:

- 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**

Pupils should know:

- 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

### **Online relationships**

Pupils should know:

- 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**

Pupils should know:

- 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, for example family, school or other sources

## **Appendix 3**

### **National Curriculum Statutory Science Objectives**

#### *National Curriculum Science*

##### *Key Stage 1*

1. b) that animals including humans, move, feed, grow, use their senses and reproduce
2. a) to recognise and compare the main external parts of the bodies of humans  
f) that humans and animals can produce offspring and these grow into adults
4. a) to recognise similarities and differences between themselves and others and treat others with sensitivity

##### *Key Stage 2*

1. a) that the life processes common to humans and other animals include nutrition, growth and reproduction
2. f) about the main stages of the human life cycle



Appendix 4
PRIMARY PSHE and RSE EDUCATION: LONG-TERM OVERVIEW - THEMATIC MODEL (PSHE Association)

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid

<b>Year 6</b>	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media, FGM
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## Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

### Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further detail by searching '**relationships and health education**' on GOV.UK.

### Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.



By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

You can find further detail by searching '**relationships and health education**' on GOV.UK.

## Your rights as a parent

The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

Your child's school is required to consult with you when developing and renewing their policies on Relationships Education. These policies must be published online and be available to anybody free of charge.

You can express your opinion, and this will help your child's school decide how and when to cover the content of the statutory guidance. It may also help them decide whether to teach additional non-statutory content. Schools are required to ensure their teaching reflects the age and religious background of their pupils.

Some schools will start to teach these subjects from September 2019 – if you'd like to know more, please speak to your child's school about what they plan to teach.



## Right to withdraw your child

You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Your child's primary school can choose to teach Sex Education. If you'd like to know more about this, we recommend speaking to the school to understand what will be taught and when. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary level, the head teacher must grant this request.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.



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**If you want to know more about what will be taught as part of the new subjects, the best thing to do is speak to your child's school.**