

RUPERT HOUSE SCHOOL



WHOLE SCHOOL RSE POLICY (RELATIONSHIPS & SEX EDUCATION)

SMT OVERSEEING: DEPUTY HEAD/DSL

GOVERNORS' COMMITTEE: EDUCATION

REVISED: OCTOBER 2023

REVIEW DATE: OCTOBER 2024

INTRODUCTION

Where this Policy refers to the School this includes the EYFS, Pre-Prep and Prep School.

This Policy outlines the school's commitment to provide effective RSE for all pupils.

This Policy should be read in conjunction with the following school policies: *PSHE Policy, Safeguarding and Child protection Policy, Anti-Bullying Policy, Behaviour Policy, Inclusion Policy, SEND Policy and E-Safety Policy* as well as the latest version of *Keeping Children Safe in Education, September* (KCSIE).

This Policy follows the statutory guidance as set out in *DfE publication 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' dated June 2019, updated September 2021*.

DEFINITION

RSE is lifelong learning about physical, moral and emotional development and is an essential part of children's Personal, Social and Health Education (PSHE). Through RSE children learn about positive relationships, different families, respect, love and care, reproduction, puberty, hygiene, the body, sex, sexuality and sexual health. With the aim of preparing children to cope with the physical and emotional challenges of growing up, the foundations of these skills and knowledge are built at primary school level and are developed further at secondary level.

From September 2020 the teaching of Relationships Education became compulsory in primary and secondary schools, although Sex Education lessons in primary settings are non-statutory.

AIMS

The SMT and Governing Body are committed to ensuring RSE is delivered within the context of a broad and balanced curriculum. The RSE teaching in the school contributes to the school's statutory duty to safeguard children and to prepare them for the responsibilities and experiences of adult life.

Our key aim in providing RSE throughout the school is to safeguard our pupils; during their time at Rupert House children will learn important knowledge and skills to promote wellbeing and to help keep them safe to prepare them for adult life.

In our school, through implicit and explicit learning experiences, we aim to:

- adopt a whole school approach to Relationship and Sex Education.
- ensure that Relationship and Sex Education is integrated into the curriculum
- foster self-esteem and respect for others as the cornerstone of good health education and therefore of good Relationship and Sex Education
- nurture a partnership between caring adults – governors, teachers, ancillary staff and parents – to ensure sensitive support for children and young people as they grow and mature

- help children to begin to develop understanding of and to accept and respect their own and others' sexuality
- Encourage children to enjoy relationships with friends and peers based upon mutual trust and respect, free from any abuse.
- generate an atmosphere where, age-appropriately, questions and discussions on sexual matters can take place without embarrassment
- answer questions that may arise with honesty

TEACHING AND LEARNING

The RSE programme is based on the needs of the children in the school, with learning outcomes appropriate to pupils' age, ability and level of maturity.

RSE is delivered as follows:

In Pre-Prep: by the class teachers and Teaching Assistants during PSHE (Jigsaw scheme of work) and Religious Education lessons and circle times.

In Prep: by a combination of class and specialist teachers in PSHE (Jigsaw scheme of work), Religious Education, Science, Mindfulness lessons and in ICT lessons for cyber bullying and online relationships.

Occasionally, we may invite visitors who bring in specialist knowledge and different ways of engaging pupils to enhance delivery of these aspects; for example a local GP or Health visitor. Any visitors will be checked and briefed on the planned programme to ensure the content is age-appropriate.

Effective teaching of relationship and sex education increases pupils' knowledge of:

- the body, so that they can name parts of the body and describe how their bodies work
- human growth, development and life cycles and prepare them for puberty
- families and parenting
- the fundamental building blocks and characteristics of positive relationships
- safety and child protection, including online safety, in order to protect themselves and ask for help and support
- sexual identity (deeply-held inner feelings about being male, female, both or neither)

It also enables pupils to:

- know the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.
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- go online safely and use appropriate behaviour online
- improve their self-esteem and have a positive emotional and mental wellbeing, including how friendships can support mental wellbeing.
- develop confidence in talking, listening and thinking about feelings and relationships
- make informed choices and decisions
- develop personal initiative and be able to take responsibility
- recognise personal skills and qualities in themselves and others
- maintain and develop relationships and know what a healthy relationship is, what friendship is, what family means and who the people are who can support them.
- develop self-confidence
- become aware of their rights, especially in relation to their bodies by establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact
- know how and where to access appropriate support and establish personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact

RSE is taught in a moral and values framework, and includes the following aspects, as defined by the statutory guidance.

Relationships:

1. Families and people who care for me
2. Caring friendships
3. Respectful relationships
4. Online relationships
5. Being safe

Mental health and Wellbeing:

1. Mental wellbeing
2. Internet safety and harms
3. Physical health and fitness
4. Healthy eating
5. Drugs, alcohol and tobacco

6. Health and prevention

7. Basic first aid

8. Changing adolescent body

And includes:

▪ self-respect ▪ physical health and mental wellbeing ▪ respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality ▪ taking account of other people's feelings ▪ mutual support and co-operation ▪ truthfulness and honesty ▪ accepting responsibility for the consequence of our own actions ▪ the right of people to hold their own views ▪ not imposing our own views on other people ▪ not infringing the rights of other people ▪ the right not to be abused by other people or be taken advantage of

CONFIDENTIALITY

Teachers are aware that effective RSE, which brings an understanding of what is and is not acceptable, can lead to disclosure of a child protection issue. Wherever possible, teachers make clear to pupils where the boundaries of confidentiality lie before pupils make personal disclosures. Teachers will not encourage pupils to disclose information 'in confidence' that they may have to pass on at a later stage. Where appropriate, RHS staff are encouraged to raise concerns with the Designated Safeguarding Lead (DSL), the Deputy DSL (DDSL) or the Head. The staff also know the situations where they can contact the Police direct. The DSL may consider contacting social services initially on a no names basis but will make a named referral to Social Services when deemed necessary.

The following helps to establish clear boundaries for confidentiality between pupils and teachers:

- reassuring pupils that their best interests will be maintained
- encouraging pupils to talk to their parents or carers and giving them support to do so
- ensuring that pupils know that teachers cannot offer unconditional confidentiality
- reassuring them that if confidentiality has to be broken, they will be informed first and then supported as appropriate
- if there is any possibility of abuse, the school's Safeguarding & Child Protection Policy/procedure will be followed
- making sure that pupils are informed of sources of confidential help, for example, the class teacher, school counsellor, mental health first aider
- using ground rules in lessons

SEXUALITY

If the issue of sexuality should be raised in discussion during RSE lessons, this is managed in a sensitive way and would include positive representations of LGBTQ+ (Lesbian, Gay, Bisexual, Transgender and Queer)

people. Discussion of relationships may not be solely about heterosexual relationships and the word 'partner' can be used, rather than assuming all girls have or want boyfriends and all boys have and want girlfriends. It is seen as important to encourage tolerance and understanding and not demean or encourage prejudice against people whose sexuality is not shared by the majority.

ANSWERING DIFFICULT QUESTIONS

Sometimes a child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed individually later. Questions are dealt with in an age-appropriate way. It is also recognised that children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods take account of these differences. All staff involved in RSE will be alert to signs of abuse and know to report concerns or suspicions to the Designated Safeguarding Lead as outlined in the Safeguarding & Child Protection Policy. We believe that individual teachers must use their skill and discretion in these situations and refer to the Head or DSL if they are concerned or uncertain.

PARENTS AND CARERS

We value and respect the learning that occurs in the home and in the community and believe that these are essential dimensions of Relationship and Sex Education. We believe our school role is to complement and reinforce children's knowledge and understanding. Parents and carers will be informed about this RSE Policy and will be consulted when it is due for review. Parents and carers are encouraged to ask questions about the school's approach in order to help their understanding and to increase their confidence in the RSE programme which is being delivered to their children. If parents have any concerns about the programme that is being provided they should speak in the first instance to their child's class teacher. If they have still have queries, these should be directed to the Deputy Head Pastoral and if these are not answered to their satisfaction, then to the Head.

Parents and carers have the right to excuse their child from receiving the sex education element of RSE. In this case we ask parents and carers to come and discuss their concerns before any formal request is made. In such cases, either written or oral requests will be recorded and, for those sessions, the child will be removed to join another class with other work to complete. The teaching of the Health, Relationships and Science element of the curriculum is statutory and children may not be withdrawn from the topics of 'Life Processes and Living Things' or 'The Main Stages of Human Life'.

A copy of this Policy is available to parents on the school website or from the school office.

ASSESSMENT, RECORDING AND REPORTING

Educational outcomes described in the statutory guidance give a framework for the assessment of pupils' personal, social and emotional development. Teachers are also able to use these outcomes to inform the development of the RSE programme. There is no 'pass or fail' within this area of the curriculum. Instead, pupils have the opportunity to reflect on their learning and personal experiences and to set personal goals and agree strategies to reach them. This process of assessment has a positive impact on pupils' self-awareness and self-esteem.

EQUAL OPPORTUNITIES

This Policy and our RSE programme have been created in line with the DfE document *The Equality Act 2010 and schools*. We believe that all children have the right to a full Personal, Social, Health and Citizenship programme of teaching, including that of RSE, regardless of race, gender, religion and ability. The RSE programme is taught alongside the PSHE (Personal, Social and Health Education) scheme of work where relationships work is a key area of learning. Rupert House will not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, or sexual orientation (collectively known as the protected characteristics) and reasonable adjustments will be made to ensure that no groups are disadvantaged. The scheme will be adjusted to meet the needs of the pupils in our care and to cover any current issues. All issues, including those surrounding LGBT, are taught with sensitivity and are age appropriate in approach and content.

RELIGIOUS BELIEFS

There are many different faith and cultural perspectives on aspects of RSE. As a school we deliver RSE in a factual, non-judgmental way ensuring that teachers do not promote one faith or cultural viewpoint but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and wider society and that teaches tolerance. Parents and carers can then contextualize the learning within their own faith and values framework in their discussions with children following teacher-led sessions. We use a range of materials and resources that reflect our cultural diversity and encourage inclusiveness.

CHILD PROTECTION

Teachers will be aware that effective RSE, which brings an understanding of what is and is not acceptable, can lead to disclosure of a child protection issue. Everyone involved in RSE will be alert to signs of abuse and report concerns or suspicions to the DSL as outlined in the Safeguarding & Child Protection Policy.

MONITORING AND REVIEW

This RSE Policy and programme will be reviewed annually and will be made available to parents for their comment. Teacher assessment will influence RSE planning as will evaluation of the programme by pupils and staff. As part of the process of monitoring the programme an audit of the training needs of all staff will be carried out and support and training offered as appropriate.



PSHE/ RSE Curriculum overview

	Jigsaw - Learning Objectives					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	The weekly Jigsaw programme focuses primarily on the area of <i>Development Matters</i> relating to PSED (Self- regulation, Managing Self and Building Relationships). Children are supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably.					
Year 1	Being Me in my World I understand the rights and responsibilities of being a member of my class I know my views are valued I can understand the choices I make and understand the consequences	Celebrating Difference I can tell you some ways I am different from my friends I understand these differences make us all special and unique	Dreams & Goals I can tell you how I felt when I succeeded in a new challenge and how I celebrated it I know how to store the feelings of success in my internal treasure chest	Healthy Me I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy I can recognise how being healthy helps me to feel happy	Relationships I can tell you why I appreciate someone who is special to me I can express how I feel about them	Changing Me I can identify the parts of the body that make boys different to girls and can use the correct name for these I respect my body and understand which parts are private
Year 2	Being Me in my understand World	Celebrating Difference	Dreams & Goals I can explain some of the ways I	Healthy Me I can make some healthy snacks and	Relationships I can identify some of the things that	Changing Me I can recognise the physical differences between boys

	<p>I understand the rights and responsibilities for being a member of my class and school I can listen to other people and contribute my own ideas about rewards and consequences</p>	<p>I can identify some ways in which my friend is different from me I can tell you why I value this difference about him/ her</p>	<p>worked cooperatively in my group to create the end product I can express how it felt to be working a part of this group</p>	<p>explain why they are good for my body I can express how it feels to share healthy food with my friends</p>	<p>cause conflict between me and my friends I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends</p>	<p>and girls, and use the correct names for parts of the body, and appreciate that some parts of my body are private I can tell you what I like/ don't like about being a boy/ girl</p>
<p>Year 3</p>	<p>Being Me in my World I recognise my worth and can identify positive things about myself and my achievements I understand why rules are needed and how they relate to rights and responsibilities I understand that my actions affect</p>	<p>Celebrating Difference I can tell you about a time when my words affected someone's feelings and what the consequences were I can give and receive compliments and know how this feels</p>	<p>Dreams & Goals I can evaluate my own learning process and identify how it can be better next time I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest</p>	<p>Healthy Me I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help I can express how being anxious or scared feels</p>	<p>Relationships I can explain how some of the actions and work of people around the world help and influence my life I can show an awareness of how this could affect my choices</p>	<p>Changing Me I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up I recognise how I feel about these changes happening to me and know how to cope with these feelings</p>

	myself and others and I care about other people's feelings					
Year 4	<p>Being Me in my world I know how good it feels to be included in a group and understand how it feels to be excluded I understand how democracy works through the school council I understand that my actions affect myself and others. I care about other people's feelings and try to empathise with them</p>	<p>Celebrating Difference I can tell you a time when my first impression of someone changed as I got to know them I can explain why it is good to accept people for who they are</p>	<p>Dreams & Goals I know how to make a new plan and set new goals even if I have been disappointed I know what it means to be resilient and to have a positive attitude</p>	<p>Healthy Me I can recognise when people are putting me under pressure and can explain ways to resist this when I want to I can identify feelings of anxiety and fear associated with peer pressure</p>	<p>Relationships I can explain different points of view on an animal rights issue I can express my own opinion and feelings on this</p>	<p>Changing Me I can identify what I am looking forward to when I am in Year 5 I can reflect on the changes I would like to make when I am in year 5 and can describe how to go about this</p>
Year 5	<p>Being Me in my World I can face new challenges</p>	<p>Celebrating Difference I can explain the differences</p>	<p>Dreams & Goals I can describe the dreams and goals of a young person</p>	<p>Healthy Me I can describe the different roles food can play on</p>	<p>Relationships I can explain how to stay safe when using technology to</p>	<p>Changing Me I can describe how boys' and girls' bodies change during puberty</p>

	<p>positively and know how to set personal goals I understand my rights and responsibilities as a member of my school and as a British citizen I can make choices about my own behaviour because I understand how rewards and consequences feel I understand that my actions affect me and others</p>	<p>between direct and indirect types of bullying I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied</p>	<p>in a culture different from mine I can reflect on how these relate to my own</p>	<p>people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures I respect and value my body</p>	<p>communicate with my friends I can recognise and resist pressures to use technology in ways that may be risky of cause harm to myself or others</p>	<p>I can express how I feel about the changes that will happen to me during puberty</p>
<p>Year 6</p>	<p>Being Me in my World I can identify my goals for this year, understand my fears and worries about the future and know how to express them</p>	<p>Celebrating Difference I can explain ways in which difference can be a source of conflict or a cause for celebration I can show empathy with</p>	<p>Dreams & Goals I can describe some ways in which I can work with other people to help make the world a better place I can identify why I am motivated to do this</p>	<p>Healthy Me I can evaluate when alcohol is being used responsibly, antisocially or being misused I can tell you how I feel about using alcohol when I am</p>	<p>Relationships I can recognise when people are trying to gain power or control I can demonstrate ways I could stand up for myself and my friends in situations where</p>	<p>Changing Me I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born I recognise how I feel when I reflect on the development and birth of a baby</p>

	<p>I know that there are universal rights for all children but for many children these rights are not met</p> <p>I understand that my actions affect other people locally and globally</p> <p>I can make choices about my own behaviour because I understand how rewards and consequences feel</p>	<p>people in either situation</p>		<p>older and my reasons for this</p>	<p>others are trying to gain power or control</p>	
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Science teaching relevant to RSE

EYFS	In the Foundation stage, in Topic work children talk about: - themselves and their bodies in very general terms, - the basic principles of life cycles (hen, frog and the basic life stages of humans)		
In Key Stage 1: Schools are only required to teach the relevant programme of study by the end of the key stage.			
Year 1	<p>Animals, including humans</p> <p>Pupils will be taught to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Correct scientific vocabulary is used.</p>		
Year 2	<p>Animals, including humans</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> - notice that animals, including humans, have offspring which grow into adults - find out about and describe the basic needs of animals, including humans, for survival (water, food and air) - describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene 		
In Key Stage 2:			
	Autumn	Spring	Summer

<p>Year 3</p>	<p>Animals, including humans</p> <p>Staying Healthy: Pupils will be taught to identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p>	<p>.....</p> <p>.....</p>	
<p>Year 4</p>			
<p>Year 5</p>		<p>Living Things and their Habitats</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> - describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird - describe the life process of reproduction in some plants and animals 	<p>Animals, including Humans</p> <p>Pupils will be taught to: Describe the changes as humans develop to old age. This includes the human lifecycle/ gestation/ changes in adolescence (puberty)</p>
<p>Year 6</p>	<p>During this Year, all topics are revised, and projects are undertaken. The following areas will be covered:</p> <p>Animals, including Humans</p> <p>Pupils will be taught to recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Further discussion around menstruation.</p>		

Evolution and Inheritance

Pupils will be taught to recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

ICT TEACHING RELEVANT TO RSE

Year	Autumn	Spring	Summer
EYFS	Throughout each term all pupils will: <ul style="list-style-type: none"> • Use technology safely and respectfully, and understand the importance of keeping personal information private • Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies The school will use assemblies (in an age appropriate way) to raise pupils' awareness of the dangers that can be encountered online and may also invite speakers to talk to pupils about this		
Year 1			
Year 2			
Year 3	<ul style="list-style-type: none"> • E-Safety – talk through school agreement • Contribute to Anti-bullying leaflet 	<ul style="list-style-type: none"> • E-Safety – reminder about school agreement 	<ul style="list-style-type: none"> • E-Safety – reminder about school agreement
Year 4	<ul style="list-style-type: none"> • E-Safety – talk through school agreement • Contribute to Anti-bullying leaflet • 	<ul style="list-style-type: none"> • E-Safety – reminder about school agreement • • Notes on e-safety- use Microsoft Word • Create e- safety booklet 	<ul style="list-style-type: none"> • E-Safety – reminder about school agreement
Year 5	<ul style="list-style-type: none"> • E-Safety – talk through school agreement • Contribute to Anti-bullying leaflet • 	<ul style="list-style-type: none"> • E-Safety – reminder about school agreement • • Taking and editing photos and creating photo book for prospective parents about Rupert House – ipads and Microsoft Publisher. Talk about data protection 	<ul style="list-style-type: none"> • E-Safety – reminder about school agreement • • Digital Literacy - Computer Networks topic

Year 6	<ul style="list-style-type: none"> • E-Safety – talk through school agreement • Contribute to Anti-bullying leaflet 	<ul style="list-style-type: none"> • E-Safety – reminder about school agreement 	<ul style="list-style-type: none"> • E-Safety – reminder about school agreement
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National Events which all pupils take part in:

These include whole school assemblies and class activities at an age-appropriate level

- Children’s Mental Health awareness week - February
- Kindness week - February
- Comic Relief – March/ April
- Mental Health awareness week - May
- Children in Need - November
- Anti-Bullying week – November

The children also learn about the benefit of charitable work; they work collaboratively in their school houses to choose a local charity to support and then they are responsible for raising money for their chosen charity.