



KEW COLLEGE PREP

Relationships and Sex Education Policy

This policy applies to the whole school including the EYFS

In line with DfE statutory requirements, Kew College Prep will follow a Relationships, Relationships and Sex Education (RSE), and Health Education (September 2020) curriculum.

The policy is written with due regard to the following:

Keeping Children Safe in Education (KCSIE 2022), Section 80A of the Education Act 2002 and section 403 of the Education Act 1996, Sexual Violence and sexual harassment between children in schools and colleges (DfE, 2021) Alternative Provision (Gov.UK Jan 2013 June 2016), Behaviour and Discipline in Schools (Gov.uk July 2013 updated Sept 2020), Equality Act 2010, Mental Health and Behaviour in Schools (Gov. UK June 2014 updated November, 2018), National Curriculum for Primary School 2015, SEND code of practice: 0 to 25 years (Gov.UK April 2020), Preventing and Tackling Bullying (DfE July 2017) Promoting Fundamental British Values through SMSC (Gov.UK Nov 2014), The Human Rights Act 1998

In addition to these, the RSE policy is informed by existing DfE guidance:

Relationships and Sex Education (September 2020) Working Together to Safeguard Children 2018 and **equality** (Equality Act June 2014).

See also the School's policies as follows:

Anti-Bullying Policy, Anti-Cyber Bullying Policy, Curriculum Policy, Equal Opportunities Policy, Implementing Prevent Policy, Pastoral Care Policy, Safeguarding and Child Protection Policy, PSHEE Policy and Citizenship Policy.

Definitions or abbreviations used in this policy

EYFS: Early Years Foundation Stage

ICT: Information and Communications Technology

KS1 and KS2: Key Stage 1 and Key Stage 2

PSHEE: Personal, Social, Health and Economic Education and Citizenship

RSE: Relationship and Sex Education

1. Statement of Intent

This policy covers our school's approach to Relationships and Sex Education. It was produced by the Head of PSHEE through consultation with the Head of School, Governors and Parents. We define relationships and sex education as teaching the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships, and relationships with other children and with adults. (RSE, DfE, 2020) We believe relationships and sex education is important to our pupils and our school because it is vital that our pupils are taught how to treat others with consideration and respect, with kindness, and to fully understand the concept of personal privacy. Through knowing how to establish personal space and boundaries, being respectful of others and knowing the differences between appropriate and inappropriate or unsafe physical contact, our pupils will be better prepared to have safe and healthy relationships with adults, family, and peers.

At Kew College Prep, the partnership between home and school is emphasized to ensure that core learnings in the Relationship and Sex Education curriculum are supported by parents, guardians, and carers.

At Kew College Prep, Relationships and Sex education is inclusive with particular regard to the protected characteristics as listed in section 4 of the Equality Act 2010 namely: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. These are considered taking account of the age of our children and their learning ability and any occurrence or event involving one or more of the protected characteristics which may become an issue amongst the pupils, in which case our aim is to help the children understand the issues and ensure they respect all those with those protected characteristics. All primary aged children enrolled in our school participate and parents do not have the right to opt their children out of the Relationships Education curriculum taught during PSHE lessons. Parents do have the right to opt out of talks given on Sex Education in Years 5 and 6 and this is in line with DfE statutory guidance.

We ensure children with special education needs (SEND) are included by differentiating content within the Relationships Education curriculum to enable full access to the content and activities they engage in. We provide additional one-to-one support where needed.

2. Aims and Outcomes

Kew College Prep pupils learn to understand and respect our common humanity, diversity, and differences so that they can go on to form effective, fulfilling relationships that are an essential part of life and learning.

The intended outcomes of our Relationships and Sex Education Curriculum are for pupils to:

- Know how to stay safe at home, at school and in the local community
- Know how to stay safe online and while using the internet
- Understand that drugs, alcohol, and tobacco are unhealthy
- Develop knowledge and skills to look after their mental health, wellbeing, and physical health
- Value and respect themselves and others
- Develop awareness and skills to form healthy and respectful relationships
- Body confidence and self-esteem
- Be resilient in the face of challenges, changes, and loss
- Understand that inappropriate contact or touch is unacceptable
- Develop skills to prevent sexual harassment
- Use money responsibly
- Respect diversity within their communities
- Understand what gender stereotyping involves and how it affects others
- Respect and uphold British values and human rights
- Understand the principles of democracy
- Respect and be inclusive of those who are LGBT

3. Policy Availability

The Relationships and Sex Education policy is posted on the Kew College Prep website. All parents, guardians, and carers of our pupils will be encouraged to read the policy. In addition, with the introduction of the Sex and Relationships Curriculum, parents are informed via letters and curriculum overviews of the content of our PSHEE curriculum. Consent will be sought by parents, guardians, and carers when workshops and talks related to sex education are presented at school.

Teaching and Learning

Our RSE program is an integral part of our whole school PSHE provision. Relationships Education will be taught during lessons timetabled weekly. A safe and supportive learning environment is secured through the introduction of transition lessons at the start of the delivery of the curriculum, where rules of engagement are laid out to ensure that all pupils' contributions are valued.

Core themes of the Relationships Education curriculum are in alignment with DfE statutory requirements for primary aged children and include: Safety and the Changing Body, Mental Health, Health and Physical Wellbeing, Family and Relationships, Citizenship, and Economic Wellbeing. To address concerns related to sexual harassment and exploitation, lessons are allocated in the curriculum to equip our pupils with an awareness of inappropriate touch, how to recognise and respond to threats of sexual harassment. Cyberbullying and online grooming are addressed under the theme of Safety.

The Relationships Education curriculum objectives and content are delivered using an online source, Kapow Primary. Every theme is supported with comprehensive lessons and by a range of activities including the use of books related to each of the themes; the objectives fulfil statutory requirements stated by the DfE. For every lesson, a detailed lesson plan is provided with resources to support teaching and learning. Differentiated resources and teaching methodologies are provided to support SEND so that all pupils have equal access to the teaching and learning presented.

A general overview of learning is included in Appendix A. Full curriculum outline documents are shared with parents each term.

EYFS

In EYFS, the Jigsaw curriculum will continue to be used to deliver PSHE lessons until further guidance is issued from the DfE. The PSHE co-ordinator will work with the Head of EYFS to identify opportunities for relationships education in EYFS, in addition to or in place of Jigsaw, taking into consideration current guidance.

Each week, EYFS have PSED lessons, Key Stage 1 have a 40-minute lesson during the first half of each term and Key Stage 2 have 40 minutes of PSHE lessons weekly. In Kindergarten and KS1, Circle Time also forms a valuable part of the PSHE curriculum while in Key Stage 2, Form Time provides valuable opportunity to discuss current and relevant issues. All pupils at Kew College Prep are engaged in these lessons and discussion sessions and all pupils have equal access to the PSHE program and curriculum.

In addition to direct teaching of PSHE via the Relationships Education curriculum, a range of activities are presented to pupils at Kew College Prep to ensure a well-rounded PSHE education. These include regular Wellbeing Days, Assemblies, Residential Trips and Day Visits, Sporting Events and Games Days, Extra-curricular Clubs, focused whole week events such as Anti-Bullying Week, Cyberbullying Week, Internet Safety Day, Black History Month, Charity Sponsorship and Fundraising.

At Kew College Prep, we understand that sex education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. Sex education makes an important contribution to our pupil's health and well-being by supporting their ability to learn, achieve and flourish. It also enables children and young people to make responsible and informed decisions about their health and well-being.

Sex education is explicitly taught in the Upper School. Guest speakers are invited to speak to Year 5 and Year 6 pupils about puberty, reproduction and the process involved. Parental consent is sought and parents have the right to opt of these lessons in accordance with DfE guidance.

Through delivery of the Science curriculum, pupils learn about human development, reproduction and biological changes related to the onset of puberty. Parental consent is not sought for these lessons as it is not statutorily required by the DfE.

4. Teaching Responsibility and Staff Training

Teachers will be responsible for delivering the Relationships Education curriculum. Planning and resources will be stored in the allocated folders on the Staff drive. Teachers will annotate plans where necessary to demonstrate reflective practice. Should a child make a disclosure, teachers will communicate the disclosure to the DSL or the Deputy DSL in a timely manner.

All staff receive regular training to prepare them for the delivery for the Relationships Education curriculum and how this fits into the provision of a comprehensive PSHEE education at Kew College Prep. This training includes presentation of the termly curriculum overviews, how to navigate the Kapow Primary online teaching and learning tools, how to select relevant resources to support teaching and learning, and how to most effectively use the pupil Reflection Books to record learning outcomes.

All pupil reflections will be acknowledged by the teachers with a brief comment that is non-judgemental. Teaching assistants will be expected to support the teaching and learning and to notify a teacher immediately should a child make a disclosure during lessons.

5. Assessment and Recording

At Kew College Prep, assessment plays an important role in the delivery of our Relationships Education curriculum. We use assessment in Relationships Education to give teachers, pupils, and parents progression feedback and to inform next steps; to help pupils reflect on and identify what they have learnt; to improve learning and increase pupils' motivation; to monitor the effectiveness of provision; to allow others to see the impact Relationships Education is having within the context of our PSHEE program and on whole-school outcomes; to support teachers to demonstrate learning that has taken place, whilst identifying gaps for future learning; to ensure provision is made for SEND so that they can access the key learnings in the curriculum.

Three forms of assessment should be used to capture learning and progress in each of the Core Themes of our Relationships Education Curriculum which are: Safety, Wellbeing (Autumn Term); Health and Wellbeing, Family and Relationships (Spring Term); Citizenship, Economic Wellbeing (Summer Term). These assessments include Baseline Assessments, Key Assessment Activities within Lessons and recording of their outcomes in pupil books, and Summative Assessments at the end of each Core Theme.

6. Monitoring of Curriculum, Evaluation and Updates

The PSHEE co-ordinator will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience
- Staff Surveys
- Checking coverage of work and assessments in pupil books

- Moderation of standards in children's participation in activities
- Quality of teaching through lesson observation and feedback

The PSHEE co-ordinator will monitor statutory updates to Relationships and Sex Education and modify the curriculum accordingly.

7. Confidentiality and Child Protection/Safeguarding Issues

A child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he should talk to the DSL and Head who will take action as laid down in the Safeguarding and Child Protection Policy. All staff members are familiar with the policy and know the identity of the DSL/DDSL and Head. The child concerned will be informed of the reasons why the matter cannot be kept confidential. The child will be supported throughout the process.

8. Engaging Key Stakeholders

All members of the Kew College Prep community including parents, guardians, carers, all staff and governors will be informed of updates to the PSHEE program, the Relationships Education curriculum, and Sex Education. Feedback on the delivery of a comprehensive PSHEE program will be sought from stakeholders and their views taken into consideration when updating and modifying the delivery of PSHEE across the school.

Reviewed by:	Reviewed and Approved by:	Updated by:
The Education and Welfare Committee	Name: Jane Bond	Name: Laura Liguori
	Title: Head	Title: Head of PSHEE
Date: 31 Jan 2022	Date: 1 Sept 2022	Date: 7 Mar 2022

This policy will be reviewed by the governing body every year or earlier if it is considered necessary.

Appendix A
RSE Overview for Kew College Prep Year 1 to Year 6

Academic Years 2021 – 2023

Year 1				
Families and Relationships	Health and Wellbeing	Safety and the Changing Body	Citizenship	Economic Wellbeing
Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, that people show feelings differently and that stereotyping is unfair	Exploring personal qualities, strategies to manage feelings, the impact of sleep and relaxation on wellbeing, the importance of hand washing and sun protection, dealing with allergic reactions and people in the community who keep us healthy	Learning how to respond to adults in different situations; distinguishing appropriate and inappropriate physical contact; understanding what to do if lost and how to call the emergency services; identifying: hazards in the home and people in the community who keep us safe	Learning about: the importance of rules and consequences of not following them; caring for the needs of babies, young children and animals; exploring our similarities and differences and an introduction to democracy.	Learning about what money is and where it comes from, how to keep cash safe, the function of banks and building societies, spending and saving and some of the roles in schools

Year 2				
Families and Relationships	Health and Wellbeing	Safety and the Changing Body	Citizenship	Economic Wellbeing
Learning: that families are composed of different people who offer each other care and support; how other people show their feelings and how to respond. Looking at conventions of manners and developing an understanding of self-respect	Learning: about the benefits of exercise and relaxation on physical health and wellbeing; strategies to manage different emotions, setting goals, developing a growth mindset and understanding dental hygiene	Developing understanding of safety: roads and medicines and an introduction to online safety; distinguishing secrets from surprises; naming body parts and looking at the concept of privacy	Learning about rules outside school; caring for the school and local environment; exploring the roles people have within the local community; learning how school councils work and voicing an opinion	Learning about where money comes from, how to look after money and why we use banks and building societies

Year 3				
Families and Relationships	Health and Wellbeing	Safety and the Changing Body	Citizenship	Economic Wellbeing

Learning: how to resolve relationship problems; effective listening skills and about non-verbal communication. Looking at the impact of bullying and what action can be taken; exploring trust and who to trust and that stereotyping can exist	Understanding that a healthy lifestyle includes physical activity, a balanced diet, rest and relaxation; exploring identity through groups we belong to and how our strengths can be used to help others; learning how to solve problems by breaking them down	Learning how to: call the emergency services; responding to bites and stings; be a responsible digital citizen; learning about: cyberbullying, identifying unsafe digital content; influences and making independent choices and an awareness of road safety	Learning about children's rights; exploring why we have rules and the roles of local community groups, charities and recycling and an introduction to local democracy	Introduction to creating a budget and learning about: the different ways of paying, the emotional impact of money, the ethics of spending and thinking about potential jobs and careers
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Year 4				
Families and Relationships	Health and Wellbeing	Safety and the Changing Body	Citizenship	Economic Wellbeing
Learning that families are varied and differences must be respected; understanding: physical and emotional boundaries in friendships; the roles of bully, victim and bystander; how behaviour affects others; appropriate manners and bereavement	Developing emotional maturity; learning that we experience a range of emotions and are responsible for these; appreciating the emotions of others; developing a growth mindset; identifying calming activities and developing independence in dental hygiene	Building awareness of online safety and benefits and risks of sharing information online; the difference between private and public; age restrictions; the physical and emotional changes in puberty; the risks associated with tobacco and how to help someone with asthma	Learning about Human rights and caring for the environment; exploring the role of groups within the local community and appreciating community diversity; looking at the role of local government	Exploring: choices associated with spending, what makes something good value for money, career aspirations and what influences career choices

Year 5				
Families and Relationships	Health and Wellbeing	Safety and the Changing Body	Citizenship	Economic Wellbeing
Developing an understanding: of families, including	Learning to take greater responsibility for sleep, sun safety,	Exploring the emotional and physical changes of puberty,	An introduction to the justice system; how parliament	Developing understanding about income and expenditure,

marriage, of what to do if someone feels unsafe in their family; that issues can strengthen a friendship; exploring the impact of bullying and what influences a bully's behaviour; learning to appreciate our attributes	healthy eating and managing feelings; setting goals and embracing failure; understanding the importance of rest and relaxation	including menstruation; learning about online safety, influence, strategies to overcome potential dangers and how to administer first aid to someone who is bleeding	works; and the role of pressure groups; learning about rights and responsibilities, the impact of energy on the planet and contributing to the community	borrowing, risks with money and stereotypes in the workplace
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Year 6				
Families and Relationships	Health and Wellbeing	Safety and the Changing Body	Citizenship	Economic Wellbeing
Learning: to resolve conflict, through negotiation and compromise; about respect, understanding that everyone deserves to be respected and about grief	Learning about diet, oral hygiene, physical activity and the facts around immunisation. Exploring rest and relaxation and how they affect physical and mental health. Strategies for being resilient in challenging situations and planning for long-term goals	Learning about: the reliability of online information, the changes experienced during puberty, how a baby is conceived and develops, the risks associated with alcohol and how to administer first aid to someone who is choking or unresponsive	Learning about: human rights, food choices and the environment, caring for others, recognising discrimination, valuing diversity and national democracy	Exploring: attitudes to money, how to keep money safe, career paths and the variety of different jobs available
				Identity
				Three lessons on the theme of personal identity, gender identity and body image