



## 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 curriculum.

The policy is written with due regard to the following:

***Keeping Children Safe in Education (KCSIE 2023), 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 Year 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

PSHEE (which includes 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 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 PSHEE curriculum objectives and content are delivered using lessons adapted from an online source, Kapow Primary and EGFL's PSHEE Scheme. 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 PSHEE lessons until further guidance is issued from the DfE. The PSHEE 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 PSHEE lessons weekly. In Reception and KS1, Circle Time also forms a valuable part of the PSHEE 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 PSHEE program and curriculum.

In addition to direct teaching of PSHEE, a range of activities are presented to pupils at Kew College Prep to ensure a well-rounded PSHEE 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 Relationships and 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. Health 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.

Teaching about sexual reproduction in PSHEE is covered in Year 6 and guest speakers may be invited to speak to Year 5 and Year 6 pupils about puberty, reproduction and the process involved. Parents will be informed of any teaching on sexual reproduction in PSHEE 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 PSHEE 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 and Health Education curriculum and how this fits into the provision of a comprehensive PSHEE education at Kew College Prep.

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 PSHEE curriculum. We use assessment in all lessons 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 PSHEE 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 which are: Health and Wellbeing (Autumn Term); Living in The Wider World (Spring Term); Relationships (Summer Term). These assessments include Baseline Assessments, Key Assessment Activities within Lessons and recording of their outcomes in class PSHEE book and Summative Assessments at the end of each Core Theme. Staff have regular training sessions with the PSHEE lead on how to assess and what outcomes should look like.

#### **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.

<b>Reviewed by:</b>	<b>Reviewed and Approved by:</b>	<b>Updated by:</b>
The Education and Welfare Committee	Name: Jane Bond	Name: Robyn Hodgson
	Title: Head	Title: Head of PSHEE
Date: 31 Jan 2022	Date: 9 Sep 2023	Date: 9 Sep 2023

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

**Appendix A**  
**RSE Overview for Kew College Prep Year 1 to Year 6**  
**Academic Years 2023 – 2024**

Year 1		
Health and Wellbeing	Living in the Wider World	Relationships
<p>In the Autumn Term, children will learn about how to keep themselves healthy. This will include handwashing, sun safety and physical activity and rest.</p> <p>Children will also begin to understand how to share their feelings and to develop strategies for managing big emotions.</p> <p>During Anti-bullying week children will also learn what a bully is and what to do if they are being bullying.</p>	<p>Children will spend time learning about wants and needs and how to celebrate achievements.</p> <p>Children will begin to understand the PANTS rule and know the difference between good and bad secrets.</p> <p>As part of Online Safety Week, children will learn how to keep safe online. They will also begin to understand how democracy works.</p>	<p>Children will spend this term learning about the characteristics of being a good friend and understanding how to overcome problems in friendships.</p> <p>They will name safe adults who they can talk to about worries and learn that families look after us and that families are all different.</p>

Year 2		
Health and Wellbeing	Living in the Wider World	Relationships
<p>Children will understand what a healthy diet is and the importance of eating fruit and vegetables and keeping our keep healthy.</p> <p>Children will learn how to stay safe around medicines and other harmful substances that may be found around the home.</p> <p>They will explain what parliament is and why this is important.</p>	<p>Children will explain the difference between wants and needs and learn how their life is different to the lives of children in other countries.</p> <p>They will understand where money comes from and develop an understanding of stereotypes.</p> <p>Children will learn when to call 999, who to talk to when you are worried and how to keep safe near and on roads.</p> <p>As part of Online Safety Week, children will learn how to keep safe online.</p>	<p>Learning this term will be based around emotions and understanding how to be a good friend, including what to do if friendships make us unhappy.</p> <p>Children will begin to understand the concept of privacy and will learn the correct names for body parts as part of PANTS and understanding boundaries.</p>

Year 3		
Health and Wellbeing	Living in the Wider World	Relationships
<p>Children will learn more about how to plan for a healthy lifestyle including diet, rest, activity and dental health.</p> <p>Children will learn that medicine is a drug and some basic first aid.</p> <p>Children will explain the difference between unkindness and bullying (linked to Anti-Bullying Week) and begin to understand how to communicate effectively in a friendship.</p>	<p>Building on knowledge of how their lives are different to children in other countries, children will understand the UN rights of a child and explore what a charity is.</p> <p>They will understand the different ways to pay for things and recognise what can influence our spending.</p> <p>As part of Online Safety Week, children will learn how to keep safe online.</p>	<p>Children will build upon their understanding of consent and personal boundaries whilst exploring what makes a healthy friendship.</p> <p>Children will understand that families look after us and who to ask for help and support.</p> <p>Children will begin to understand stereotypes, including understanding what dementia is.</p>

Year 4		
Health and Wellbeing	Living in the Wider World	Relationships
<p>Children will set goals and identify their strengths whilst developing a growth mindset. They will look at a healthy lifestyle in more detail, including mental health and the risks associated with alcohol and smoking.</p> <p>As part of Anti-Bullying Week, children will understand the impact of bullying and the responsibility of a bystander.</p>	<p>Children will spend time looking at how to think critically about information we see, including information online.</p> <p>Children will understand the role of local government and the importance of keeping track of money.</p> <p>They will identify who to talk to if they are scared or worried and understand the role of groups in the wider society. Children will understand the value of a diverse community, including knowing how to challenge stereotypes, and how to look after the environment</p>	<p>Building upon how to be a good friend, children will explore physical and emotional boundaries in friendships and look at the concept of privacy.</p> <p>Children will recognise change is a part of growing up and begin to understand some of the basic changes that happen during puberty.</p>

Year 5		
Health and Wellbeing	Living in the Wider World	Relationships
<p>Children will learn how to plan healthy meals and understand information on food labels.</p> <p>They will understand the purpose of failure when setting goals and understand how to use their vocabulary to describe their feelings.</p> <p>Children will understand risks associated with the sun and drug use as well as misconceptions.</p> <p>As part of Anti-Bullying Week, children will understand how to get help.</p>	<p>Children will learn about payslips and income and expenditure to help build their independence.</p> <p>They will understand what migration is and why people migrate, whilst exploring rights and responsibilities and the contributions they can make to their community.</p> <p>Children will learn how to stay safe online and who to talk to if they are worried or scared.</p>	<p>Children will look at the ups and downs of friendships and begin to understand the concept of peer pressure.</p> <p>They will build upon understanding of stereotypes and how they can lead to discrimination. Children will understand the concept of marriage and how this can look different when learning the difference between religion and culture. Children will also understand the emotional and physical changes that happen during puberty.</p>

Year 6		
Health and Wellbeing	Living in the Wider World	Relationships
<p>Children will look at setting goals and the importance of a healthy lifestyle. They will study the impact technology has on health and the importance of sleep.</p> <p>Children will explain risks associated with alcohol and drugs. This will also be covered as part of the science curriculum.</p> <p>As part of Anti-Bullying Week, children will look at similarities and difference and how to share feelings.</p>	<p>Children will understand what mental health is and how to talk about feelings with a trusted adult.</p> <p>They will explore stereotypes around homelessness and how to become a discerning consumer of information both on and offline.</p> <p>Children will learn that online relationships should be treated in the same way as face to face relationships and will begin consider risky behaviours.</p> <p>Children will understand how government works.</p>	<p>Children will explore what respect is and how we can challenge prejudice or discrimination. They will understand how to solve disputes and know how to show care and concern for others.</p> <p>Children will revise the changes that happen during puberty and understand the biology of conception, including the development of a baby during pregnancy.</p> <p>Finally, children will look at anxieties around transition and learn how to deal with this.</p> <p>Note: all learning on puberty is statutory however, parents have the right to withdraw their children from the lesson on conception should they choose to do so.</p>