

RELATIONSHIPS AND SEX EDUCATION POLICY

PREP SCHOOL

1. At Kent College Prep, we aim to equip our pupils to live responsible and fulfilling lives both at school and in the future. We believe that people of all ages need to be able to make informed choices about their behaviour and relationships.

2. The Department for Education guidance on Relationships and Sex Education, published in June 2020, outlines the following overarching principles:

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

3. The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.

4. The statutory requirement to provide Health Education does not apply to independent schools – PSHE is already compulsory as independent schools must meet the Independent School Standards as set out in the Education (Independent School Standards) Regulations 2014. However, the principles in the guidance on Health Education are helpful in planning an age-appropriate curriculum.

5. Definitions

5.1 Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with children and other adults.

5.2 Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived. This draws on the knowledge of the human life cycle as set out in the national curriculum for science.

6. Aims

- We aim to provide a safe and stimulating environment which, in partnership with parents and the wider community, will enable pupils to learn about moral, physical and emotional development.
- Through our PSHE programme, children are equipped with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens.
- Relationships Education and Health Education forms part of the PSHE curriculum in Prep School. It covers mental health and wellbeing, physical health (including healthy lifestyles and first aid) and learning about safe, healthy relationships, including understanding consent and negotiating life online taught in a non judgemental way. It provides children with an understanding of healthy and respectful relationships and appropriate boundaries, fundamental to supporting them to grow into confident, caring, responsible and respectful adults.
- Although Sex Education is not compulsory for primary aged children, we feel pupils should understand the facts about human reproduction and how a baby is conceived by the time they leave primary education. It is taught through the science curriculum in Year 5, alongside learning about how reproduction happens in some plants and animals.

7. Roles and Responsibilities

- The PSHE co-ordinator is responsible for coordinating PSHE in the Prep school.
- Relationships and Health Education are taught within the PSHE programme and delivered by class teachers, enabling children to develop positive relationships with themselves and others. It places emphasis on emotional literacy, building self-esteem and nurturing mental and physical health.
- Biological aspects of RSE are taught within the statutory science curriculum in Year 5
- We recognise that we need to work with parents to ensure a shared understanding of RSE and to deliver an effective programme that meets the needs of our pupils.

8. PSHE Curriculum

The Jigsaw Scheme of Work, accredited by the PSHE Association, is used to deliver the Prep School PSHE curriculum; Health Education and statutory Relationships Education form part of that.

8.1 Statutory Relationships Education

Children will be taught in an age appropriate way what a relationship is; the different types of relationships they might have e.g. with family members, friends, and other adults; the importance of healthy and secure relationships to wellbeing; what constitutes a healthy relationship; in person and online; how to set and observe appropriate boundaries in relationships; how to recognise when a situation is unsafe; strategies for dealing with situations they find uncomfortable or that are unsafe; and sources for help and advice.

8.2 Health Education

Children will be taught in an age appropriate way how to make healthy lifestyle choices and how to stay safe and healthy e.g. how exercise affects the body, to understand what it means to be emotionally well, to identify things, people and places that may be unsafe. Children are taught in an age appropriate way about puberty and the associated physical and emotional changes from Year 5 upwards. As part of the statutory science curriculum, children learn in Year 5 about how reproduction occurs in some plants and animals, about puberty and human reproduction.

9. The role of parents and parental right of withdrawal

RSE is designed to support and complement parents' provision of RSE for their children and we provide information relating to all PSHE topics through curriculum information to parents ~~before~~ at the beginning of each term.

There is no parental right of withdrawal from statutory Relationships Education within the school curriculum. However, parents have the right to withdraw their child from any non-statutory sex education lessons. To that end, when we inform parents before the beginning of summer term Year 5 of the objectives covered in the science curriculum relating to sex education, we invite them to contact their child's class teacher or Head of Prep to discuss any concerns they may have and to agree on a plan of action.

10. Special Educational Needs and disabilities (SEND)

Teaching and resources will be differentiated as appropriate to address the needs of children with special educational needs in order for them to have full access to the content of scheme. Differentiation for children with SENDs will be planned for in terms of: learning objectives, activities, teaching methods, resources.

11. Equal Opportunities

It is our aim to provide a programme which is accessible to all our children, regardless of race, gender, ability, culture or religion. Materials and resources for lessons should be chosen carefully, avoiding stereotypical images.

12. A summary of learning outcomes in Relationships and Health Education and related science

By the end of Reception, children will:	<ul style="list-style-type: none"> • Understand some areas in which they can look after themselves e.g. dressing and undressing • Explain why it is important to keep clean • Understand some basic hygiene routines • Identify different members of their family • Understand how different members of the family can help each other
By the end of Year 2, children will:	<ul style="list-style-type: none"> • Begin to recognise similarities and differences between themselves and others and develop an appreciation of these differences. • Know how to keep clean and look after oneself • Know there are different types of families • Know which people we can ask for help • Learn about personal safety • Make healthy eating choices
<ul style="list-style-type: none"> • In science, children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	
By the end of Years 3 and 4, children will:	<ul style="list-style-type: none"> • Understand the meaning of personal space and that people may require personal space e.g. in times of difficulty. • Understand that all families are different and have different family members • Begin to understand the associated harms of alcohol and smoking and how to resist peer pressure • Identify who to go to for help and support
During Year 5 and 6, children will:	<ul style="list-style-type: none"> • Describe how to manage physical and emotional changes • Discuss different types of adult relationships with confidence • Know when it is appropriate to share personal or private information in a relationship • Explain how and where to get help when a relationship goes wrong • Learn how to deal with emotional and social issues and challenges that may arise • Discuss internet safety and associated harms • Discuss associated harms of drugs and alcohol
<p>Year 5: In science, children build on their knowledge of life cycles and learn about the basic biology of human reproduction. Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. Children learn about the function of the male and female reproductive systems, the menstrual cycle and fertilisation. Children learn about the emotional and physical changes that take place during adolescence. The menstrual cycle and the emotional and physical changes that take place during adolescence are revisited in Year 6.</p>	

13. Recording and Assessment

Whilst there is no formal examined assessment for these subjects, teachers will assess outcomes informally, for example, through class discussion and observation, in written assignments or self-evaluations, to capture progress.

Elements of RSE that occur in the science curriculum will be assessed through recorded work to establish age related expectations of knowledge and understanding.

14. Monitoring and Review

The RSE curriculum is regularly reviewed to evaluate its effectiveness and we will inform parents of any revisions to the school policy or curriculum as required. Teachers will reflect on the effectiveness of the PSHE provision and the PSHE co-ordinator will gather staff views through regular staff meetings.

The Education Committee of the governing body monitors and reviews our RSE policy on a regular basis, and agrees any modifications to the policy as necessary.

15. Policies and documents that inform this RSE policy include:

- Child Protection Policy (including safeguarding)
- Behaviour and Exclusions Policy
- Anti-Bullying Policy
- Curriculum Policy
- DfE guidance (2020) Relationships Education, Relationships and Sex Education (RSE) and Health Education

Agreed by Exec: September 2021

Approved by Education Committee: November 2021

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