



Relationships and Sex Education (RSE) Policy

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1. Policy Aims

The school publishes this policy as a statutory requirement and with the following aims:

- Defining Relationships and Sex Education (RSE) as a subject and explaining its delivery at school; to offer a clear guide to parents, staff and visitors.
- To set out the curriculum requirements and explain what will be taught when
- To give information to parents about their involvement with RSE

2. Statutory Requirements

The Children and Social Work Act 2017 makes Relationships Education and Health Education statutory in all Primary schools. The guidance became mandatory in September 2020, but schools were able to start following it from 2019 if they felt ready. Expectations on primary schools are as follows:

- Relationships Education will be compulsory in all Primary Schools (or those pupils receiving Primary Education) – this includes academies, free schools and independent schools
- Health Education will be compulsory in all Primary and Secondary Schools (or those pupils receiving Primary or Secondary Education) – this includes all academies and free schools but not independent schools as Personal, Social, Health and Economic (PSHE) education is already statutory in these schools.

RSE supports us in our statutory duties of Keeping Children Safe in Education

3. Ethos and Values

Through RSE we deliver key learning that supports the schools agreed ethos and values by promoting the following:

- Respect for self and others
- Building positive caring relationships
- Respecting diversity
- Feeling safe and valued
- Self-awareness and self esteem
- Exploration of rights, duties and responsibilities

We believe that all pupils should receive accurate information that supports their needs and explains their rights. RSE gives young people the opportunity to explore and develop their own attitudes and values and to respect the views of others.

4. Definitions and Curriculum Content

Relationship and Sex Education (RSE) supports and guides children and young people in life-long learning about relationships, emotions and the human biology of sex, sexuality and sexual health. In partnership with parents, we help our young people to understand and manage their physical and emotional development during adolescence and to prepare for the decisions to be made in adult life.

Bancroft's Prep School's RSE curriculum has considered the ages, needs and feelings of its pupils.

i. Relationships Education

The focus of Relationships Education is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. DfE guidance requires us to teach objectives under the following topics;

- Families and people who care for me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

ii. Health Education

The focus of Health Education is on teaching the characteristics of good physical health and mental wellbeing. Elements of our Health Education are timetabled to complement and support the teaching of RSE. DfE guidance requires us to teach objectives under the following topics;

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- The Changing Adolescent Body (Puberty)

iii. Sex Education

The DfE advise that all primary schools have a programme of Sex Education tailored to the age and the physical and emotional maturity of the pupils. Our programme contains the statutory elements of the Science curriculum (see appendix 2)

Sex Education outside of Science

Our RSE programme also contains non-statutory content that is age appropriate and does an important job of helping to answer some of the questions that pupils seek to ask as they come to the transition period between Primary and Secondary school.

Sex Education taught at Bancroft's Prep that is not part of statutory Relationships, Health or Science is outlined below. This is important as it contains the content which parents have the right to withdraw from.

Drawing on knowledge of the human life cycle set out in the National Curriculum for Science, Year 6 will have lessons focusing on how a baby is conceived and born as well as the importance of consent in any intimate adult relationship.

Parents are informed of when the Prep 2 (year 6) lessons are taking place and parents are able to come into school to see the supporting resources should they wish to. If parents wish to withdraw their child from the sex education, procedures will be followed as set out in section 11.

5. Delivery

Details of how RSE is delivered at Bancroft's Prep School:

- i. **Timetabling:** RSE in Prep 2 is taught simultaneously across the Prep School, throughout the Spring term in weekly PSHEE lessons. The 'Relationships' aspect of RSE may also be delivered through Upper Phase assemblies. RSE lessons on puberty on Prep 1 may occur earlier in the school year but parents will be notified by AJA in advance.
- ii. **Staffing:** RSE is taught by class teachers.
- iii. **Resources:** RSE is delivered using quality assured up-to-date resources
- iv. **External visitors:** Visitors may be used from time to time to enhance, not replace, our delivery of RSE. Visitors will be checked to ensure that what they are offering is of quality and appropriate for our students. RSE Teaching is also supported by our school nurse.
- v. **Signposting support:** All RSE sessions will include signposting information for students, including identifying safe and appropriate adults for them to go to for help and support. This will include members of the school pastoral care team but will also include the signposting of external agencies such as Childline.

6. Inclusive and Accessible RSE

The school has a duty, under the Equalities Act (2010), to ensure that it does not discriminate against people with protected characteristics. A whole school approach is taken to inclusivity and accessibility and care is taken to ensure that teaching meets the needs of all pupils. The school will:

- Respect that the school community includes people of different faiths, beliefs and cultural backgrounds
- Acknowledge that pupils will grow up in many kinds of families including single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures
- Recognise that some staff or pupils may identify as LGBT
- Take care that resources, books and displays represent all kinds of families
- Take positive action to tackle bullying and discrimination

Particular care will be taken to ensure that RSE is accessible to pupils with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood. These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Relationships and Health Education is an essential part of their learning. We will ensure that our curriculum is accessible to all pupils by using differentiated resources, small group work or supporting pupils in-class.

7. Safeguarding and Confidentiality

Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children should be made aware of how to raise their concerns or make a report and how any report will be handled. This should include processes when they have a concern about a friend or peer.

All sessions will begin with a group agreement designed to create a safe space for discussion. Sessions will include information, signposting appropriate help and support, including parents and the school's pastoral team.

All school staff have completed safeguarding training and should be mindful of the school's safeguarding policy and procedures when delivering RSE sessions. Staff understand that they cannot offer unconditional confidentiality to pupils and pupils will be made aware of this. Staff will work within the school's agreed procedures for recording and reporting disclosures.

8. Answering Pupil Questions

As with all subjects, pupils will have questions relating to what they have been learning and teachers will use their judgement to answer questions in an age appropriate way. If a teacher is unsure about whether a particular question is appropriate to be answered in a whole-class setting they may ask for support from the subject lead or senior leadership team.

9. Staff Training

RSE should be delivered by staff who have received up to date training and who feel confident with the subject. Training includes information on how to use ground rules, facilitate group discussions and answer difficult questions and the delivery of sensitive content. Training may be provided in-school or online by the subject coordinator.

10. Monitoring and Assessment

The school has the same high expectations of pupils' work in RSE as in other areas of the curriculum. The subject lead will support teachers to assess pupil work and progress through learning walks, lesson observations, team teaching and book scrutiny.

Pupil feedback will be important to the future development of RSE at the school. Regular subject audits will ensure that provision is up to date and meeting the needs of pupils.

11. Working with Parents

Parents are kept informed about what is delivered and when in RSE lessons, so that they can support the learning at home.

Parents will be invited to a meeting where they will be able to view resources, including any used for Sex education taught outside of science.

From September 2020 Parents had the right to withdraw their child from Sex Education outside of Science. However, parents **do not have the right to withdraw their child from lessons on Relationships or Health Education (including puberty) or the Science Curriculum.**

If a parent wishes to withdraw their child from Sex Education we ask that they discuss it with the Subject Leader and then a request for withdrawal should be put in writing using the form found in Appendix 2 of this policy.

Parents and staff should be aware that pupils who are withdrawn from RSE will have questions about why this has happened. It should also be understood that pupils may ask their peers questions about lesson content.

Alternative work will be given to pupils who are withdrawn from sex education.

Appendix

1. Statutory Content

Science Curriculum

Key Stage 2 (age 7-11 years) - Statutory Science Curriculum:

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Statutory Relationships and Health Education

Full details of what must be covered by the end of primary school can be found in the department for Education guidance <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

2. Parental Withdrawal Monitoring Form

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education outside of Science.			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	<i>List details of what was agreed at the meeting, include alternative arrangements for pupils being withdrawn.</i>
Staff signature	