

# COGNITA



**GLENESK**  
Pre-Prep School & Nursery

# **Relationships and Sex Education (SRE) Policy**

(Whole school and EYFS)

## **September 2020/21**

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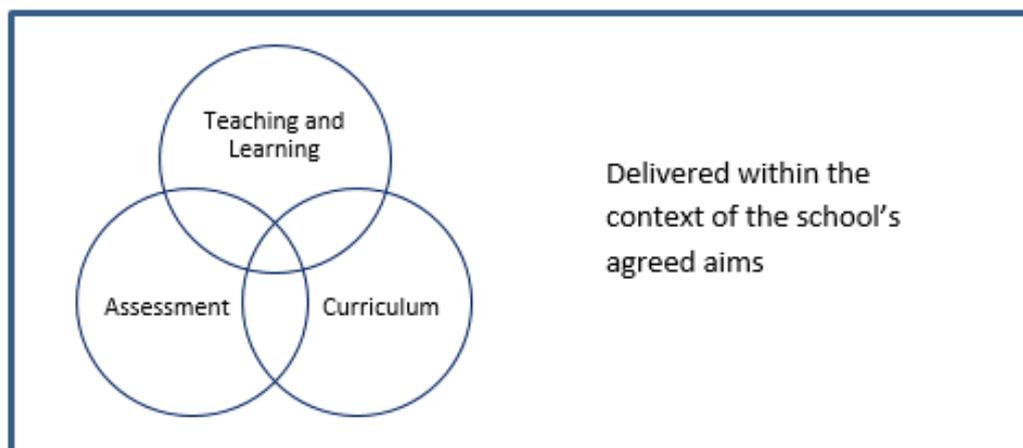
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### 1 Introduction and aims

The purpose of this policy is to ensure that our Relationships and Sex Education (RSE) and Health Education supports our school ethos and fulfils our school aims, which are defined as:

- To create an environment where safeguarding is a priority, where all children feel safe and secure, and as a result can flourish and grow emotionally
- To provide high quality teaching and learning which inspires a spirit of enquiry, challenge and exploration and encourages each child to develop as lifelong learners
- To offer small classes and provide a rich timetable and broad curriculum enhanced by specialist teachers
- To deliver a broad curriculum which will prepare each child for a future school to suit both their character and academic ability
- To develop an environment in which traditional British values, thoughtfulness and respect for others play an important part.

1.1 This



policy applies to all students, including those in the Early Years.

1.2 This policy forms part of the curriculum.

1.3 We see the curriculum as, 'The total learning experience for our students, which includes not only the taught lessons but also the routines, behaviours, events, activities and other opportunities that our students experience on a daily, weekly and yearly basis in order to ensure that all of them make the best progress possible and attain high standards'.

1.4 A well-structured and coherent curriculum is a fundamental element of the tripartite education that underpins all successful schools and includes Teaching, Learning and Assessment (see model below) and is underpinned by Wellbeing.

The aims of RSE at our school are to:

- 1.5 Provide a framework in which sensitive discussions can take place.
- 1.6 Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- 1.7 Help students develop feelings of self-respect, confidence and empathy.
- 1.8 Create a positive culture around sexuality and relationships.
- 1.9 Teach students the correct vocabulary to describe themselves and their bodies.
- 1.10 Help students understand that healthy relationships are an important part of wellbeing.

### 2 Statutory requirements

- 2.1 Our policy follows the statutory guidance given by the government (DfE) and meets the requirements of the Independent School Standards. Aspects of RSE are infused within the day to day operation of our school; incorporated through the curriculum, both in content included in subject schemes of work and through other planned learning opportunities in the school. They are captured in our written aims and expressed in the ethos and behaviours of everyone.
- 2.2 As a Pre Prep School, we must ensure that every registered student who is provided with primary education at the school is provided with relationships education, in accordance with section 34 of the Children and Social Work Act 2017 and the Independent School Standards

At Glensk we teach RSE as set out in this policy.

### 3 Policy development

You **must** consult with parents when making changes to your RSE policy and it is also good practice to consult with staff and students. The text below is an example of how you could do this. although it would need to be adapted to reflect your own policy development process.

This policy has been developed in consultation with staff, students and parents. The consultation and policy development process involved the following steps:

- Review – The PSHE Lead reviewed all relevant information, including but not limited to, relevant national and local guidance.
- The policy was drafted in accordance with statutory guidance and aligned with the Independent School Regulations. The school curriculum plans were amended accordingly.
- Staff consultation – school staff were given the opportunity to review the policy and make recommendations.
- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy and offer commentary.
- Student consultation – students were consulted with about their RSE lessons in School Council Meeting
- Ratification – once amendments were made, the policy was published.

- Policy review – this policy will be reviewed in June 2022.

### 4 Definition

- 4.1 RSE is about the emotional, social and cultural development of students, and involves learning about relationships, healthy lifestyles, diversity and personal identity.
- 4.2 RSE involves a combination of sharing information and exploring issues and values.
- 4.3 RSE is not about the promotion of sexual activity, sexual orientation, or a specific sexual identity.

### 5 Curriculum

- 5.1 Our curriculum is set out in Appendix 1, but we may need to adapt this as and when necessary.
- 5.2 We have developed the curriculum in consultation with staff, taking into account the age, needs and feelings of students.

It will:

- consider the ages, aptitudes and needs of all pupils, including those pupils with SEND/ and an EHC plan;
  - not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs; and
  - ensure that discriminatory, extremist opinions or behaviours are challenged as a matter of routine.
- 5.3 For more information about our curriculum, see Appendices 1 and 2 and our Curriculum Policy

### 6 Delivery of RSE

- 6.1 RSE is taught as part of our PSHEE curriculum. PSHEE is delivered to all students through timetabled PSHEE lessons and taught by class teachers. There is one designated lesson of PSHEE a week. PSHEE is firmly embedded throughout the culture of Glenesk through a series of topic based daily assemblies led by the Head, Deputy Head and Class Teachers. Children take part in specific themed weeks eg Friendship Week to promote caring friendships and respectful relationships. Examples of positive behaviour are rewarded and celebrated each week with a Care and Kindness award. In addition Elements of the programme may also be supported through bringing in additional expertise, such as outside speakers or trained health professionals. Through the Science curriculum children learn to identify, name, draw and label the basic parts of the human body. They find out about life cycles of some animals and notice that animals, including humans, have offspring which grow into adults. All lessons are delivered in a fully age appropriate way and we ensure RSE education is sensitive to the different needs of individual pupils in respect of their differing abilities, levels of maturity and personal circumstances.

. At Glenesk:

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships, including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

- 6.2 For more information about our RSE curriculum, see Appendices 1 and 2 and our Curriculum Policy.
- 6.3 For more information about our RSE curriculum, see Appendices 1 and 2 and our Curriculum Policy.
- 6.4 These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## 7 Roles and responsibilities

### Staff & Governance

#### 7.1 PSHE Lead Teacher

The person with responsibility for the overview and yearly evaluation of this policy is the PSHE lead teacher. However, all staff are responsible for ensuring this policy is implemented and acted on.

When evaluating the use and impact of this policy, our school leaders will evaluate the extent to which there is evidence of a curriculum which:

- Fulfils the aims of the school;
- Embeds aspiration, attributes and the expectation to achieve high standards and high rates of progress; and
- Provides engagement and excitement for learning.

#### 7.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from [non-statutory/non-science] components of RSE (see section 8).

#### 7.3 The Chair of Governors

The Chair of Governors (Director of Education) will hold the Headteacher to account for the implementation of this policy.

The Chair of Governors will ensure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

#### 7.4 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way;

- Modelling positive attitudes to RSE;
  - Monitoring progress;
  - Responding to the needs of individual students; and Responding appropriately to students whose
- Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

RSE is taught by Helen Collins Year 1 Teacher and Debbie Powell Year 2 Teacher and PSHE Lead

### 8 Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

#### 8.1 Students with Special Educational Needs and Disabilities

Our curriculum is inclusive and our RSE and Health Education is accessible for all students. For those pupils with special educational needs or specific learning difficulties, the school has a well-established Learning Support department, led by the SENCO. Further details of this provision can be found in our Special Educational Needs and Disability (SEND) Policy.

High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

As set out in the SEND code of practice, when teaching these subjects to those with SEND, Glenesk School is mindful of preparing students for adulthood.

Glenesk School is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors will be taken into consideration in designing and teaching these subjects.

### 9 Parents' right to withdraw

- 9.1 If parents require more information on RSE for primary aged children, this is a useful information source of information for them:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812593/RSE\\_primary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf)

- 9.2 Parents do not have the right to withdraw their children from relationships education.

### 10 Training

- 10.1 Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development programme.
- 10.2 The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

### 11 Monitoring arrangements

- 11.1 The delivery of RSE is monitored by Debbie Powell, PSHE Lead through:  
Work scrutiny, lesson observations and learning walks.

11.2 Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

## Appendix 1: Curriculum Map

### Relationships and Sex Education Curriculum Map

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YEAR GROUP	TERM	TOPIC DETAIL	RESOURCES /
Year 1	Autumn 1	<p><b>Respectful relationships</b></p> <ul style="list-style-type: none"><li>• Respecting my own needs and the needs of others. Being responsible and helping others at home and in the classroom</li></ul> <p><b>Families and people who care for me</b></p> <ul style="list-style-type: none"><li>• I belong to different groups such as my family, class and school</li></ul> <p><b>Caring friendships</b></p> <ul style="list-style-type: none"><li>• Different types of behaviour and how this can make others feel</li><li>• Bodies and feelings can be hurt by actions</li></ul>	
Year 1	Autumn 2		
Year 1	Spring 1	<p><b>Online relationships</b></p> <ul style="list-style-type: none"><li>• keeping safe online</li></ul> <p><b>Families and people who care for me</b></p> <ul style="list-style-type: none"><li>• Who are the people who look after me and my family networks. How can I ask for help if I am worried about something</li></ul>	

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YEAR GROUP	TERM	TOPIC DETAIL	RESOURCES /
Year 1	Spring 2	<b>Being safe</b> <ul style="list-style-type: none"> <li>The importance of not keeping secrets which make me feel uncomfortable, anxious or afraid</li> <li>Appropriate and inappropriate touch</li> </ul>	<a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/nspcc-underwear-rule-resources">https://www.pshe-association.org.uk/curriculum-and-resources/resources/nspcc-underwear-rule-resources</a>
Year 1	Summer 1	<b>Respectful Relationships</b> <ul style="list-style-type: none"> <li>Hurtful teasing and bullying is wrong. What to do if teasing and bullying is happening</li> </ul>	Willy the Wimp – Anthony Browne Tyrannosaurus Drip – Julia Danoaldson and David Roberts
Year 1	Summer 2	<b>Caring friendships</b> <ul style="list-style-type: none"> <li>Listening to others and playing cooperatively</li> </ul> Who are the special people in my life	

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YEAR GROUP	TERM	TOPIC DETAIL	RESOURCES
Year 2	Autumn 1	<p><b>Respectful relationships</b></p> <ul style="list-style-type: none"><li>• Respecting my own needs and the needs of others. Being responsible and helping others at home and in the classroom</li></ul> <p><b>Caring friendships</b></p> <ul style="list-style-type: none"><li>• Respecting the differences and similarities between people</li></ul> <p><b>Being safe</b></p> <ul style="list-style-type: none"><li>• What is meant by privacy in different concepts. The difference between secrets and nice surprises and the importance of not keeping any secret that makes me or someone I know feel anxious, uncomfortable, or afraid.</li></ul>	<p>/</p> <p><a href="https://www.youtube.com/watch?edufilter=NULL&amp;v=mBZ8kSYRCC8">https://www.youtube.com/watch?edufilter=NULL&amp;v=mBZ8kSYRCC8</a></p>

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YEAR GROUP	TERM	TOPIC DETAIL	RESOURCES
Year 2	Autumn 2	<p><b>Caring friendships</b></p> <ul style="list-style-type: none"> <li>People's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</li> </ul> <p><b>Respectful relationships</b></p> <ul style="list-style-type: none"> <li>Different types of teasing and bullying are wrong and unacceptable. Strategies to resist teasing and bullying . What to do if I witness it and who to go to and how to get help.</li> </ul> <p><b>Being safe</b></p> <ul style="list-style-type: none"> <li>The difference between secrets and nice surprises and the importance of not keeping any secret that makes children feel uncomfortable, anxious or afraid</li> </ul>	<p>Is it because? – Tony Ross How to be a Lion – Ed Vere</p> <p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/nsppc-underwear-rule-resources">https://www.pshe-association.org.uk/curriculum-and-resources/resources/nsppc-underwear-rule-resources</a> Some Secrets should never be kept <a href="https://www.youtube.com/watch?edufilter=NULL&amp;v=4YjJ1MreZqs">https://www.youtube.com/watch?edufilter=NULL&amp;v=4YjJ1MreZqs</a></p>
Year 2	Spring 1	<p><b>Caring friendships</b></p> <ul style="list-style-type: none"> <li>My behaviour can affect other people. What is fair and unfair, kind and unkind and what is right and wrong. What should I do when people are being unkind to me and others, how to respond, what to do and what to say.</li> </ul>	<p>Is it Fair? <a href="https://www.twinkl.co.uk/resource/pshe-and-citizenship-y2-respecting-rights-lesson-5-is-it-fair-lesson-pack-english-t-lf-255578">https://www.twinkl.co.uk/resource/pshe-and-citizenship-y2-respecting-rights-lesson-5-is-it-fair-lesson-pack-english-t-lf-255578</a></p>

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YEAR GROUP	TERM	TOPIC DETAIL	RESOURCES /
Year 2	Spring 2	<p><b>Online relationships</b></p> <ul style="list-style-type: none"> <li>How do I keep emotionally and physically safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment</li> </ul> <p><b>Being safe</b></p> <ul style="list-style-type: none"> <li>How to ask for help if I am worried about something</li> </ul>	<p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/jessie-friends">https://www.pshe-association.org.uk/curriculum-and-resources/resources/jessie-friends</a></p> <p>Troll Stinks – Jeanne Willis and Tony Ross</p> <p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans">https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans</a></p>
Year 2	Summer 1	<p><b>Families and people who care for me</b></p> <ul style="list-style-type: none"> <li>Which groups and communities do I belong to? To recognise that I belong to various groups and communities such as family and school. Valuing and respecting diversity.</li> </ul>	
Year 2	Summer 2	<p><b>Respectful relationships</b></p> <ul style="list-style-type: none"> <li>identifying and respecting the differences and similarities between people</li> </ul>	<p>The Boy in the Dress – David Walliams</p> <p>The Sandwich Swap</p> <p><a href="https://www.youtube.com/watch?edufilter=NULL&amp;v=MvEr6FsVoBI">https://www.youtube.com/watch?edufilter=NULL&amp;v=MvEr6FsVoBI</a></p>

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

### Appendix 2: By the end of primary school, students should know:

TOPIC	STUDENTS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>

## Relationships and Sex Education (RSE) Policy

TOPIC	STUDENTS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>



#### **Appendix 4: DfE RSE Statutory Guidance Suggested Resources**

Link to Annex B (page 46) in DfE Relationship Education, Relationships and Sex Education and Health Education guidance – Suggested resources:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

## Relationships and Sex Education (RSE) Policy

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<b>Ownership and consultation</b>	
Document sponsor (role)	Group Director of Wellbeing
Document author (name)	Beth Kerr/PSHE Leads
Consultation February 2020	Consultation with the following schools:  Alison Barnett, RSL/Danuta Tomasz, DE
Review – June 2022	

<b>Audience</b>	
Audience	All school staff

<b>Document application and publication</b>	
England	Yes
Wales	Yes
Spain	TBC

<b>Version control</b>	
Implementation date	September 2020
Review date	Review and update for implementation in September 2022

<b>Related documentation</b>	
Related documentation	Curriculum Policy SEND Policy EAL Policy Prevent Duty Early Years Policy, where relevant Safeguarding and Child Protection Policy and Procedures Independent School Standards