

The Croft Preparatory School

Relationships and Sex Education Policy

Whole School Policy, including Early Years Foundation Stage

Policy reviewed (EB)	07 September 2023
Peer Review completed	21 September 2023
Ratified by SLT	26 September 2023
Next Review Date	September 2024

The legal responsibility for ensuring that the Croft Preparatory School adheres to all relevant safeguarding regulations, as issued by the DfE, lies with the Proprietors. At their discretion, the Proprietors have delegated the monitoring of the efficacy with which the school discharges its safeguarding duties to the Compliance Manager and Governing Committee. The Governing Committee also works closely with the DSL who is responsible for ensuring all safeguarding regulations are practically implemented in the School.

Notwithstanding the above delegation, the Proprietors retain ultimate responsibility for how the safeguarding function is executed.

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1. Aims

The Croft Preparatory School is committed to safeguarding and promoting the welfare of pupils and young people through delivering an effective Relationships and Sex Education curriculum and expects all staff and volunteers to share this commitment.

The aims of relationships and sex education (RSE) at The Croft Preparatory School are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

The school aims to achieve these through a whole-school approach which includes a high-quality Personal, Social, Health Education (PSHE) scheme in which it delivers accurate, relevant and age-appropriate information about relationships (including use of The Taking Care Programme to develop Protective Behaviours) – one of the core strands of PSHE. This will ensure that pupils may achieve their full potential and leave the school prepared for the demands of society in their future.

The school aims to teach pupils about relationships in an engaging, meaningful and age-appropriate manner through a carefully considered spiral curriculum, which considers the emotional, physical and social maturity of the pupils. The school very strongly believes that the education it provides should reflect both the universal needs shared by all pupils as well as the specific needs of individual pupils in this school. As such, the Relationship strand of the PSHE curriculum has been carefully considered and is constantly being reviewed so that it is inclusive and meets the needs of each and every pupil, including those with special educational needs or disabilities (SEND Code of Practice).

Teachers make Relationships Education lessons engaging, interesting and fun through a variety of teaching methods and interactive activities. Some of these include: role-play; use of learning partners/small group work; whole class teaching; enquiry tasks; research activities; independent learning and discussion groups; use of appropriate film clips, books and websites; problem-solving and challenge activities.

2. Statutory requirements

Relationships Education is a statutory component of the PSHE and Citizenship curriculum in Primary Schools from September 2020 which involves learning about the many strands of 'relationships' and 'growing up'. This includes family relationships; friendships and relationships with peers and adults; healthy and unhealthy relationships; staying safe; the characteristics of positive relationships; relationships online and the emotional, social and physical aspects of growing up.

The Croft Preparatory School believes that Relationships Education equips pupils with the understanding, knowledge and skills they will need to succeed and thrive. Teaching about relationships enables pupils to safely negotiate making new friendships, recognise potential threats to their wellbeing and develop meaningful relationships with others throughout their lives.

3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to make comment about the policy and curriculum coverage for PSHE
4. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, puberty, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

5. Curriculum

The school's RSE curriculum is set out as per Appendix 1, but it may need to be adapted as and when necessary.

The school has developed the curriculum in consultation with parents, pupils and staff, and taking into account the age, developmental stage, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about this curriculum, see the curriculum map in Appendix 1.

6. Delivery of RSE

All lessons are taught by PSHE teaching staff and Form teachers (for the Taking Care Programme developing Protective Behaviours). They will establish clear parameters in class and special consideration will always be given when teaching particularly sensitive material. Staff will be fully aware of the pupils in their class and how they might respond to the curriculum material.

Aspects of RSE are also covered in assemblies by members of the SMT following a rota of RSE themes.

Curriculum Design of Relationship Education

Relationships Education became a statutory component of the PSHE and Citizenship curriculum in Primary Schools from September 2020.

Through The Croft Preparatory School's Relationships Education Provision, the aim is to ensure all pupils leave this school with:

- the knowledge and understanding of a variety of relationships;
- the ability to identify any concerns they have about a relationship;
- coping strategies and an awareness of how and where to seek support;
- an understanding of their rights and responsibilities within a range of relationships;
- an awareness of the process of growing up and the changes they and others will experience;
- an understanding of the characteristics of positive relationships.

The school will achieve these aims through the different topics covered in Key Stage 1 and 2 PSHE Lessons and will link directly to the 'Taking Care Programme' developing Protective Behaviours (please see School's PSHE policy), and through promotion of The Croft Core Values (which include 'Respect' and 'Friendship and Trust').

The Relationship strand of the PSHE Curriculum will also support the pupils' statutory Science Curriculum. The school is committed to ensuring that the pupils receive factually accurate biological information about their bodies. With this in mind, the school begins to teach pupils some of the correct anatomical terminology for the parts of a human body in Key Stage 1.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and 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).

The Croft Preparatory School believes clarity is essential and welcome any discussion with Parents and Carers which will inform conversations at home about 'Relationships'.

The school endeavours to have a strong partnership with parents and carers and will always aim to be transparent and communicate what is being taught and when. The school believe that together it can address misconceptions about these topics from the media or from their peers. Children are naturally curious about their bodies and other people. By answering questions and teaching them the correct scientific vocabulary, the school can help them understand their bodies, their feelings and other people. The collective aim must be to ensure that pupils recognise potential threats to their wellbeing and develop meaningful relationships with others throughout their lives.

The school strives to promote equality through all aspects of the school's Relationships teaching. As such, the curriculum promotes tolerance and acceptance. Just as the school encourages pupils to celebrate their many different talents, strengths and aspirations, it also aim to promote the celebration of diversity among cultures, traditions and religions in line with SMSC requirements. As an extension of this, pupils are taught about diversity among family structures and relationships, in line with British Values (see 'The Equality Act – 2010'; 'The Marriage Act-2013'). This ensures that every one of the pupils has the chance to develop the self-esteem and confidence they deserve in order to grow into understanding, accepting and respectful adults. The Croft Preparatory School fully supports the notion that pupils should be taught about different families and relationships that typify growing up in modern Britain. The school uses a variety of teaching materials and resources to try to fulfil this, which Parents and Carers are welcome to request to view.

Guidance will be made available to parents and carers on the information we cover and how they can support pupils at home. In addition, the school provides reading and support for parents and carers who wish to view or purchase texts it uses in school to support the pupil's development and understanding.

If any parent or carer has any queries or concerns about the subject content or delivery of any aspect of Relationships Education, they should ask to speak to the Head of PSHE. They will be able to provide more specific information on the curriculum and resources that are used to teach this strand of the PSHE Curriculum.

6.1 Inclusivity

The school will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

The school will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

The school **will** consider whether any resources it plans to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into the curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the RSE policy, and hold the headmaster to account for its implementation.

8.2 The headmaster and DSL

The DSL is responsible for ensuring that RSE is taught consistently across the school, and the headmaster for managing requests to withdraw pupils from components of RSE.

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE in their everyday lives and conduct in school

- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the components of RSE

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.

8.4 Pupils

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

9. Parents' right to withdraw

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

Parents have the right to withdraw their children from the components of sex education within RSE.

Requests for withdrawal should be put in writing in response to the email communication and form (see Appendix 3) sent by the school in the Lent term prior to the sex education aspect of RSE being delivered in PSHE. Parents or carers will be encouraged to speak to the Head of PSHE about which specific sessions these are and their precise content in order to alleviate any worries they may have.

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

10. Training

PSHE teachers and Form teachers are trained on the delivery of RSE and the Taking Care Programme (developing Protective Behaviours) as part of their induction to the subject and it is included in the continuing professional development calendar.

11. Monitoring arrangements

The delivery of RSE is monitored by Ed Bolderston through book looks, learning walks, and staff discussion in meetings

Pupils' development in RSE is monitored by class teachers from pupil performance and attitudes in PSHE sessions, Taking Care Programme sessions, RSE themed assemblies and general conduct around school measured against the Croft Core Values (which include 'Respect' and 'Friendship and Trust').

Appendix 1: Curriculum map

Relationships and sex education curriculum map

	Year 1 6 Lessons Relationships – similarities and differences, safeguarding	Year 2 6 Lessons Protective Behaviours – Private Body parts, asking for help	Year 3 6 Lessons Protective Behaviours – Healthy Relationships, peer pressure	Year 4 6 Lessons Protective Behaviours – Safe/Unsafe Secrets, bullying	Year 5 6 Lessons Protective Behaviours – Puberty: changes in bodies and emotion	Year 6 6 Lessons Protective Behaviours – Relationships and Sex Education (where babies come from)
Week 1	Introduce Topic – Similarities and differences, challenge gender opinions on games and toys.	To explore Protective Behaviours recapping safe/unsafe feelings	Recap what Protective Behaviours look at: <i>we have the right to feel safe and we have the right to talk to someone.</i>	Identify EWS (Early Warning Signs) in Protective Behaviours	Relationships- what are they? Discuss what the term 'relationship' means.	Different Loving Relationships – respectful of all relationships.
Week 2	To know what makes them special.	Introduce a Protective Network.	Relationships- what are they? Discuss what the term 'relationship' means.	Explore the difference between a Safe and Unsafe secret	Understand how friends/family communicate. Discuss why communication is important.	To know how people, show a commitment to each other e.g. marriage, civil partnership. Discuss 'Forced Marriages'
Week 3	My Body – use correct names for body parts and discuss the different body parts for boys and girls.	Private Body Parts – what they are, why they should be private.	Identify what makes a healthy/unhealthy friendship.	What to do with an Unsafe secret – Protective Network.	To be aware of types of content that is safe and unsafe to share online.	To be aware of different reproductive organs for girls and boys – where babies come from. Science Statutory Requirement
Week 4	How do we show we care?	'Safe Touching' of the body – doctor, nurse, dentist. 'Unsafe Touching' – what this is and where it may happen.	To understand friendships sometimes have difficulties. How can we resolve these disputes and reconcile differences?	To identify different types of Bullying that may occur.	Puberty: effects on the body - Go through 5 stages of puberty body changes for Girls and Boys. Science Statutory Requirement	Recap Puberty: effects on emotions – Feeling over sensitive Looking for an identity Feeling uncertain Peer Pressure Mood swings Feeling self-conscious Getting sexual feelings – boyfriends/girlfriends
Week 5	Differences and similarities of families – challenge stereotypes, look at different cultures.	What is hurtful behaviour?	Peer Pressure – What does this phrase mean?	To explore how Bullying may trigger EWS and how to use Protective Network.	Puberty: effects on emotions - Feeling over sensitive Looking for an identity Feeling uncertain Peer Pressure Mood swings Feeling self-conscious Getting sexual feelings – boyfriends/girlfriends	Know growing up and becoming independent comes with increased opportunities and responsibilities.
Week 6	Who to ask for help if we feel unhappy or worried.	Who can I ask for help? – Go over 'Protective Network'	How to cope with peer pressure.	How to model respectful behaviours.	Understand everyone should feel respected – unwanted attention, peer pressure.	How to seek further information and advice regarding growing up and changing.

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • 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 • 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 • 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 • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • 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 • 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 • 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 • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when they are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online

TOPIC	PUPILS SHOULD KNOW
Being safe (Taking Care Programme)	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • 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 • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 3: Parent form: withdrawal from sex education within RSE

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	