





CRICKLADE MANOR PREP

Relationships and Sex Education Policy

Whole School	Reviewed	Next Review	Signed
Yes (including EYFS)	09/20	09/21	
Yes (including EYFS)	Nov 2020	Nov 2021	

1: INTRODUCTION:

This policy covers the whole school including the EYFS. It is made available to parents and others on the school's website.

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 well-being, health and relationships to build their self-efficacy. We are clear that parents and carers are the prime educators for children on many of the matters covered in this policy. The school complements and reinforces this role; building on what pupils learn at home as an important part of delivering an excellent education.

We will ensure that this policy is accessible and meets the needs of pupils and parents and reflects the community we serve. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Teaching is sensitive and age appropriate in approach and content.

The content of this policy will at times be covered in the wider programme of Personal, Social, Health and Economic Education (PSHEE) which has its own policy. This policy uses current government statutory guidance and replaces existing policies based on the Sex and Relationships Education guidance (2000).

We will ensure that the school will not unlawfully discriminate against pupils because of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation (known collectively as the protected characteristics).

The statutory requirements to provide Health Education does not apply to Independent schools as PSHE Education is already compulsory as set out in the Education (Independent School Standards) Regulations 2014.

2. AIMS:

The aims of relationship and sex education (RSE) at our school are to:

- provide the fundamental building blocks and characteristics of a positive healthy, respectful relationships. This will focus on friendships, family relationships (which can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures) and relationships with other children and with adults.
- recognise the principles of positive, respectful relationships both face to face and on line. Address online safety, including knowing how to recognise and report abuse.
- provide an environment and framework in which sensitive discussions can take place

- help pupils develop feelings of self-respect, self-worth, confidence and empathy as well as understand how friendship can support positive emotional and mental wellbeing.
- create a positive culture around issues of sexuality and relationships
- teach pupils the correct vocabulary to describe themselves and their bodies and prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.

This policy is intrinsically linked to our own Cricklade Manor Prep school values and aims:

- **To challenge**
Pupils develop their initiative and resilience to accept new challenges and opportunities allowing them to build high levels of skill, knowledge and understanding.
- **To motivate**
Pupils are happy, enthusiastic about learning and contribute to school. They grow in independence and develop self-discipline and decision-making skills in a safe environment.
- **To prepare**
Pupils develop their confidence and responsibility whilst being respectful and kind. They communicate effectively, collaboratively with others and show leadership in their learning and in preparation for senior school.

3. STATUTORY REQUIREMENTS

As an Independent Primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. We have regard for the statutory guidance from the Department for Education (DfE) issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Cricklade Manor Prep we teach RSE as set out in this policy.

This policy should be read in conjunction with:

- Keeping Children Safe in Education (KCSIWE) (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool
- Behaviour and Discipline in Schools
- Equality Act 2010
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in schools (advice for schools)

- Preventing and Tackling Bullying (advice for schools, including cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (advice for schools)
- Promoting Fundamental British Values as part of SMSC in schools
- SMSC requirements for Independent schools.
- National Citizen Service (guidance for schools)

4. POLICY DEVELOPMENT

This policy has been developed in consultation with the proprietor, 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 (05.11.2020)
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy (proposed 19.11.2020)
4. Pupil consultation – we investigated what exactly pupils want from their RSE (Proposed 19.11.2020)
5. Ratification – once amendments were made, the policy was shared with governors and ratified

5. DEFINITION

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

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

RSE is not about the promotion of sexual activity.

6. CURRICULUM

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. Reasonable adjustments will be made to

alleviate disadvantage pupils and we are mindful of the SEND Code of Practice. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they 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 our curriculum, see our curriculum map in Appendix 1.

7. DELIVERY OF RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

The lead teacher will work closely with colleagues in related curriculum areas to ensure the programmes in this policy complement and do not duplicate content covered in other subjects.

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

For more information about our RSE curriculum, see Appendices 1 and 2

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, LGBT 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).

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the Head of PSHEE or Designated teacher when necessary.

8. ROLES AND RESPONSIBILITIES

8.1 THE PROPRIETOR/GOVERNANCE

The Proprietor will approve the RSE policy (with the Directors of Education and Compliance). They will:

- Hold the headteacher to account for its implementation
- Ensure all pupils make progress and achieve expected educational outcome
- Ensure the subject s well led, effectively managed and well-planned
- Ensure teaching is delivered in ways that are accessible to all pupils with SEND
- Make sure clear information is provided to parents on the subject content and the right to withdraw their child

THE HEADTEACHER

The headteacher is responsible for:

- Ensuring that RSE is taught consistently across the school
- Managing requests to withdraw pupils from non-statutory components of RSE
- Ensure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations

STAFF.

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory 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.

Form Tutors deliver PSHEE lessons and RSE content to children and are supported by other staff when necessary or appropriate. Staff who lead RSE lessons will be chosen to specialise in its delivery and will be trained to be able to do so.

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.

10. TRAINING

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher and lead teacher may, at times, invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to pupils and to staff teaching RSE. As with all visitors we shall check the visitor's identity, discuss the details of the visit, how they will deliver their session and the content of any address to pupils. We shall ensure that any visitor understands how safeguarding reports should be dealt with in line with the school's Safeguarding Policy.

11. MONITORING ARRANGEMENTS

The delivery of RSE is monitored by James Barton (Director of Pastoral Care) through: planning scrutiny, work scrutiny and learning walks.

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

This policy will be reviewed by James Barton.

At every review, the policy will be approved by the proprietor and headteacher.

Relationships and sex education curriculum map

Year group	Science Topic (IC)	Citizenship Topic (IC)	Other Curriculum Links	Resources
Nursery	Spring time and looking new growth. Hatching chicken eggs	Friendship and families. Different family structures	Sharing / taking turns / listening to others / speaking and listening.	
Reception		Feelings (articulating and understanding) Importance of friends and families Personal Privacy	RE: Understand that people are special. Know how Muslims welcome new children. Understand Bible stories on friendship.	NSPCC: Pantosaurus
Year 1	Topic: Ourselves. An understanding of our body and how boys and girls are different	Emotional literacy Keeping safe at home Permission seeking and giving	RE: Understand groups to which people belong (including family) Importance of family to Christians. Importance of family to Buddhists.	PSHEE Association planning
Year2	Human life cycle and how babies change as they become children, teenagers, adults and elderly adults. Anatomy of human body focussing on life processes breathing digestion and circulation.	Friendship and developing positive relationships. Growing up Values Honesty, truthfulness	English set text: Flotsam and Jetsam and their friendship and family. RE: Friendship in Islam and Hinduism. Understand about standards and expectations on us at home (family) and at school.	PSHEE Association planning

			History: Family and Family History	
Year 3	Plant reproduction and discussion of pollen and egg cells. Look at asexual reproduction in plants.	Friendship Face your feelings	English set text: Firework Maker's daughter – relationships/friendships	PSHEE Association planning
Year 4	Life processes common to humans and other animals include nutrition, movement, growth and reproduction.	Building self-esteem Personal safety	English set text: White giraffe - relationships/friendships – human and animal. Role animal plays in settling child into a new place and situation.	PSHEE Association planning
Year 5	Life Cycles of Insects, Fish, Birds, Amphibians and Mammals. Comparison of sexual and asexual reproduction in plants and animals to discuss importance with adaptation. Animals. Understand that fertilization is the fusing of male and female sex cells in sexual and discussion of courtship behaviour reproduction, and may include reference to humans.	Self-awareness including the important trust is in our relationships within the family and with other individuals.	English set text: Kensuke's Kingdom relationships/friendships between strangers	SEAL PSHEE Association planning
Year 6	Grouping organisms based on common characteristics.	Emotional and physical changes specifically related to puberty.	English set text: Carrie's War relationships/friendships	PSHEE Association planning

	Evolution and passing on of characteristics. An understanding that male and female gametes join and shared genetic information from parents determines some of our characteristics.			
--	---	--	--	--

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
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

TOPIC	PUPILS SHOULD KNOW
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 we 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
Being safe	<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