



**The Study Prep**  
WIMBLEDON

Name of Policy	RSE Policy
Owner of the Policy	RSE Coordinator/ Deputy Head Academic
Date reviewed by HMT	January 2024
Date of Next Review	January 2025



## The Study Prep WIMBLEDON

### RSE Policy

This policy applies to all pupils including those in Early Years Foundation Stage (EYFS).

The Study Preparatory School seeks to provide a broad and balanced education and is committed to developing the personal, social, economic, physical and mental health for all pupils. In addition, the school is committed to providing pupils with a thorough understanding of relationships and sex education.

This policy has been compiled with reference to Section 405 of the 1996 Education Act and the updated Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance for schools in England (Sept 2019).

The RSE and PSHE Coordinators for Wilberforce House and Spencer House, in conjunction with the Deputy Head Academic, have overall responsibility for RSE and PSHE. This includes monitoring and evaluating the subjects through a combination of staff training, lesson observations, pupil surveys before and after taught content, and assessment for learning activities.

#### Definitions

*“Children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”*

DfE guidance 2020

In 2021, Relationships and Health Education (RHE) became statutory in all primary schools in England, and Relationships and Sex Education (RSE) compulsory in all secondary schools. The government states in their publication Relationships Education, Relationships and Sex Education (RSE) and Health Education, ‘Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. In school, we want to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.’

#### Objective

We want all pupils to:

- Lead a healthy and safe lifestyle
- Respect others
- Care for and respect their bodies and their mental health
- Form and maintain robust and mutually rewarding relationships with others

We want to equip pupils with the knowledge, tools and confidence to enable them to make informed choices and seek appropriate guidance and support from reliable sources when they need it, whether in school or at home.

## **We aim to:**

- Ensure that children are prepared for the changes of puberty.
- Recognise that aspects of the Relationships and Sex Education Policy will be sensitive and call for careful judgement. The policy must be complementary to, and supportive of, the role of parents in educating their children about such matters.
- Develop understanding and attitudes that are rooted in values which prepare students to view relationships in a responsible manner based on mutual respect, and develop an acceptance of difference and diversity.
- Foster self-esteem and self-awareness, and encourage consideration of values, moral issues, sexuality and personal relationships through the development of communication and decision-making skills.

## **Relationships Education**

The focus in primary relationships education is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to:

- friendships
- family relationships
- relationships with other children and adults
- learning about different families, including single-parent families; families with same-sex parents; mixed race and faith families

This will create opportunities to ensure pupils are taught about positive emotional and mental wellbeing and how friendships can impact on this.

Pupils will also be taught to recognise and report different types of abuse, including:

- emotional
- physical
- sexual

This will include focusing on boundaries and privacy so that pupils understand that they have rights over their own bodies and know how to seek advice when they suspect or know something is wrong. There will also be opportunities to teach pupils about boundaries with their peers, friends, families and all other contexts, including when they are online, and ensuring they learn that where abuse takes place it is never the fault of the child who is abused.

The school supports a cultivation of character traits and personal attributes which supports a growing ability to form strong and positive relationships. These include:

- Resilience
- Perseverance
- Self-respect
- Self-worth
- Honesty
- Integrity
- Courage
- Humility
- Kindness and generosity

- Trustworthiness
- A sense of justice

A focus on the features of healthy friendships, family relationships and other relationships, and drawing attention to these features in a range of contexts, should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will help them to recognise any less positive relationships when they encounter them.

We use the NSPCC Speak out Stay safe programme from Reception to Year 6. This programme helps pupils to understand:

- abuse in all its forms and how to recognise signs of abuse
- that abuse is never a child's fault and that they have the right to be safe
- where to get help and the sources of help available to them, including the NSPCC Childline service

Pupils should know how to raise and report concerns and seek advice when they suspect or know that something is wrong. To ensure that this culture is fostered:

- Posters - Who can you talk to? - are displayed around the school
- A post box to raise anonymous concerns/questions for discussion with their form teacher
- Post box for EQPrep at Spencer House
- Assemblies
- Form discussions
- PSHE lessons/Circle Time
- EQPrep sessions

#### **Provision**

The RSE Curriculum is delivered alongside PSHE (Personal, Social and Health Education). It is taught by class teachers through:

- The Jigsaw PSHE Programme delivered weekly
- The use of school assemblies
- Form time
- EQPrep – Termly mental health workshop with Jules Oakshett
- Other cross-curricular opportunities, eg. Diverse range of texts used in English
- NSPCC Speak Out Stay Safe Programme assembly
- Online Safety Programme –Computing lessons, annual workshop from ChildNet

#### **Consultation with parents**

The School values parents' views and welcomes comments regarding the content and delivery of the RSE curriculum. The school aims to keep parents informed about all aspects of the RSE curriculum. RSE is a vital part of the school curriculum and supports the whole development of the child.

Before sessions are delivered to pupils, a letter is sent to parents inviting them to a talk with the RSE/PSHE coordinators, the Head Teacher and Jules Oakshett (EQ Prep) to discuss the content of the lessons, the resources and to allow them to have open discussions at home.

Following sessions, parent and pupil surveys are conducted to assess the effectiveness of the lessons.

#### **Relationships and Sex Education**

The Summer Term Jigsaw PSHE Programme has two units of work that focus on 'Relationships' and 'Changing Me'. They include lessons on all aspects of the compulsory Relationships and Health Education, designed in a sensitive, spiral, age-appropriate curriculum. By the end of Year 6, Jigsaw aims to have helped children understand puberty and human reproduction to ensure they know the accurate facts before going to secondary school. It is treated in a matter-of-fact manner to allay embarrassment and fear and is supported by our Science curriculum.

Our Relationships Education has positive, respectful and healthy relationships at its core, along with a protection of self; for the older girls, this will include the appropriateness of attraction and behaviour. The 'Changing Me' coverage in each year group is outlined below:

**Reception:** making relationships; self-confidence and self-awareness; managing feelings and behaviour; looking forward to change.

**Year 1:** starting to understand life cycles; making relationships; self-confidence and self-awareness; respecting my body (understanding which parts are private); coping with change – growing up and how we have changed since we were babies

**Year 2:** life cycles in nature; my changing body; body parts and respecting privacy (which parts of the body are private and why this is); assertiveness; looking ahead

**Year 3:** life cycles in nature; growing from young to old and becoming more independent; body parts and respecting privacy; family stereotypes; looking ahead

**Year 4:** how babies grow and how their bodies change as they grow older; introduction to having a baby (this will be taught in an age-appropriate manner and expanded upon in Years 5+6); internal and external reproductive body parts; body changes in girls and menstruation (an introduction); accepting change and looking ahead

**Year 5:** self and body image; puberty and dealing with feelings (social and emotional aspects); conception and how babies are made (in simple biological terms); looking ahead and coping with the changes of growing up

**Year 6:** self-image and self-esteem; puberty and dealing with feelings associated with becoming a teenager; understanding conception to the birth of a baby; attraction, relationships and growing independence; transition to secondary school.

In KS2 the girls will be taught human reproduction within their Science lessons – reproduction is a compulsory part of the Science curriculum. Along with specific science lessons, RSE is also incorporated within Computing, PE and our assemblies. All teaching will be age-appropriate to inform, guide, prepare and protect our pupils. Lessons will be taught using correct terminology, child-friendly language and diagrams.

### **Assessment**

RSE will be assessed across the school, by the class teachers. This will involve a wide range of methods appropriate to each year group, determined by the class teachers. Such methods may include pre and post unit self-evaluations, end of unit knowledge tests and discussion with pupils. These will be reviewed annually as part of whole school staff meetings. RSE/PSHE Coordinators will carry out lesson observations, book looks and will hold pupil voice meetings. Details of these findings are shared with the Higher Management Team and feedback to class teachers.

Our Relationship Education curriculum, and its implementation, is reviewed annually and approved by the governors. Appropriate amendments are made when needed and on an ongoing basis as part of the regular review of curriculum delivery within the School.

### **Sex Education**

Sex Education is not compulsory in primary schools, however, it is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. It is important that pupils receive factual and accurate information from trusted adults.

The Department for Education continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and physical and emotional maturity of the pupils. It should ensure that pupils are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born.

## Withdrawal from Sex Education

The school aims to keep parents informed about all aspects of the RSE curriculum and urges parents to review this policy. RSE is a vital part of the school curriculum and supports the development of the whole child.

Parents have the right to withdraw their daughter from sex education lessons. Any parents considering withdrawing their child from sex education should contact the Head or Deputy Head of each house to discuss their concerns. However, the school will work with families to ensure the needs of the child are met.

## Answering difficult questions

It is important that pupils feel confident to ask any questions that they may have opening without judgement or ridicule. Pupils will be given opportunities to ask questions discreetly and anonymously. For KS2 this is in the form of a postbox located in each form room for questions to be posted.

Members of staff are aware that views around RSE are varied. While personal views are respected, all aspects of RSE are taught without bias. Topics are presented using a variety of different views and beliefs so that pupils are able to form their own, informed opinions but also respect others who may have a different opinion.

The age and maturity of pupils is considered when answering question. Questions do not have to be answered immediately but may be addressed individually later. Individual teachers will use their skill and discretion in this area and refer to the RSE/PSHE Coordinators or Deputy Head Academic for support or guidance.

## Accessibility

The educational and personal needs of our pupils develop in line with varying societal pressures and other changes. For this reason, we regularly review our RSE curriculum.

We ensure RSE and Health Education is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by drawing on advice from the Learning Support Coordinator on individual pupil's specific needs and adapting provision to ensure all girls can access the curriculum.

## The Study RSE overview

	<b>Relationships</b>	<b>Sex Education/Changing Me</b>
Reception	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Year 1	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles- animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Year 2	Different types of families Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences between female and male bodies (correct terminology) Assertiveness Preparing for transition

Year 3	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
Year 4	Jealousy Love and loss Memories of loved ones Getting on and falling out Girlfriends and boyfriends Showing appreciation for people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Year 5	Self-recognition and self-worth Building self esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self-and body image Influence of online and media on body image Puberty for girls Puberty of boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Year 6	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends and girlfriends Sexting Transition

**Science overview – taught by Class Teachers or Science Coordinator (Year 5-6)**

	Content	Term Taught
Reception	Families Naming body parts Taking care of themselves Understanding growth	Autumn  Summer
Year 1	Body Parts How animals are born from eggs	Autumn
Year 2		
Year 3		
Year 4	Life cycle of plants and animals	Spring
Year 5	Healthy lifestyle and consequences of poor lifestyle choices	Spring and Summer

Year 6	Physical and emotional changes during puberty Human reproductive system Menstrual cycle Fertilisation and development of a foetus	Summer
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### **Confidentiality and safeguarding**

As a general rule, the pupil's confidentiality will be maintained by the teacher or member of staff concerned. As well as offering objective, age appropriate and factual information, they will always encourage the pupil to discuss any questions, worries or concerns with a trusted adult at home and offer support in doing so if required.

If the member of staff believes that the child is at risk or in danger, they will talk to the Designated Safeguard Leads and the school Safeguarding Policy will be followed.

Designated Safeguarding Lead:

Mrs Sarah Lee – Deputy Head Wilberforce House

Mr Chris Baalham – Deputy Head Spencer House

Deputy Safeguarding Lead

Mrs Sharon Maher- Headteacher

Mrs Melissa Peachey- SENDCO

Mrs Helen Lowe – Safeguarding governor

Ms Karen Lee - EYFS

### **This policy should be read in conjunction with:**

- PSHE Scheme
- Equal Opportunities Pupils Policy
- Curriculum Policy
- Science Policy
- E-Safety Policy

The policy was created by the PSHE Subject Co-ordinators, Deputy Head Academic, and in consultation with relevant staff members.

This policy is reviewed annually.