

BRABYNS PREPARATORY SCHOOL



Relationships & Sex Education, Health Education and PSHE Policy

This policy applies all pupils in the school, including in the EYFS

Created: July 2020 / Reviewed: Aug 2024

Next Review: August 2025

Checked by Miss. Pickford

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Scope of this policy

1 Policy Context and Rationale

1.1 This policy covers all pupils and year groups within the school, including the EYFS, and sets out the School's approach to Personal, Social, Health, and Economic Education (PSHE) and Relationships Education delivery.

The policy has been developed with reference guidance to Relationships Education and Health Education; Statutory guidance for governing bodies, proprietors, headteachers, principals, senior leadership teams, teachers, a copy of which can be accessed [here](#)

1.2 It was produced through consultation with staff, pupils, and parents through (but not limited to) the following channels:

1.2.1 departmental review and feedback,

1.2.2 departmental training via Kapow Primary,

1.2.3 parent focus group,

1.2.4 student voice,

1.2.5 wellbeing surveys

1.2.6 ongoing feedback from pastoral teams.

1.3 PSHE education provides a significant contribution to the schools' responsibility to:

1.3.1 promote children and young people's wellbeing

1.3.2 achieve the whole curriculum aims

1.3.3 promote community cohesion

1.3.4 provide careers education

1.3.5 provide relationships and sex education

1.4 The policy is informed and underpinned by the School's values of Nurture, Engage & Achieve. The PSHE and RSHE programme aims to develop:

1.4.1 successful learners who enjoy learning, making progress, and achieving

1.4.2 confident individuals who are able to live safe, healthy, and fulfilling lives

1.4.3 responsible citizens who make a positive contribution to society

1.5 To ensure that pupils develop an understanding of fundamental British Values and uphold these throughout the curriculum, pupils are also taught explicitly about British Values which are defined as:

1.5.1 democracy & the rule of law

1.5.2 individual liberty

1.5.3 mutual respect

1.5.4 and tolerance of those of different faiths and beliefs.

These values are taught explicitly through Personal, Social, Health and Emotional Education (PSHE) as well as

through citizenship and the School's broad and balanced curriculum.

1.6 Parents have been informed about the policy via parent consultation and the policy has been made available through the school website.

2 Legislation (Statutory Regulations and Guidelines)

2.1 Under the Education Act 2002, all schools must provide a balanced broadly-based curriculum which:

2.1.1 Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society

2.1.2 Prepares pupils at the school for opportunities, responsibilities and experiences of later life

2.2 The 2006 Education and Inspections Act placed a duty on Governing Bodies to:

2.2.1 Promote the wellbeing of pupils at the school

2.3 Revised Department for Education statutory guidance will state that from September 2020 all schools must deliver:

2.3.1 Relationships Education (Primary) and Relationships and Sex Education (Secondary).

2.3.2 LGBTQ+ (protected characteristics) inclusion is required as part of the statutory Relationships Education, [Relationship and Sex Education and Health Education curriculum](#) and there is a range of support available to help schools counter homophobic, biphobic, and transphobic bullying and abuse. (KCSIE para 204). Please refer to the Equal Opportunities Policy.

3 Roles and Responsibilities

3.1 From September 2020 PSHE and Relationships Education delivery across all of the Schools will be monitored by the Head of PSHE and Pastoral Lead. The PSHE lead ensures contextual and appropriate delivery at each key stage. They will be responsible for liaising with other curriculum leads so that curriculum design in different areas complements the Relationships Education program, rather than repeating what is already taught. Further detail is outlined in Paragraph 8.

3.2 Governance will oversee that the discharge of this policy ensures:

3.2.1 all pupils make progress in achieving the expected educational outcomes;

3.2.2 the subjects are well-led, effectively managed, and well planned;

3.2.3 the quality of provision is subject to regular and effective self-evaluation;

3.2.4 teaching is delivered in ways that are accessible to all pupils with SEND;

3.2.5 clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,

3.2.6 the subjects are resourced, staffed, and timetabled in a way that ensures that the school can fulfil its legal obligations.

4 Curriculum Design

4.1 The curriculum is designed around active engagement in learning, rather than passively receiving information. Pupils will be given opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills.

This table needs to set out who oversees the delivery of the PSHE and RE/RSE curriculum and how it is implemented in practice in each phase of the school

| | |
|--|---|
| Pre-Prep | Prep |
| PSHE Lead | RS & PSHE Co-ordinator Pastoral Lead |
| <ul style="list-style-type: none"> - Curriculum time delivered by form tutors and other staff - Use of Kapow Primary as a source of PSHE and RSE content and scope - PSHE is taught through other subjects/curriculum areas e.g Religion and Worldviews - PSHE delivered through whole school and extended timetable activities e.g. assemblies - PSHE enabled through specific projects e.g awareness days/weeks - through involvement in the life of the school and wider community - PSHE through pastoral care and guidance | |
| <p>Best Practice in PSHE Education:</p> <ul style="list-style-type: none"> ● Any new topic in PSHE will be introduced taking into account pupils' prior knowledge and will complement, not replicate learning in other subjects ● Research shows that attempts to scare or shock young people into making healthy choices rarely works and often backfire. ● Pupils will be reassured that the majority of young people make positive healthy lifestyle choices ● Pupils are helped to make connections between PSHE education and their 'real life' experiences, including online contexts. ● Curriculum design around online presence and social media will link to our e-safety and safeguarding policy. | |

5 Safe and Effective Practice

5.1 PSHE and RSE often draw on pupils' real-life experiences. A safe and supportive learning environment will be created by establishing ground rules in each context for the delivery of subject material. Staff delivering PSHE and RSE will ensure the pupils, who indicate they may be at risk, get appropriate support by liaising with the appropriate staff and adhering to the School's Child Protection and Safeguarding Policy.

5.2 Within the curriculum design there are opportunities to teach safeguarding within the RSE and Health curriculum in accordance with KCSIE 2022 (para 130), which states: *Preventative education is most effective in the context of a whole-school approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment... These will be underpinned by the school's behaviour policy, the Equal Opportunities policy and pastoral support system, as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Such a programme should be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities). NB: If any safeguarding issues are raised during RSHE lessons, the school will refer to its Safeguarding policy*

6 Equality of Opportunity

6.1 Classroom practice and pedagogy will take into account pupils' development, age, ability, readiness and cultural background, protected characteristics and pupils with SEND and will be adjusted accordingly to enable all students to access the learning. When needed, the practitioners will refer to the PSHE Association PSHE Education Framework For children with SEND: We will use PSHE and RSE as a way to address diversity issues and to ensure equality for all by addressing contextual issues identified through our pastoral management system and wellbeing surveys. PSHE and RSE delivery is designed to comply with the Equality Act 2010. Provisions

within the Equality Act allow the School to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of protected characteristics.

6.2 Relationships Education takes account of the faith of individual pupils as well as the nature of the faith of the school whilst helping pupils from all backgrounds build positive and safe relationships and to thrive in modern Britain. When planning for teaching the religious background of pupils will be observed so that topics are appropriately handled.

7 Definition of Relationships Education

7.1 Relationships & Sex Education is learning about the emotional, social, and physical aspects of growing up, relationships, diverse families, sex, human sexuality, and sexual health. It should equip children and young people with the information, skills, and positive values to have safe, fulfilling relationships, to enjoy their sexuality, and to take responsibility for their sexual health and well-being.

7.2 RSE is an entitlement for all children and young people and must:

7.2.1 Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law, and sexual health, in order to make informed choices. In schools this should be part of compulsory curriculum provision;

7.2.2 Be inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief, or any protected characteristics or other life-experience particularly HIV status and pregnancy;

7.2.3 Include the development of skills to support healthy and safe relationships and ensure good communication about these issues;

7.2.4 Promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media;

7.2.5 Seeks to break down stereotypes, tackle negative behaviours and build a culture of positive tolerance and understanding consistently role modelled by all staff at the school.

7.2.6 Provide opportunities for reflection in order to nurture personal values based on mutual respect and care;

7.2.7 Be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age and level of the learner;

7.2.8 Ensure children and young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding;

7.2.9 Be relevant and meet the needs of children and young people, and actively involve them as participants, advocates, and evaluators in developing good quality provision;

7.2.10 Be delivered by competent and confident educators;

7.2.11 Be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination, and bullying are harmful and unacceptable.

8 Responsibilities and Delivery Overview

| | |
|---------------|---|
| Pre-Prep | Prep |
| PSHE Lead | Head of Pastoral Care |
| Pastoral Lead | Chaplaincy RE Co-ordinator Science co-ordinator |

The focus during Relationship Education in Prep focuses on:

- the fundamental building blocks and characteristics of positive relationships, with particular emphasis on friendships, family and relationships with other children and adults;
- differences in families and their structure and respect for the individual circumstances of families

It addresses the relationships between:

- physical health and mental well being
- the balance of online and other activities
- emotion and the ability to express emotions

[Further detail of what Primary pupils need to achieve by the end of Y6 are available in the table after [Para 62](#)]

Unlike Relationships Education, Sex Education is not compulsory for pupils receiving primary education, although some primary schools may choose to teach it. However following consultation the School has decided that, apart from the sex education content included in the science curriculum for the primary age range, Sex Education will not be provided at Brabyns Preparatory School school

9 Managing difficult questions:

Pupils will often ask their teachers and other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. It is important that children feel able to ask any questions that they wish and that their questions are valued. If necessary, practitioners need to feel able to ask a child to wait for an answer to give them time to consult with the school's leadership team if they feel this is appropriate, or if the question raises potential safeguarding concerns. For instance: *'That is a really interesting question and I need time to think because I want to give you a proper answer.'* Teachers should feel able to work with colleagues if necessary to construct an appropriate answer. It is good practice to have an anonymous question box where children who are not comfortable raising questions in an open setting may ask questions to be responded to at a later date.

Meeting objectives require a graduated, age-appropriate programme of Relationships Education. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups.

10 Parents' right to withdraw their child

10.1 Parents/carers will not be able to withdraw their child from relationships education in prep school or secondary school.

11 Intended Outcomes

11.1 As a result of our PSHE and RSE programme, pupils will:

11.1.1 Develop the knowledge, skills and personal attributes they need to manage their lives now and in the future

11.1.2 Learn to make responsible decisions e.g. about alcohol, drugs, relationships, and future careers

11.1.3 Learn to recognise and manage risk and take increasing responsibility for themselves and their actions both online and in their daily lives

11.1.4 Understand the importance of wellbeing and how to tackle issues that can affect their ability to learn and their mental health

11.1.5 Understand the characteristics of and the importance of building healthy and positive relationships both online and in their daily lives

11.1.6 Develop skills such as teamwork, communication, and resilience

11.1.7 Be encouraged to make positive contributions to their families, schools and communities

11.1.8 Explore differences and learn to value diversity in all its forms

11.1.9 Reflect on their own individual values and attitudes

11.1.10 Identify and articulate feelings and emotions and manage difficult situations positively

11.1.11 Learn about the world of work

11.1.12 Learn to manage their money and finances effectively

12 Monitoring and Assessing

12.1 Monitoring:

12.1.1 The effectiveness of the PSHE and Relationship Education provision will be evaluated through: annual governance (during the Spring term), progress meetings and internal reviews.

12.2 Areas for assessment:

12.2.1 Pupils' knowledge and understanding through classroom discussion and formative assessment activities. Teachers should collect evidence of learning to make a judgement about pupils' progress. This may include presentations, written evidence, group work, and observations.

12.2.2 We consider children's starting points. Children bring differing levels of knowledge and understanding to any issue explored through PSHE education. Often this prior learning is more complex than we might assume. Where possible, any new topic in PSHE education starts by determining children's prior knowledge. This enables teachers to make more effective judgments about children's development and progression in learning.

12.2.3 Application of knowledge and skills in wider school participation, resolving conflict, making decisions, and forming positive relationships. Pupil voice will be influential in adapting and amending the material for PSHE and Relationships Education to ensure it is up to date and relevant.

13 Confidentiality

13.1 Pupils will be made aware that some information cannot be held confidentially and will be informed that, if certain disclosures are made, the information may be disclosed to the Safeguarding team.

14 Counselling Services

14.1 Pupils are made aware of counselling and information services both in and out of school and offered appropriate support.

15 Outside Speakers

15.1 Please refer to Appendix 6 of the Child Protection and Safeguarding policy for details of procedures for Visiting Speakers.

16 EYFS

16.1 In the Early Years Foundation Stage, the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 and the accompanying statutory guidance do not apply; however Personal Social and Emotional Development (PSED) is one of the prime areas within the EYFS curriculum and age-appropriate provision is made accordingly.

Appendix 1

PSHE and Relationships Education Long Term Plan

Please note, the practitioners tailor their PSHE education curriculum to meet the needs of their pupils & school.

| | Autumn | Spring | Summer |
|------------------------|--|---|---|
| Little Learners | Families; similarities & differences Awareness of own body & body parts Talk about own feelings & feelings of others | Occupations - emergency services, people who help us Sense of local community- local walks Staying healthy - diet & exercise; | Life cycles People from around the world Cultures and environments |
| Pre Prep | Different types of families Similarities & differences The human lifecycle Awareness of body & body parts Zones of Regulation Road safety | Develop a sense of community Occupations; People who help us Staying healthy - diet, exercise Respecting our natural world | Animal life cycles Sense of responsibility Keeping healthy - teeth Similarities & differences in relation to different cultures & environments |

| | Self-regulation | | Building Relationships | | Managing Self | | Transition |
|---|--|---|--|--|---|--|-------------------|
| Pre-Prep & Reception 'Cycle A' | <u>My Feelings</u> <i>Identifying my feelings Coping strategies Emotional adjectives Facial expressions</i> | | <u>Special Relationships</u> <i>Special people Sharing I am unique Similarities and differences</i> | <u>My Friends and Family</u> <i>Festivals Sharing What makes a good friend Being a good friend</i> | <u>Taking on Challenges</u> <i>Why do we have rules? Building towers Team races</i> | <u>My Wellbeing</u> <i>What is exercise? Being a safe pedestrian Eating healthily</i> | Transition lesson |
| Mixed Age | Introduction | Family and Relationships | Health and Wellbeing | Safety and the Changing Body | Citizenship | Economic Wellbeing | Transition |
| Year 1 & 2 'Cycle A' | Setting Ground Rules for RSE & PSHE | Family, friendships, families are all different, other people's feelings, friendship problems & gender stereotypes. | Understanding my feelings, relaxation, what am I like? Ready for bed, handwashing & personal hygiene, sun safety, allergies, & people who help us to stay healthy. | Communicating with adults, people who help us to keep safe in our local community, road safety, safety with medicines, making a call to the emergency services, the differences between secrets and surprises, appropriate contact, my private parts are private & personal boundaries | Rules, similar yet different, belonging, job roles in the community, our school environment & our local environment | Money, needs and wants, looking after money, banks and building societies, jobs | Transition lesson |
| Year 1 & 2 'Cycle B' | Setting Ground Rules for RSE & PSHE | Family, friendships, other people's feelings, | Understanding my feelings, steps to success, | Communicating with adults, road safety, staying at | Rules, similar yet different, caring for others: | Money, needs and wants, spending money, banks | Transition lesson |

Brabyns Preparatory School

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|---------------------------------|-------------------------------------|--|---|---|--|---|--|
| | | getting along with others, gender stereotypes & change and loss | growth mindset, being active, relaxation - breathing exercises, healthy diet & looking after our teeth. | home, safety with medicines, what to do if i get lost, the internet, appropriate contact, my private parts are private & personal boundaries | animals, the need of others, democratic decisions, school council & giving my opinion | and building societies, jobs | |
| Year 3 & 4 'Cycle A' | Setting Ground Rules for RSE & PSHE | Friendships and bullying, effects of bullying and responsibility of bystander, stereotyping - gender and age & disability, healthy relationships - boundaries, learning who to trust, respecting differences & change and loss - bereavement | My healthy diary, diet and dental health, relaxation - stretches, wonderful me, my superpowers, celebrating mistakes, communicate my feelings & my happiness | Be kind online, cyberbullying, share aware, privacy and secrecy, first aid bites and stings, choices and influences, first aid - emergencies & calling for help, introducing puberty, road safety & growing up | Recycling / reusing, local community and groups, local council and democracy, rules, rights of the child & human rights | Spending choices, budgeting, money and emotions, jobs and careers & gender and careers | Coping strategies |
| Year 3 & 4 'Cycle B' | Setting Ground Rules for RSE & PSHE | Friendships and bullying, healthy families, stereotyping - gender and age & disability, how my behaviour affects others, effective communication to support relationships, respect and manners & respecting differences | My healthy diary, looking after teeth, relaxation - visualisations, meaning and purpose - my role, resilience - breaking down problems, emotions, communicate my feelings & mental health | Fake emails, internet safety-age restrictions, consuming information online, tobacco, first aid - asthma, choices and influences, first aid - emergencies & calling for help, introducing puberty, road safety & growing up | Recycling / reusing, local community and groups, local council and democracy, diverse communities, rights of the child & charity | Spending choices, budgeting, money and emotions, job and careers & job for me | Coping strategies |
| Year 5 & 6 'Cycle A' | Setting rules & signposting | Build a friend - what makes a good friend Respect Respecting self Marriage Bullying Stereotyping Challenging stereotypes | Relaxation - yoga The importance of rest Embracing failure Going for foals Taking responsibility for my feelings Healthy meals Sun safety | Online friendships Staying safe online First aid: choking Alcohol Drugs, alcohol and tobacco: influences Year 5: Puberty Year 6: Physical and emotional changes of puberty Year 5: Menstruation | Breaking the law Prejudice and discrimination Protecting the planet Contributing to the community Rights and responsibilities Parliament and national democracy | Borrowing Income and expenditure Prioritising spending Risks with money Careers | Year 6: What is identity? Year 6: identity and body image |

