



UCS
HAMPSTEAD



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Relationships and Sex Education (SRE) Policy

UCS Pre-Prep recognises our responsibility to promote the spiritual, moral, cultural, mental and physical development of our pupils. We aim to prepare pupils for the opportunities, responsibilities and experiences of adolescence and adult life. We seek to provide a safe and stimulating environment which, in partnership with parents and the wider community, will enable pupils to learn about moral, physical and emotional development. This policy has been written in accordance with the DfE's *Relationships Education, Relationships and Sex Education (RSE) and Health Education*, statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, 2019.

What is relationships and sex education? (RSE)

It is lifelong learning about physical, moral and emotional development. It is about the understanding and appreciation of family life, marriage, stable and loving relationships, respect, love and care. It is also about the teaching of physical and emotional changes to the body, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity - this would be inappropriate teaching.

RSE begins at a very early age and, while much of it is learnt from parents, it is also received from friends, books, magazines, television, internet, music, films and so on. Some of this information can be incorrect, confusing or frightening. RSE in school provides a secure framework and environment in which pupils can be given the facts using appropriate materials. It also allows them to develop necessary personal skills and a positive attitude to physical and emotional health and well-being and moral development.

Wide-ranging research has shown that children want information about changes and situations they will experience before they happen to them. A safe, supportive and structured programme in school increases the probability of this being achieved. Also, although children want to be able to discuss hormonal changes and relationships with their parents, many parents and children prefer the school to take a lead and provide a springboard for the discussion. A partnership between home and school and open dialogue between parent and child are the ideal.

A successful programme, firmly embedded in the school's personal, social, health, emotional and economic education (PSHEE), helps children learn to respect themselves and others and allow them to move, with confidence, from childhood through adolescence into adulthood.

Aims and Objectives for RSE

The aim of RSE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. It is to teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This should take place with consideration of the qualities of relationships within families.

The objectives of RSE are:

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self-esteem and confidence, especially in their relationships with others (including safety online)
- To help pupils understand their feelings and behaviour, so they can lead fulfilling and enjoyable lives
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities
- To provide the confidence to be participating members of society and to value themselves and others
- To help gain access to information and support
- To develop skills for a healthier, safer lifestyle (including mental health)
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To support children to develop a strong sense of self and skills to buffer unhelpful messages about body image
- To display information and posters that reflect the diversity of students thereby ensuring that the school is welcoming and supportive to all children and families
- To provide education on fitness and nutrition that has a positive focus upon energy, fun, social connection and health
- To provide food in schools that is nutritious and balanced
- To provide information/training for families that looks at how to support children to develop a positive body image and sense of self
- To help pupils learn to recognise the early signs of body dissatisfaction and refer children and families to health professionals if necessary
- To be prepared for puberty and adulthood

The organisation of RSE

RSE is taught within the PSHEE programme. Biological aspects of RSE are taught within the Science curriculum or through Understanding the World. A range of teaching methods which involve children's full participation are used to teach RSE. These include use of small group work, media, discussion, case studies, drama and role-play. Ground rules and distancing techniques are used to establish a safe environment to facilitate discussions and students are encouraged to reflect on their learning. Class teachers take pupils for PSHE lessons and there are always opportunities for children to ask questions, and for them to do so anonymously if preferred through a class post box.

The scheme of work for RSE is contained within the PSHE Handbook which sets out when topics for the different year groups will be taught.

All those who teach aspects of RSE within the school, including visitors, are expected to be

guided by the following values framework which represents the values held in common by the whole school community. The teaching of RSE will encourage students to:

- Value and respect themselves
- Value and respect others for who they are, not for what they have or what they can do
- Value and respect difference in people's religion, culture, sexual orientation, physical and mental ability and social background
- Value and respect their own and others' rights to make choices in sexual relationships after having accepted responsibility for considering the consequences of those choices
- Value stable and loving relationships for the nurturing of children and as the basis of a society in which people care for one another

The personal beliefs and attitudes of teachers or other teaching staff will not influence the teaching of sex and relationship education in this school. Teachers and all of those contributing to RSE are expected to work within an agreed values framework as described in the school's policy.

Learning outcomes for RSE within the school

The PSHE curriculum covers personal, social and emotional health as well as economic and as part of this programme, children study about family, relationships and emotions as well as positive emotional and mental wellbeing, including positive friendships.

As pupils at the Pre-Prep are required to learn about relationships, parents do not have the right to withdraw their child from these lessons.

The following highlights some of the key areas that children will have been taught by the end of each Key Stage. The nature of some of these topics means that they might be introduced and built upon each year.

By the end of EYFS, children will:

- Understand some areas in which they can look after themselves e.g. dressing and undressing
- Explain why it is important to keep clean
- Understand some basic hygiene routines
- Identify different members of the family
- Understand how members of a family can help each other
- Children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated families and their cultures and about the emotions involved
- They also learn about personal safety.
- Have been taught Pants are Private NSPCC programme
- They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them.
- Respect for others taught in an age-appropriate way, in terms of understanding one's

own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

- Positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

By the end of Year 2, children will:

- Begin to recognise similarities and differences between themselves and others and, by encouraging positive self-esteem develop an appreciation of these differences
- Know how to keep clean and look after oneself
- Understand that babies become children and then adults
- Know the differences between boy and girl babies
- Know there are different types of families
- Know which people we can ask for help
- Understand that some people have fixed ideas about what boys and girls can do and learn to challenge these stereotypes
- Describe the difference between male and female babies
- Describe some differences between male and female animals
- Through work in Science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health.
- They learn about personal safety
- Taught the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these 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 also help them to recognise any less positive relationships when they encounter them.
- They begin to exhibit empathy and tolerance for different family relationships, different family groups and friendship. They learn about rituals and traditions associated families and their cultures and about the emotions involved in relation to their family and those of their peers.
- The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, addressing online safety and appropriate behaviour in a way that is relevant to pupils' lives.
- Promoting positive personal attributes which encourages the development and practice of resilience and other attributes, character traits, such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.
- Positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Visitors to school, such as parents, health professionals and members of voluntary organisations, may be invited to plan and contribute to RSE lessons. They will always be supervised as visitors' contributions to lessons are in line with the learning outcomes of the school's PRE programme.

Dealing with questions

If a teacher is asked a question that is too explicit, is age-inappropriate for the child or whole class or raises questions about sexual abuse, then it should be acknowledged with a promise to attend to it later on an individual basis. If a question is raised that alerts a member of staff that a child is at risk of sexual abuse, child protection procedures should be followed. Any suspicion of sexual abuse, either now or in the past, must be referred to the Designated Safeguarding Lead immediately. Due to the age of our pupils, UCS Pre-Prep does not directly teach sex education, if children ask direct questions, however, teachers will answer in a factually correct manner.

Special Educational Needs and disabilities (SEND)

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. Teaching and resources are differentiated as appropriate to address the needs of children with special educational needs in order for them to have full access to the content of SRE.

Equal Opportunities

At our school it is our aim to provide a RSE programme which is accessible to all our children, regardless of race, gender, ability, culture or religion. Materials and resources for lessons should be chosen carefully avoiding stereotypical images. Teaching activities are aimed to ensure that they engage both boys and girls and at times single sex groups might be appropriate.

This policy is reviewed every two years or as required. Staff and parents were consulted when developing this policy and will continue to be consulted during any reviews. It has been written in conjunction with the PSHE policy and the following guidance:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education, statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, 2019
- Sex and Relationship Education Guidance July 2000,
- Keeping Children Safe in Education
- Respectful School Communities
- Behaviour and Discipline in Schools
- The Equality Act 2010 and schools, Departmental guidance, 2014
- SEND code of practice: 0 to 25 years
- Mental Health and Behaviour in Schools
- Preventing and Tackling Bullying
- Sexual violence and sexual harassment between children in schools

- The Equality and Human Rights Commission Advice and Guidance
- Promoting Fundamental British Values as part of SMSC in schools
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- National Citizen Service guidance for schools
- <https://www.pshe-association.org.uk/>

This policy can be read in conjunction with: PSHE Policy, SMSC Policy, British Values Policy, Curriculum Handbooks (e.g. PSHE and Science), Safeguarding Policy, Behaviour, Rewards and Sanctions Policy, Enhanced Learning Policy, Anti-Bullying Policy, Curriculum Policy.