



Relationship and Sex Education (RSE) Policy





Rationale and Ethos

At The King's Foundation Preparatory Schools, we make learning as fun and engaging as possible. School life is rich, vibrant, and designed to ensure that every child discovers their inner talents, empowering them to be the very best they can be. Our aim is to inspire every child, build confidence and resilience, and encourage them to aim high.

As part of this vision, we aim to deliver a high-quality Personal, Social, Health & Economic (PSHE) Education curriculum in which we deliver accurate, relevant and age-appropriate information about Relationships – one of the core strands of PSHE. This will ensure that our children may achieve their full potential and leave our school prepared for the demands of society in their future.

We aim to teach children about relationships in an engaging, meaningful and age-appropriate manner through a carefully considered spiral curriculum which takes into account the emotional, physical and social maturity of our children. We very strongly believe that the education we provide should reflect both the universal needs shared by all pupils as well as the specific needs of individual pupils in our school. As such, the Relationship strand of our PSHE curriculum has been carefully considered and is constantly being reviewed so that it is inclusive and meets the needs of each and every one of our children, including those with special education needs and disabilities (SEND) by taking into account the ability, age readiness, and cultural backgrounds of our students, including those with English as a second language, to ensure that all can fully access the PSHE provision.

Teachers make Relationships and Sex Education (RSE) 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; matching games; problem-solving and challenge activities.

Legislation

What is Relationships and Sex Education?

RSE is a statutory component of the PSHE curriculum in both state and independent primary schools from September 2020 which involves learning about the many strands of 'relationships' and 'growing up' including: 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.

At The King's Foundation we believe that RSE equips our children with the understanding, knowledge and skills they will need to succeed and thrive. Teaching about relationships enables our pupils to safely negotiate making new friendships, recognise potential threats to their wellbeing and develop meaningful relationships with others throughout their lives.

The importance of celebrating diversity within RSE

We strive to promote equality through all aspects of our Relationships teaching. As such, our curriculum promotes tolerance and acceptance.

Just as we encourage children at King's to celebrate their many different talents, strengths and aspirations, we also aim to promote the celebration of diversity among cultures, traditions and religions. 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 and The Marriage Act 2013). This ensures that every one of our pupils has the chance to develop the self-esteem and confidence they



deserve in order to grow into understanding, accepting and respectful adults.

The curriculum offered supports equal opportunities and challenges notions of prejudice and discrimination in the range of human experience. We have a duty to ensure that teaching is accessible to all children and young people, including those who identify as lesbian, gay, bisexual and transgender (LGBT). Inclusive RSE will promote understanding and respect. Staff must educate without prejudice or discrimination and promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude and promote this attitude in turn to our pupils.

Roles and Responsibilities

Governors

The foundation Governors will approve the RSE policy and hold the Heads to account for its implementation.

Heads of King's St Alban's and King's Hawford

The Heads are responsible for ensuring that RSE is taught consistently across the two schools, and for managing requests to withdraw pupils from non-statutory/non-science components of the curriculum.

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/guardians wish them to be withdrawn from non-statutory/non-science components of the curriculum.

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 Head.

Pupils

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

Who delivers the RSE curriculum?

The RSE programme will be led by the PSHE co-ordinator at each school. They will produce and regularly review the curriculum, in consultation with the Senior Management Teams and the Head of PSHE and RSE at King's Worcester.

King' St Alban's

In the Pre-Prep department and Years 3 and 4, pupils are taught in their form groups, in order to provide a connection between the academic and pastoral aspects of pupils' spiritual, moral and cultural development. For Years 5 and 6, RSE forms part of their PSHE programme which is delivered through a series of dedicated PSHE afternoons throughout the school year. These sessions are led by



form teachers and other teaching staff.

King's Hawford

Throughout the school, pupils learn about PHSE and RSE in weekly lessons within their form groups, in order to provide a connection between the academic and pastoral aspects of pupils' spiritual, moral and cultural development.

External Visitors

Occasionally, appropriate and suitably experienced visitors from outside the foundation may be invited to contribute to the delivery of RSE in school. Such visits complement the programme rather than substitute or replace teacher-led sessions.

The foundation values the support of external agencies and speakers. Any external visitors delivering sessions in school will be expected to abide by an agreed code of practice and our confidentiality and safeguarding policies in the same way as all staff within the foundation.

Staff training

Teaching staff will receive RSE training through resources compiled by the PSHE co-ordinator, along with INSET time led by both internal staff and external speakers on specific topics. Clear parameters will be established in class and special consideration will always be given when teaching particularly sensitive material. Staff will be fully aware of the children in their class and how they might relate to the lesson content.

Curriculum Design

Relationships and Sex Education – Subject Content

Our RSE programme is an integral part of our whole foundation PSHE education provision and it has been put together with guidance from the PSHE Association, the Cambridgeshire PSHE Association and the PSHE Subject Leaders' Network at the University of Worcester, of which the King's St Alban's PSHE Co-ordinator is a member.

RSE is both proactive and reactive and changes may be made due to specific events or circumstances. Parents/guardians will be told of any additions to the programme if it occurs during the course of an academic year.

Through our RSE provision, we aim to ensure all children leave our schools 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.

In order to achieve these aims the topics covered in Key Stage 1 (Pre-Prep) include: special and important people in their lives; similarities and differences; different families; friendship and fairness; cooperation and teamwork; feelings and emotions; communicating effectively with others; consent and bullying behaviours.



In Key Stage 2 (Prep School), children extend their learning on the themes covered in Key Stage 1 and build on their knowledge about: different types of family and loving relationships; who their support network consists of; healthy and unhealthy relationships; dilemmas, risk and peer pressure; personal boundaries and secrets; techniques for resolving disputes; collaboration, compromise and sharing responsibilities and the consequences of our actions; the emotional changes and physical changes that occur when growing up.

The PSHE Schemes of Work (incorporating RSE) are appended to this policy (see **Appendix 1**) and further details on when different topics will be taught can be found in the curriculum summaries on the school websites.

Resources

Our RSE programme will be taught through a range of teaching methods. Interactive activities and high-quality resources will support our RSE provision and will be regularly reviewed. Many are resources recommended by the PSHE Association and the Cambridgeshire PSHE Association. Selected resources, such as books and film clips, will be used which support and promote understanding with a moral/values context, in compliance with the foundation's ethos and policies.

Parents/guardians wishing to see resources should contact the PSHE Co-ordinators via the school offices.

Cross-curricular links

Learning about relationships through PSHE education lessons will complement and link to similar topics in subjects including Science, Computing and Religious Education. Shared Schemes of Work will inform teaching staff of cross-curricular learning.

In Year 5, as part of the statutory Science Curriculum (see **Appendix 2**), children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty. Recent government guidance strongly suggests that 'All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes.' We support this statement and believe that children are ready to receive honest, open and factual education about relationships and growing up in this year group. Therefore, as part of the RSE curriculum, during Year 5 children will learn accurate information about puberty, their changing bodies and how to look after them. This is always done in a safe and secure environment.

Safe and Effective Practice

A safe learning environment

We will ensure a safe learning environment by providing staff training and by teachers and children agreeing on ground rules at the beginning of each academic year, and if necessary, revisiting these for specific topics. Staff will encourage discussion, but not personal disclosures from either themselves or children during a lesson.

Teaching strategies using distancing techniques will be used, such as being in a role play. This allows pupils to explore their feelings safely. Pupils will always be signposted to staff they can talk to and external agencies for each topic.

Sensitive issues

Staff know children well and will be aware if issues might arise during particular topics. In this



instance, staff will inform specific children – and parents/guardians if appropriate – verbally beforehand. If a child feels uncomfortable or sensitive about a topic, they will be encouraged to speak to either their teacher or another member of staff. If appropriate, other arrangements will be made for that child for that lesson.

Safeguarding

Confidentiality

At our schools, we aim to foster and maintain a safe environment within which all pupils feel able to ask questions and discuss issues openly (although no child or teacher will have to answer personal questions or be forced to take part in discussions). For any child wishing to discuss something confidential relating to content of the lesson, an opportunity will be given. In the classroom context, distancing techniques are employed so children are able to discuss fictional characters and scenarios, rather than discuss their own lives and experiences.

Safeguarding – Keeping Children Safe

In line with the foundation's Safeguarding Policy, the Preparatory schools are committed to safeguarding and promoting the welfare (both physical and emotional) of every child both inside and outside of the school premises. We implement a proactive whole-school approach to managing safeguarding concerns, ensuring that the wellbeing of children is at the forefront of all action taken.

In addition, all staff have received training on the new statutory guidance; 'Keeping Children Safe in Education,' which came into force in September 2019 and which details fresh guidance for 'Teaching online safety in school'.

All staff will exercise their professional judgement in order to keep children safe. Ground rules are agreed within PSHE sessions for each class. This ensures a safe environment for group discussion and exploring delicate topics. Information given, and the views expressed by the children, will be treated in confidence where possible. However, children will be informed that 100% confidentiality cannot be assured. If any child makes a disclosure of a safeguarding issue which indicates the child is at risk, as with all such instances the teacher will inform the Designated Safeguarding Lead (DSL) or Deputy in accordance with the foundation Safeguarding Policy.

External speakers

External speakers are required to complete a Presentation Form prior to their arrival. This is given to form staff and senior staff to inform them of any topics that children may be sensitive to. All speakers are required to agree to the visitor's regulations and inform a member of staff about any disclosures. A speaker will not be left alone with any children, or in a room without a member of staff at any point during their visit.

Engaging Stakeholders

Parent and guardian partnerships

It is important that as a foundation we work in partnership with parents and guardians on the RSE curriculum. Parents/guardians will be informed of the programme for PSHE in general before the start of each academic year, and of any additions during the course of the year. Both the RSE and PSHE Policies are available on the foundation's website and the PSHE Scheme of Work (incorporating Relationships Education) is appended to these policies. Details of when different learning objectives will be taught can be found in the curriculum summaries on the foundation website.



We believe clarity is essential and welcome any discussion with parents/guardians which will inform conversations at home about relationships.

We will always aim to be transparent and communicate what is being taught when. We believe that together we can address misconceptions they may have gained 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, we can help them understand their bodies, their feelings and other people. Our collective aim must be to ensure that our children recognise potential threats to their wellbeing and develop meaningful relationships with others throughout their lives.

With this in mind, the schools offer occasional workshops for parents and guardians, providing guidance on how they can support their children at home. By doing this we hope that we will empower both adults and children to feel confident and comfortable asking questions or initiating dialogue about the many important aspects of RSE that will affect our children's lives so fundamentally - both now and in the future.

If any parent/guardian has any queries or concerns about the subject content or delivery of any aspect of RSE, then they should ask to speak to the PSHE Co-ordinator or the Head who will be able to provide more specific information on curriculum and resources that are used to teach this strand of the PSHE curriculum.

Right to withdraw

From September 2020, RSE became statutory for all children, in all state and independent primary schools. This means that parents/guardians cannot withdraw their child from these lessons. However, they will be able to request that their child is withdrawn from lessons about Sex Education taught as part of RSE, which are not statutory objectives covered in the National Curriculum's Science programme of study (see **Appendix 2**).

You can view King's St Alban's and King's Hawford's PSHE Schemes of Work in Appendix 1 of this policy and see how they have been carefully considered to build on the children's prior learning. It is engaging, inclusive and always age appropriate. Delivery has been planned with the utmost care to incorporate certain elements of Sex Education which complement your child's RSE and PSHE curriculum.

As part of our Schemes of Work, there are five sessions which are non-statutory and which you have a right to request your child is withdrawn from (indicated on the King's St Alban's PSHE Scheme of Work in **Appendix 1**). Alternative work will be given to children who are withdrawn from Sex Education. Parents and guardians should be aware that impromptu discussions involving RSE topics can arise incidentally in the classroom and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

You are very welcome to speak to the PSHE Co-ordinator or the Head at your child's school about which specific sessions these are and their precise content in order to alleviate any worries you may have. We are confident that you will then appreciate how these stage-appropriate lessons fit in to your child's RSE curriculum in a purposeful and meaningful way.

Any parents/guardians wishing to withdraw their child from Sex Education should also be aware of the statutory Science National Curriculum content (see **Appendix 2**). Requests for withdrawal should be put in writing using the form found in **Appendix 3** and addressed to the Head.



Monitoring, reporting and evaluation

Pupil feedback

As with all PSHE, children will have opportunities to review and reflect on their own learning through formative assessment throughout lessons. Teacher feedback is immediate, constructive and positive. Self-assessment is a vital part of learning in RSE and children are given many opportunities to reflect on and evaluate their learning. This valuable life skill is reinforced and embedded across the curriculum.

Throughout the schools, written work is collated in the children's PSHE folders. Marking is less structured with consideration given to the volume of work completed orally. PSHE and RSE are not included in any reporting cycle; however, a child's participation and engagement in sessions is likely to inform form teacher comments.

Pupil voice

Pupil voice is also a key feature of our RSE programme at the Preparatory schools. Platforms such as the School Council and question boxes in classrooms enable and encourage our children to express opinions on how and where they would like their learning to go and we take these opinions into account when planning and teaching units from the curriculum. Their comments help us to assess and monitor their progress. Listening and responding to the views of our children ensures that our policy and curriculum is responsive and meets the needs of all our learners from year to year.

Teacher evaluation and reflection

Staff who deliver the RSE curriculum will critically reflect on their teaching and best practice can be shared at training sessions or staff meetings.

The PSHE Co-ordinators will have regular informal meetings each term to monitor planning and pupils' work to help them provide further relevant training opportunities. Lesson observations are also undertaken as part of regular learning walks and drop-in sessions.

RSE policy review date

This policy will be reviewed by key staff before completion. As part of effective RSE provision, the RSE policy will be reviewed every 2 years to ensure it continues to meet the needs of pupils, staff and parents/guardians and that is in line with current Department of Education advice and guidance. It will be reviewed by the King's St Alban's and King's Hawford PSHE Co-ordinators and KSW Head of PSHE and RSE.

Version	Date	Author	Position
1	05/05/2022	K Etherington / R Marsland/ CR Rees	Heads of PSHE KSW Head of PSHE
2			
3			



Appendix 1: King's St Alban's PSHE Scheme of Work (incorporating RSE)

	Autumn 1	Spring 1	Summer 1
Reception	Me, You and Us Listening skills, class rules, feelings, courtesy and manners Healthy Me Healthy friendships, healthy bodies, healthy food	Looking After Ourselves Medicines, vaccinations, staying safe Looking After the World Around Us Reduce, reuse, recycle	Changes and Growing Up How I've grown, new things I can do, independence, PANTS (NSPCC), transition
Year 1	All About Me Happy classrooms, where I fit in, families, friends, differences	Healthy Me Healthy eating, healthy teeth, healthy sleep, healthy feelings, healthy help, healthy online me	Secrets and Surprises Special times, secrets and surprises, safe and unsafe, PANTS (NSPCC) Where Does Money Come From? Money, earnings, needs and wants, saving, what money can't buy
Year 2	Making Choices Growth mindset v fixed mindset, empathy, short term goals, long term goals Career Aspirations Strength and aspirations, equality, individuals helping and changing the world	Friendships Online What is the internet, permissions, online relationships, stranger danger, peer pressure Problematic Plastic What harms the environment, alternatives to plastic, the three Rs, costing the Earth	Keeping Healthy Being a germ buster, travelling germs, vaccinations Growing Up Our bodies*, respect and consent, gender stereotypes, getting older, changes
Year 3	Hazards Home hazards, road safety, water safety, first aid, emergencies Friendships and Conflicts Personal boundaries, when things go wrong, hurting feelings, dealing with anger, making the right choices	Diverse Families What is family, what makes a family, diversity within families, discrimination and stereotypes, dealing with difficulties Keeping Safe Online Age ratings: online, films, and TV	Food Choices Food labels, sugar, fuel for our bodies, healthy snacks, fuel for growing bodies Fair Trade Where does food come from, economic choices, what is fair trade
Year 4	Respecting Myself and Others This is me, I am special, be kind to yourself, be kind to others, healthy friendships and relationships	Social Media and Fake News Is it true, spotting fake news, current affairs, news sources	When Things Change Bereavement, dealing with change, changes at home, what does happiness look like, RAKS

	PSHE 1	PSHE 2	PSHE 3	PSHE 4	PSHE 5	PSHE 6	PSHE 7	PSHE 8
Year 5	Community & Responsibility 1 Communities, responsibilities, refugees	Money, Money, Money 1 Jobs and money, bank accounts, paying for things	First Aid What to do in an emergency, basic first aid skills	Community & Responsibility 2 Human rights, the rights of the child	Money, Money, Money 2 Tax, money around the world	Law and Order Different types of laws, why do we need laws and how are laws made, how are laws enforced?	Changing Bodies & Changing Feelings 1 Human reproduction*, changes in boys, changes in girls	Changing Bodies & Changing Feelings 2 Changing emotions, relationships and families, where do I come from?
Year 6	Drugs Legal and illegal drugs, effects of drugs, where to find help	Managing Emotions Dealing with the juggling act, exploring & developing coping strategies	Mobile Phones Are mobile phones a good or bad thing? Anti-bullying Different kinds of bullying, how to respond	Animal Rights What are animal rights? Charities Why do charities exist?	Shaping our Future What is climate change, envisaging the future, the future we want	Making Choices Peer pressure, dilemmas, anti-social behaviour	Puberty 1 Changing bodies, emotional changes, just the way you are	Puberty 2 Relationships, let's talk about sex*, human reproduction*

* indicates a lesson from which parents/guardians have the right to withdraw their child. Please see 'Engaging Stakeholders – Right to Withdraw' within RSE Policy, for further details.



King's Hawford PSHE Scheme of Work (incorporating RSE)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Myself and My Relationships My Emotions	Citizenship Diversity and communities	Healthy & Safer Lifestyles Managing Safety & Risks/ Safety Contexts	Healthy & Safer Lifestyles Digital Lifestyles	Healthy & Safer Lifestyles Relationships and Sex Education	Healthy & Safer Lifestyles Healthy Lifestyles
Year 2	Citizenship Rights, Rules and Responsibilities	Myself and My Relationships Family and Friends	Myself and My Relationships Anti- Bullying	Healthy & Safer Lifestyles Drug Educations	Healthy & Safer Lifestyles Personal Safety	Healthy & Safer Lifestyles Relationships and Sex Education
Year 3	Myself and My Relationships My Emotions	Citizenship Diversity and communities	Healthy & Safer Lifestyles Managing Safety & Risks/ Safety Contexts	Healthy & Safer Lifestyles Digital Lifestyles	Healthy & Safer Lifestyles Relationships and Sex Education	Healthy & Safer Lifestyles Healthy Lifestyles
Year 4	Citizenship Rights, Rules and Responsibilities	Myself and My Relationships Family and Friends	Myself and My Relationships Anti- Bullying	Healthy & Safer Lifestyles Drug Educations	Healthy & Safer Lifestyles Personal Safety	Healthy & Safer Lifestyles Relationships and Sex Education
Year 5	Myself and My Relationships My Emotions	Citizenship Diversity and communities	Healthy & Safer Lifestyles Managing Safety & Risks/Safety Contexts	Healthy & Safer Lifestyles Digital Lifestyles	Healthy & Safer Lifestyles Relationships and Sex Education	Healthy & Safer Lifestyles Healthy Lifestyles
Year 6	Citizenship Rights Rules and Responsibilities	Myself and My Relationships Family and Friends	Myself and My Relationships Anti- Bullying	Healthy & Safer Lifestyles Drug Educations	Healthy & Safer Lifestyles Personal Safety	Healthy & Safer Lifestyles Relationships and Sex Education



Appendix 2: SRE in the statutory National Curriculum Science programme of study

Key Stage 1
<p>YEAR ONE Animals, including humans</p> <ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
<p>YEAR TWO Animals, including humans</p> <ul style="list-style-type: none"> Notice that animals, including humans, have offspring which grow into adults
Upper Key Stage 2
<p>YEAR FIVE Living things and their habitats</p> <ul style="list-style-type: none"> Describe the life process of reproduction in some plants and animals (Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.) Describe the changes as humans develop to old age (Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.)
Key Stage 3
<p>YEAR SEVEN (at KSW) Biology, Reproduction</p> <ul style="list-style-type: none"> Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the maternal lifestyle of the foetus through the placenta.)
Key Stage 4
<p>Biology, Health, disease and the development of medicines</p> <ul style="list-style-type: none"> Communicable diseases including sexually transmitted infections in humans (including HIV/AIDS) Reducing and preventing the spread of infectious diseases in animals and plants <p>Biology, Co-ordination and control</p> <ul style="list-style-type: none"> Principles of hormonal coordination and control in humans Hormones in human reproduction, hormonal and non-hormonal methods of contraception



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

TO BE COMPLETED BY PARENTS/GUARDIANS			
Name of child		Form	
Name of parent		Date	
Reason for withdrawing from sex education within Relationships and Sex Education curriculum			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	<i>Include notes from discussions with parents and agreed actions taken</i>