

ARTICULATE BEDE'S

Relationship and Sex Education Policy (Prep including EYFS)

Author / Role	Deputy Head Pastoral
Date Published	May 2022
Approving Body	Prep SLT
Regulatory References	<p>Independent Schools Standards Regulations: 2A - Relationships and sex education</p> <p>(1) The standard in this paragraph is met if the proprietor—</p> <p>(a) ensures that every registered pupil who is provided with primary education at the school is provided with relationships education,</p> <p>(b) ensures that every registered pupil who is provided with secondary education at the school is provided with relationships and sex education, except in so far as the pupil is excused as mentioned in sub-paragraph</p>
Date of Review	May 2023

Equality, Diversity and Inclusion Check for new/updated Policy completed by (committee/date):
Headmaster Prep School; May 2022

Documentation Distribution

Please delete as applicable

All staff / volunteers	Y
Governing Body	Y
Parents on request	Y
Published on School website	Y
ISI requirement to be available on request	Y
ISI requirement to be on School website	Y
Parent Portal	Y
Staff Hub	Y
ISI Portal	Y
Limited Internal Use Only (state recipients)	N

This policy is considered a 'live' document and will be updated as statutory guidance is release

Bede's is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.

Vision, Mission and Values

Our Vision

Where every child finds joy in their pursuit of brilliance

Our Mission

We continue to craft a more joyful education.

- Cultivating a vibrant learning experience, motivating us to pursue our individual best.
- Providing a festival of opportunity, enabling us to discover new passions and develop new talents.
- Building a kind-hearted community, inspiring us to enhance the lives of others.

Our Values

Be Compassionate

Because a caring community fosters belonging.

We expect our community to show kindness to people of all ages, genders and ethnicities, maintaining campuses where every person feels joyful and energised.

Be Courageous

Because fortune favours the brave.

We challenge our community to stand up for what is right, providing them with a safe environment where they can take bold action in pursuit of brilliance.

Be Curious

Because wisdom can be found off the beaten track.

We encourage our community to discover unlikely passions and hidden niches, releasing them into a wealth of opportunities inside and outside the classroom.

Be Conscientious

Because dedication is a spearhead of success.

We ask our community to throw themselves wholeheartedly into every endeavour, taking responsibility for their journey and inspiring others to do the same.

Policy Principles/Aims:

- To provide pupils with the knowledge and understanding about health, well-being and relationships in order to live a happy and successful adult life
- To foster the self-esteem and wellbeing of our pupils, based upon mutual respect for others as the foundation for good relationships.
- To create opportunities and an environment so that children can ask questions in an open and frank way and for staff to be able to respond in an age appropriate way and be able to deal with any potentially sensitive issues around sexual orientation or gender identity.
- To teach about responsibility in relationships and the inadvisability of early sexual experiences.
- To educate older children about contraception and its role in family planning.
- To recognise and value every child's identity and sexual orientation.
- To recognise the importance of stability in relationships and family groups.
- To respect the dignity of all human beings and to take responsibility for their own actions and a recognition of the impact their actions have on others.

- To ensure that RSE is integrated into the curriculum and is taught through PSHE, workshops, Science and assemblies.
- To provide parents with information about the school's approach to RSE.
- To nurture a partnership between all stakeholders from governors, teachers, support staff, parents and pupils to ensure pupils are supported as they mature.

Statutory Guidance:

- Keeping Children Safe in Education (2021)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2020)
- The Equality Act (2010)

Associated Trust Policies:

- Anti-Bullying Policy (Trust including EYFS)
- Behaviour Policy (Trust including EYFS)
- Child Protection Policy (Trust including EYFS)
- Equality, Diversion and Inclusion Policy (Trust including EYFS)
- Prep - Curriculum Policy (Prep including EYFS)
- Safeguarding Management Policy (Trust including EYFS)
- Special Educational Needs Policy (Trust including EYFS)
- Visitors' Policy (Trust including EYFS)

1. Definition and Rationale

- I. Relationships and Sex Education at Bede's Prep prepares children to have a good understanding of healthy relationships as well as the changes that take place in their bodies as they move from childhood to adulthood. It encourages an inclusive mindset and empowers children to make informed decisions about relationships. The DfE defines RSE as "lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health". This is divided into three key elements as follows:
 - a) attitudes and values
 - b) personal and social skills
 - c) knowledge and understanding.
- II. At Bede's the core values of Courage, Compassion, Curiosity and Conscientiousness underpin all that we do and this applies to our learning in RSE and the way we build relationships too.
- III. This policy covers Bede's Prep School's approach to RSE. It was produced by David Newberry (Deputy Head Pastoral) through consultation with staff at Bede's Senior School, the Prep School Staff RSE Working Group as well as consultation with the parent body.
- IV. Our RSE education is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by differentiation and planned support offered by teachers, tutors and our Health & Wellbeing team. We ensure RSE fosters gender equality and LGBTQ+ equality by working closely with the school Inclusion Hub.

2. RSE in the Primary Years (up to and including Year 6)

- I. The main focus in the Primary years is on teaching 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 starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them.

- II. From the beginning of Prep school, pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- III. 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, teachers will address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers will include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.
- IV. At Bede's Prep, we teach children about puberty and reproduction in plants, animals and humans as part of the Primary Science Curriculum in Years 5 and 6. In Year 5, children will learn about adolescence, puberty and menstruation. In Year 6, they learn about reproduction. Equipping pupils at this age with appropriate scientific knowledge builds an appropriate platform for the discussions on relationships in the secondary phase outlined below. The school is very happy to share with parents the content of the Science Curriculum and the materials used in teaching.

3. RSE in the Secondary Years (7 and 8)

- I. The aim of RSE at Bede's Prep is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It enables them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It teaches what is acceptable and unacceptable behaviour in relationships. This helps pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.
- II. Internet safety is also addressed. Pupils are taught the rules and principles for keeping safe online. This includes how to recognise risks, harmful content and contact, and how and to whom to report issues. Pupils develop a strong understanding of how data is generated, collected, shared and used online.
- III. It is important for pupils to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships.
- IV. During Years 7 and 8, children will understand the legal context in the following areas:
 - a) marriage
 - b) consent, including the age of consent
 - c) violence against women and girls
 - d) online behaviours including image and information sharing
 - e) Pornography
 - f) Sexuality and gender identity
 - g) Substance misuse, including alcohol, smoking and drugs
 - h) violence and exploitation by gangs
 - i) extremism/radicalisation
 - j) criminal exploitation
 - k) hate crime
 - l) female genital mutilation (FGM)

4. Equality and Inclusion

- I. The school takes seriously its responsibility that all pupils are included irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religious or sexual orientation. We will always ensure we are sensitive to the needs of different pupils from different backgrounds and faiths. Bede's Prep will take into account the religious background of all pupils when planning teaching, so that the topics that are included in the core content are appropriately handled. Lessons will also help children to recognise the nature and consequences of discrimination in any form.
- II. In all schools, teaching will reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make. Bede's Prep is alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and takes positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours.
- III. In line with our Safeguarding Policy, should any issues arrive from discussions in RSE lessons or outside the classroom then this should be shared as appropriate with the DSL team.
- IV. Children should feel free to ask questions and so a safe atmosphere where they can do this is vital. Any member of staff who is involved in RSE lessons must first establish ground rules to promote this. It is acceptable for a child to 'pass' on any questions if they wish and follow up later as necessary.

5. Implementation

- I. The relationships programme will be delivered by Form Tutors during timetabled PSHE lessons, alongside a regular programme of specially designed RSE units of work which are delivered via a programme of carousel activities each half-term. In addition to this, the school nursing team and outside speakers will be used to talk about elements of sex education so that the children can 'open up' to someone they are less familiar with if they prefer to speak to them rather than a Form Teacher. There will also continue to be a sex education element within the Science curriculum. The majority of the teaching will include boys and girls together but they will also meet separately for some sessions. The RSE programme is actively supported by a series of whole school and age-appropriate assemblies.
- II. The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. It is important to involve parents in the RSHE programme and they will be invited to view example materials and raise any questions they have. A working committee of relevant staff will drive forward the programme and to make sure it is relevant and up to date with the changing landscape of relationships.
- III. Pupils will receive factual scientific information along with age appropriate aspects of the law pertaining to RSE. Knowing facts will ensure pupils have access to the learning they need to keep them safe and healthy and to understand their rights and responsibilities as individuals.
- IV. The scheme will be based on, but not limited to, materials provided by the PSHE Association.

6. Subject Content

- I. Please see Appendix 1 below for a broad outline of subject content covered by year group.

7. The Right to be Excused from Sex Education

- I. There is no right for parents to withdraw children of any age from Relationships Education, which is a statutory requirement.
- II. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Parents must discuss the request with the Headmaster and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The benefits of the curriculum and the

potential impact on children's social and emotional development will be discussed. The school will document this process to ensure a record is kept.

- III. The school will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.

8. Monitor, Evaluate and Review

- I. The successful implementation of the RSE curriculum will be reviewed on a regular basis via the following processes:
 - a) Lesson Observation
 - b) Staff survey, review and discussion
 - c) Pupil/Parent voice via evaluation forms, surveys and pupil discussion
 - d) Annual SMT Review of feedback, policy and curriculum

9. Roles and Responsibilities

Governing Body

Governors will review the policy and a designated governor will monitor and evaluate the programme.

Headteacher and Teaching Staff

The Head has overall responsibility for the implementation of the policy and he will be supported by the Deputy Head who oversees a committee of staff who ensure that the lessons and resources are used effectively. All teaching staff have the responsibility to make sure lessons are delivered in an informative and sensitive way.

Parents

Parents will be consulted in this process and they have the right to withdraw their children from RSE except for those elements which are required for the Science National Curriculum.

Appendix 1 - RSHE Curriculum Map Year 1 to 8 (below)

	Friendships and Understanding Others	Families and Other Adults	Understanding Myself and My Body	Staying Safe	Keeping Healthy	Sex Education and The Law
Year 1	Belonging We are all different Taking Turns Compassion Sharing Say No to Bullying - Courage	People who are important to me Why are families important?	Understanding my feelings - proud, worried, jealous Good to be me Standing up for myself Naming my body parts PANTS (NSPCC)	Staying Safe Online Who can help me?	Mental Health and Well-Being Understanding my feelings - proud, worried, jealous Benefits of exercise and nutrition	N/A
Year 2	Belonging Welcoming Others Getting on and Falling Out Compassion Say No to Bullying - Courage	People who are important to me Different families	Being Assertive Telling the Truth PANTS (NSPCC)	Staying Safe Online Who can help me?	Keeping clean and taking care of myself Mental Health and Well-Being Understanding and managing my feelings Benefits of exercise and nutrition Science Topic: Health and Growth	N/A
Year 3	What makes a good friend? Compassion Body Language and Facial Expressions Say No to Bullying - Courage	How to get on in your family	Privacy PANTS (NSPCC) Science Topic - Humans and other animals.	Staying Safe Online Who can help me?	Drugs Mental Health and Well-Being Understanding and managing my feelings Benefits of exercise and nutrition	N/A

Year 4	Respect, Tolerance and Empathy Challenging Stereotypes Compassion Say No to Bullying - Courage	Different Families, Same Love People we don't know	My personal body/private parts Body Care - Sun Safety, Dental hygiene, PANTS (NSPCC) Science Topic - Humans and other animals.	Staying Safe Online Road Safety Who can help me?	Alcohol Smoking Mental Health and Well-Being Understanding and managing my feelings Benefits of exercise and nutrition	N/A
Year 5	Compassion Friendship and conflict resolution Say No to Bullying - Courage	Manners and Courtesy Adults we don't know	Male and Female reproductive system (Science) Adolescence (Science) Puberty (Science) Menstruation (science) Personal Hygiene Self-esteem and self-respect	Good and Bad Secrets Safe and Unsafe Touch Reporting concerns or abuse How to get help	Mental Health and Well-Being Self-Esteem Benefits of exercise and nutrition	Families, Marriages and Civil Partnerships
Year 6	No means No Friendship and Pressure Compassion Say No to Bullying - Courage Banter Online conduct	Successful Families Difficulties in Families Getting Help	Identity and Prejudice Body Image Self-esteem and self-respect Puberty	Online Safety Online images and Social Media Influencers Reporting concerns or abuse How to get help	Mental Health and Well-Being - importance of sleep Understanding and managing my feelings Benefits of exercise and nutrition	Sexual Reproduction (Science) Babies (Science) Equality and the Law

Year 7	Equality, Diversity and Inclusion Compassion Say No to Bullying - Courage Banter Online Conduct Conflict resolution	Roles and Responsibilities of Parents Successful Parenting Difficulties in Families Getting Help	Gender identity and sexuality Stereotypes Body Image	Gangs and County Lines Extremism Online Safety Domestic Abuse Reporting concerns or abuse How to get help First Aid	Substance misuse and the Law Mental Health, Mental Illness and Well-Being Understanding and managing my feelings Benefits of exercise and nutrition Science - Nutrition and Digestion, Allergies Eating Disorders	Marriage, Civil Partnerships and the Law Consent Pornography Nudes and the Law Science - Reproduction in Animals
Year 8	Equality, Diversity and Inclusion Compassion Say No to Bullying - Courage Banter Online Conduct	The positive aspects of healthy one-to-one relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook and friendship.	Gender identity and sexuality Discrimination Body Image	Gangs and County Lines Extremism Domestic Abuse Reporting concerns or abuse How to get help First Aid	Substance misuse and the Law Science - Health Microbes, Smoking and Drugs, Bacteria and virus, Vaccination and Immunisation Mental Health, Mental Illness and Well-Being Benefits of exercise and nutrition Eating Disorders	Consent Violence against women and girls, including FGM Pornography Nudes and the Law Sexual Harassment