

Relationships and Sex Education Policy Prep School including EYFS

2023 / 2024



Ibstock Place

CO-EDUCATIONAL DAY SCHOOL

IBSTOCK PLACE SCHOOL

Relationships and Sex Education Policy

Prep School (EYFS and Prep 1 - 6)

Scope

This policy applies to all pupils in Ibstock Place Prep School (including EYFS), (hereinafter 'Ibstock' or 'the School'). The policy is addressed to the Management Team; to all members of the teaching staff, including the School Nurse; and, on request, to parents and pupils.

- For Prep 1-6 pupils this policy comes under the umbrella of PSCHE and Science but can be read as a discrete document.
- For EYFS it comes under the specific learning area of Personal, Social, Citizenship and Emotional Development called 'Healthy and Safer Lifestyles'.

Roles and Responsibilities

The Governing Body has a statutory responsibility to ensure that this policy is ratified and compliant, as set out in the Independent School Standards 2019 (ISS). The Governing Body delegates this responsibility to the Head, who is accountable for the operationalisation of this policy. In turn, the Co-Head of the Prep School and Designated Safeguarding Lead (Prep) is delegated responsibility for the consistent application and implementation of this statutory policy across the School. Staff must follow the expectations set out in this policy.

Introduction

1. The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools; however, Sex Education is not compulsory in primary schools. In accordance with Section 1 of the Education Reform Act 1988, any school curriculum should be one which:
 - Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
 - Prepares such pupils for the opportunities, responsibilities and experiences of adult life
2. This includes giving all pupils the opportunity of receiving a comprehensive programme of sex education at school. The Government has therefore provided that from September 1994, in all Maintained Schools:
 - Sex education must be provided for all registered pupils.

- Any sex education at this stage must be provided in such a manner so as to encourage young people to have regard to moral considerations and the value of family life delivered appropriately for the age of the pupils, often in response to everyday circumstances or specific incidents that arise naturally.
 - The parents of a pupil may, if they wish, withdraw that pupil from all or part of the sex education provided in a Personal, Social, Citizenship and Health Education (PSCHE) programme later in the child's educational life.
3. In preparation for their responsibilities and experiences as adults, all pupils at Ibstock are offered the opportunity to experience a comprehensive relationships and sex education programme. The programme, which begins in the Pre-Prep (EYFS and Prep 1), is related to the physical, psychological and social stages of development. Particular care is taken to ensure that gender, religion, race, sexuality and culture are taken into consideration when presenting the programme.
 4. Relationships education is not dealt with in isolation but forms part of a cross-curricular programme when an understanding of the emotional and moral implications of behaviour is linked to a balanced and sensitive approach to factual information. It is not always specifically planned but will be addressed as matters arise from the pupils.
 5. The school abides by the [2010 Equality Act](#) in ensuring that there is no discrimination against age, sex, sexual orientation, gender reassignment, disability, race and religion and that there is equality of opportunity for all pupils.
 6. The process of creating and amending the RSE policy involves stakeholder understanding and feedback, and parents were consulted using a survey to engage them with the new guidance, check their comprehension of the curriculum and policy and to seek important opinion which, in turn, informed necessary alterations.

Aims

7. To provide a stimulating and supportive learning environment in which pupils can develop their feelings of self-worth and confidence especially in relationship to others and enable them to fulfil their potential within a caring environment.

In our Relationship and Sex Education we aim to:

- Work in partnership with parents;
- Teach RSE within a moral framework which reflects the School's ethos;
- Follow guidelines regarding Confidentiality and Child Protection.

Develop attitudes and values that:

- Show care and sensitivity towards other people and their needs and views;
- Accept the differences between people;
- Value family life and the importance of stable, loving, caring relationships
- Recognise the importance of the family unit for all its members;
- Respect oneself and others and demonstrate loyalty and trustworthiness in relationships;
- Take responsibility for one's actions in all situations;
- Explore and consider moral dilemmas as part of decision making.

Develop personal and social skills that:

- Enable pupils to manage emotions and relationships confidently and sensitively;
- Enable pupils to make well informed decisions;
- Enable pupils to keep themselves and others safe and to avoid abuse.

Develop knowledge and understanding of:

- reproduction, emotions and relationships.

Moral Framework

8. Pupils will be taught Relationships and Sex Education within a framework which models and encourages the following values: honesty, about oneself and others, tolerance, respect and care for others, acknowledgement and understanding of diversity with regard to religion and culture, an awareness and belief in one's own identity, loyalty and trustworthiness in one's relationships.

Parents

9. Parents are key figures in helping their children to cope with the emotional and physical aspects of growing up and preparing them for the challenges and responsibilities which sexual development brings. The teaching we offer, therefore, complements and supports the role of parents. Parents are welcome to contact the School Nurse for advice or to discuss any concerns they may have on health-related matters.

Parents have the right to remove their child from Sex Education lessons. In such an instance, parents will be invited in to talk to the Class Teacher and/or Subject Lead for PSCHE to clarify weekly content and discuss further options in relation to their child participating in certain lessons.

The School will provide mechanisms and opportunities for parents to engage with any review or evaluation of this policy including, but not limited to, the content of the curriculum and approaches to teaching Relationship and Sex Education.

Counselling and Guidance

10. The School Nurse, who is a health professional, may provide counselling and advice to individual pupils on sexual matters where it may be deemed necessary.
11. Teachers are also significant adults in a child's life and may be approached for information, help or guidance. It is important for teachers to recognise that in seeking to help and advise young people, while some questions can be answered in an open and honest way, teachers do not have to either answer all questions or reveal their own sexual viewpoint.
12. Where appropriate, teachers who are approached for specific advice from individual pupils about sexual behaviour should encourage pupils to seek advice from his or her parents and an appropriate health professional, such as the School Nurse, or the pupil's GP.
13. If a need for further, specialist support is required, the on-site counselling service provided by the Soke may be requested through the Co-Heads of the Prep School.

Relationships and Sex Education Programme

14. For EYFS, the RSE programme is embedded in the specific learning area of Personal, Social and Emotional Development. RSE is part of the Prep 1-6 PSCHE curriculum. For all pupils, Class Teachers will largely address the subject when it arises in both mixed and single sex groups (if it is more appropriate) providing opportunities for pupils to explore issues both within and between gender groups.

The Cambridgeshire Relationships and Sex Education scheme of work is taught in the Summer Term, from EYFS, Prep 1 to Prep 6, as part of class PSCHE lessons. This scheme can be found on the Prep School Documents Drive, along with associated worksheets. Linked resources and books are kept within the year groups.

This scheme has been planned so as to merge with the final two PSCHE units, namely Healthy and Safer Lifestyles and Myself and My Relationships. Prep 5 and Prep 6 have talks on puberty in single sex groups in addition to the scheme of work.

15. Facts will be presented in an objective, balanced and sensitive manner, within a framework of values which emphasises the importance of caring and loving relationships.
16. Pupils are encouraged to consider self-restraint, dignity, acceptance of responsibility, self-respect, and respect and sensitivity towards the needs and values of others.

Content and Organisation

- RSE is taught as appropriate for each age group from Prep 1-6.
- RSE is incorporated in the Science Curriculum for Prep 5. Other aspects are taught mainly in PSCHE and RS lessons. Through planned lessons in the curriculum – as well as through wider school activities such as assemblies – pupils are able to develop their ideas, knowledge and skills gradually, and appropriate to their age group.
- Class teachers have the responsibility for teaching RSE in the classroom. The Prep 5 and 6 teachers liaise with the School Nurse to ensure that our Prep 5 and 6 pupils receive an up to date and balanced programme on Sex Education.
- A range of teaching approaches are used in order to provide an interactive learning environment and allow pupils to practise social skills, as well as gain information and knowledge. Scaffolding is planned to enable access to all pupils, including those with EAL and SEND.
- Both formal and informal RSE arising from pupils' questions are answered directly or addressed individually, later, according to the discretion and professional expertise of teachers and the Head of the Prep School.
- The Prep School has agreed that the following language will be used: testicles and vagina up to and including Prep 6. Prep 5 and Prep 5 may also use testis and vulva.
- Children are required to complete a 'Network of Support' and evaluate this each term and remove or add any adults based on interactions and events. On the network of the support, children will also have the emergency service numbers, the NSPCC number and Childline and be taught that if they do not have a trusted adult to speak to, this is who they can contact.
- The NSPCC 'PANTS' rule is introduced from a young age, and this is revisited in every year group throughout the teaching of RSE.

Relationships and Sex Education across the Curriculum

17. Pupils may mention matters of human development and reproduction in Science.
18. Through role play and discussion, pupils raise their own feelings and gain a growing awareness and respect for the different views, cultures and beliefs of others.

Dealing with Sensitive Issues

19. The Health Education Programme includes topics which have complex personal and moral dimensions as well as legal considerations.
20. It is essential that discussions of this nature take place in a supportive environment in which respect for the views, cultures and religious beliefs of others is shown and

clearly understood. The following ground rules for discussion must always proceed any classroom discussion where sensitive issues may be raised:

- Right to privacy: Pupils and teachers should not be asked to discuss personal experience.
- Questions: Pupils and teachers should not be asked to answer personal questions.
- Listening with respect: All contributions must be listened to respectfully.
- Trust and Confidentiality: Pupils may wish to talk about the issues after the lesson is over.
- Care and compassion: Pupils are expected to show care and compassion to each other when pupils share personal feelings and experiences.

21. In the discussion of sensitive issues, the teacher takes on the role of a neutral chairperson who provides accurate information to counter prejudice and ignorance, guides the course of the discussion and ensures that the rules of debate are followed and promotes respect for others and self-esteem. The teacher need not disclose their own beliefs or views and may decline to do so as these are personal and confidential matters.

Disclosure or Suspicion of Abuse

22. Under the Children Act of 1989 and Child Protection in School, teachers are required to alert Social Services if there is disclosure or suspicion of abuse. In the first instance, this should be reported to the Prep School Designated Safeguarding Lead or Deputy Safeguarding Lead.

Confidentiality and File Protection

23. All class teachers and external visitors who work with our pupils will be given a copy of this policy and our school's Child Protection Policy. This is to ensure they are familiar with our policy and expectations regarding correct practices and responding to issues.

Queries

Queries on this policy should be directed to the Co-Head of Prep School and Designated Safeguarding Lead (Prep).

Review and Verification

This policy is reviewed annually, and additionally if there are statutory changes, by the Prep School Co-Heads, Designated Safeguarding Lead and Subject Lead for PSCHE.

Appendices

Please see overleaf for Appendices 1 and 2.

Appendix 1:

Sample letter to parents at the end of the Spring Term

Dear Parents

Prep 6 Summer Term PSCHE Lessons

Next term, we shall be beginning some work in Prep 6 about 'Growing and Changing'. This work forms part of an ongoing programme of Sex and Relationships Education, which we deliver throughout the School. Our 'Healthy and Safer Lifestyles' topic covers some elements of Science and some Personal, Social, Health and Citizenship Education (PSCHE).

Your children will be engaging with the following questions as part of this learning:

- What are different ways babies are conceived and born? (Sex Education)
- What effect might puberty have on people's feelings and emotions?
- How can my words or actions affect how others feel, and what are my responsibilities?
- What should adults think about before they have children?
- Why might people get married or become civil partners?
- What are different families like?

Included within the above will be discussions on diversity, gender equality and stereotypes.

We are very aware that the RSE we deliver in School is only a small part of children's learning about their bodies, keeping safe, emotions, relationships and themselves and that a large part of this learning in this area takes places with you at home.

We encourage you to discuss the above areas with your child before, during, or after our topic, as children say that they greatly value being able to talk with their parents/carers about these issues. In addition to 'Teen Tips', which has some helpful articles, these are some useful sources of support:

Continued ...

These are some useful sources of support:

To read the government guidance for Primary parents/carers on RSE, follow this link:

assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf

For some ideas on how you might want to answer your children's questions go to:

www.bbc.com/teach/class-clips-video/pshe-ks2-the-big-talk/zn8f7nb

For information on talking about RSE to your children, try:

www.fpa.org.uk/advice-parents-and-carers/how-start-talking-about-it

www.bigtalkeducation.co.uk/parents/how-to-talk-about-sex/

www.nspcc.org.uk/preventing-abuse/keeping-children-safe/healthy-sexual-behaviour-children-young-people/

Parent Channel <http://www.familylives.org.uk/advice/primary/health-and-development/>

We have carefully reviewed the resources we use to support our teaching, to ensure they are appropriate to the age and needs of the children. Our Relationships and Sex Education Policy, which covers RSE, is available on Firefly.

You have the right to withdraw your child from the elements of our programme defined as Sex Education i.e., learning about human conception and birth. If you would like to discuss any issues relating to our work on RSE, or to find out more about the lessons, please do not hesitate to contact the School.

Yours faithfully

PSCHE Subject Lead

Appendix 2: Overview of RSE curriculum topics and year of delivery

Kindergarten

My body and growing up:

- What does my body look like?
- How has my body changed as it has grown?
- What can my body do?
- What differences and similarities are there between our bodies?
- How can I look after my body and keep it clean?
- How am I learning to take care of myself and what do I still need help with?
- Who are the members of my family and trusted people who look after me?
- How do I feel about growing up?

What do I think I have to keep safe from?

- How do I know if something is safe or unsafe?
- Do I understand simple safety rules for when I am at home, at school and when I am out?
- Can I say 'No!' if I feel unsure about something and it does not feel safe or good?
- Can I ask for help and tell people who care for me if I am worried or upset?
- Who are the people who help to keep me safe?
- What goes on to and into my body and who puts it there?
- Why do people use medicines?
- What are the safety rules relating to medicines and who helps me with these?

Healthy & Safer Lifestyles

Keeping Safe (KS F)

- What are some situations where I need to think about how to keep myself safer?
- Do I understand simple safety rules for when I am at home, at school and when I am out and about?
- What are the clues my body gives me if I am feeling unsafe? MS
- Can I say 'No!' if I feel unsafe or unsure about something? MS
- Can I ask for help and tell people who care for me if I feel unsafe, worried or upset? SR
- Who are the people who help to keep me safe? PP
- What goes on to and into my body and who puts it there? MS
- Why do people use medicines? MS
- What are the safety rules relating to medicines and who helps me with these? MS

- Assessing risk
- Personal safety skills
- Networks of Support
- Safe and unsafe secrets
- Safe and unsafe touches
- Safer play & help when lost
- Road Safety
- Safe use of medicines
- Medicines, pills, injections

Healthy & Safer Lifestyles

Healthy Lifestyles (HL F)

- What things can I do when I feel good and healthy?
- What can I do when I am feeling ill or not so healthy?
- What can I do to help keep my body healthy? MS
- Why are food and drink are good for us? MS
- How can I make healthier choices about food? MS
- What is exercise is and why is it good for us?
- Why are rest and sleep good for us?

- Healthy choices
- My teeth
- Food and drink
- Exercise
- Rest and sleep
- Leisure time

Prep 1

Relationships and Sex Education:

- What are the names of the main parts of the body?
- What can my amazing body do?
- When am I in charge of my actions and my body?
- How can I keep my body clean?
- How can I avoid spreading common illnesses and diseases?

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| <p>Healthy & Safer Lifestyles Relationships and Sex Education (RS 1)</p> <ul style="list-style-type: none">• What are the names of the main parts of the body? BS• What can my amazing body do?• When am I in charge of my actions and my body? BS• How can I keep my body clean? HP• How can I avoid spreading common illnesses and diseases? HP | <ul style="list-style-type: none">• External parts of the body• My amazing body• Germs• Hand washing | <p>Healthy & Safer Lifestyles Relationships and Sex Education (RS 2)</p> <ul style="list-style-type: none">• How do babies change and grow? (Statutory NC Science Y2)• How have I changed since I was a baby? (Statutory NC Science Y2)• What's growing in that bump? (NC Science)• What do babies and children need from their families? FP• Which stable, caring relationships are at the heart of families I know? FP• What are my responsibilities now I'm growing up? CAB | <ul style="list-style-type: none">• Babies to children to adults• Growing up• Caring families• Family variety• Marriage• Changing responsibilities |
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Prep 2

Relationships and Sex Education:

- How do babies change and grow?
- How have I changed since I was a baby?
- What's growing in that bump?
- What do babies and children need from their families?
- Which stable, caring relationships are at the heart of families I know?
- What are my responsibilities now I'm growing up?

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| <p>Healthy & Safer Lifestyles Relationships and Sex Education (RS 1)</p> <ul style="list-style-type: none">• What are the names of the main parts of the body? BS• What can my amazing body do?• When am I in charge of my actions and my body? BS• How can I keep my body clean? HP• How can I avoid spreading common illnesses and diseases? HP | <ul style="list-style-type: none">• External parts of the body• My amazing body• Germs• Hand washing | <p>Healthy & Safer Lifestyles Relationships and Sex Education (RS 2)</p> <ul style="list-style-type: none">• How do babies change and grow? (Statutory NC Science Y2)• How have I changed since I was a baby? (Statutory NC Science Y2)• What's growing in that bump? (NC Science)• What do babies and children need from their families? FP• Which stable, caring relationships are at the heart of families I know? FP• What are my responsibilities now I'm growing up? CAB | <ul style="list-style-type: none">• Babies to children to adults• Growing up• Caring families• Family variety• Marriage• Changing responsibilities |
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Prep 3

Relationships and Sex Education:

- How are male and female bodies different and what are the different parts called?
- When do we talk about our bodies, how they change, and who do we talk to?
- What can my body do and how is it special?
- Why is it important to keep myself clean?
- What can I do for myself to stay clean and how will this change in the future?
- How do different illnesses and diseases spread and what can I do to prevent this?

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| <p>Healthy & Safer Lifestyles Relationships and Sex Education (RS 3)</p> <ul style="list-style-type: none">• How are male and female bodies different and what are the different parts called? BS• When do we talk about our bodies, how they change, and who do we talk to? BS• What can my body do and how is it special?• Why is it important to keep myself clean? HP• What can I do for myself to stay clean and how will this change in the future? HP• How do different illnesses and diseases spread and what can I do to prevent this? HP | <ul style="list-style-type: none">• Male and female bodies• Talking about bodies• Valuing the body's uniqueness & capabilities• Responsibilities for hygiene• Preventing spread of illnesses | <p>Healthy & Safer Lifestyles Relationships and Sex Education (RS 4)</p> <ul style="list-style-type: none">• What are the main stages of the human life cycle? Science• How did I begin? Sex Education• What does it mean to be 'grown up'? CAB• What am I responsible for now and how will this change? CAB• How do different caring, stable, adult relationships create a secure environment for children to grow up? FP | <ul style="list-style-type: none">• Stages of human life cycle• Seed+egg• Being grown up• My responsibilities• Families' responsibilities• Caring families |
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Prep 4

Relationships and Sex Education:

- What are the main stages of the human life cycle? Science
- How did I begin? Sex Education
- What does it mean to be 'grown up'?
- What am I responsible for now and how will this change?
- How do different caring, stable, adult relationships create a secure environment for children?

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| <p>Healthy & Safer Lifestyles Relationships and Sex Education (RS 3)</p> <ul style="list-style-type: none"> • How are male and female bodies different and what are the different parts called? BS • When do we talk about our bodies, how they change, and who do we talk to? BS • What can my body do and how is it special? • Why is it important to keep myself clean? HP • What can I do for myself to stay clean and how will this change in the future? HP • How do different illnesses and diseases spread and what can I do to prevent this? HP | <p>Healthy & Safer Lifestyles Relationships and Sex Education (RS 4)</p> <ul style="list-style-type: none"> • What are the main stages of the human life cycle? Science • How did I begin? Sex Education • What does it mean to be 'grown up'? CAB • What am I responsible for now and how will this change? CAB • How do different caring, stable, adult relationships create a secure environment for children to grow up? FP | <ul style="list-style-type: none"> • Stages of human life cycle • Seed+egg • Being grown up • My responsibilities • Families' responsibilities • Caring families |
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Prep 5

Relationships and Sex Education:

- What are male and female sexual parts called and what are their functions?
- How can I talk about bodies confidently and appropriately?
- What happens to different bodies at puberty?
- What might influence my view of my body?
- How can I keep my growing and changing body clean?
- How can I reduce the spread of viruses and bacteria?

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| <p>Healthy & Safer Lifestyles Relationships and Sex Education (RS 5)</p> <ul style="list-style-type: none"> • What are male and female sexual parts called and what are their functions? BS • How can I talk about bodies confidently and appropriately? BS • What happens to different bodies at puberty? CAB • What might influence my view of my body? • How can I keep my growing and changing body clean? HP • How can I reduce the spread of viruses and bacteria? HP | <p>Healthy & Safer Lifestyles Relationships and Sex Education (RS 6)</p> <ul style="list-style-type: none"> • What are different ways babies are conceived and born? (Sex Education) • What effect might puberty have on people's feelings and emotions? CAB • How can my words or actions affect how others feel, and what are my responsibilities? MW • What should adults think about before they have children? FP • Why might people get married or become civil partners? FP • What are different families like? FP | <ul style="list-style-type: none"> • Human lifecycle • Sexual reproduction • Changing emotions and relationships • Responsibility for others • Love and care • Marriage & civil partnership • Families |
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Prep 6

Relationships and Sex Education:

- What are different ways babies are conceived and born?
- What effect might puberty have on people's feelings and emotions?
- How can my words or actions affect how others feel, and what are my responsibilities?
- What should adults think about before they have children?
- Why might people get married or become civil partners?
- What are different families like?

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| <p>Healthy & Safer Lifestyles Relationships and Sex Education (RS 5)</p> <ul style="list-style-type: none"> • What are male and female sexual parts called and what are their functions? BS • How can I talk about bodies confidently and appropriately? BS • What happens to different bodies at puberty? CAB • What might influence my view of my body? • How can I keep my growing and changing body clean? HP • How can I reduce the spread of viruses and bacteria? HP | <p>Healthy & Safer Lifestyles Relationships and Sex Education (RS 6)</p> <ul style="list-style-type: none"> • What are different ways babies are conceived and born? (Sex Education) • What effect might puberty have on people's feelings and emotions? CAB • How can my words or actions affect how others feel, and what are my responsibilities? MW • What should adults think about before they have children? FP • Why might people get married or become civil partners? FP • What are different families like? FP | <ul style="list-style-type: none"> • Human lifecycle • Sexual reproduction • Changing emotions and relationships • Responsibility for others • Love and care • Marriage & civil partnership • Families |
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