



IBSTOCK PLACE SCHOOL

Sexual Health and Relationship
Education Policy
2020-21

Prep School (EYFS and Prep 1 - 6)

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Sexual Health and Relationship Education Policy

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Scope

1. This policy is addressed to the Senior 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 but can be read as a discrete document.
 - For EYFS it comes under the specific learning area of Personal, Social, Citizenship and Emotional Development.

Introduction

2. 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
3. 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 (including education about HIV and Aids and other sexually transmitted diseases) must be provided for all registered pupils
 - Any sex education at this stage must be provided in such a manner 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 governing body must make available to all parents a written statement of their policy on sex education
 - 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
4. In preparation for their responsibilities and experiences as adults, all pupils at Ibstock Place School are offered the opportunity to experience a comprehensive sexual health and relationships 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 and culture are taken into consideration when presenting the programme.

5. Sex 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.
6. The School abides by the 2010 Equality Act in ensuring that there is no discrimination against sexual orientation, transgender, disability, race and religion and that there is equality of opportunity for all pupils.

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 Sex and Relationship Education we aim to:
 - work in partnership with parents
 - teach RSE within a moral framework which reflects the School's Christian 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 difference 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 RSE 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 RSE 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 Sex and Relationship 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.

Sexual Health and Relationships Education Programme

13. 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, 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. Sex and Relationship Education

The Cambridgeshire Sex and Relationship 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 P 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 Relationships and Changes in the final term.

Prep 5 and Prep 6 have discrete talks on puberty in single sex groups in addition to the Sex and Relationships scheme of work.

Parents have the right to remove their child from RSE lessons.

14. 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.
15. Pupils are encouraged to consider self-restraint, dignity, and acceptance of responsibility, self-respect, and respect and sensitivity towards the needs and values of others.

Content and Organisation

16.
 1. RSE is taught as appropriate for each age group from Prep 1-6.
 2. RSE is incorporated in the Science Curriculum for Prep 5. Other aspects are taught mainly in PSCHE and R.S. 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.
 3. Class teachers have the responsibility for teaching RSE in the classroom. The Prep 5/6 teachers liaise with the School Nurse to ensure that our Prep 5/6 pupils receive an up to date and balanced programme on Sex Education.
 4. A range of teaching approaches are used in order to provide an interactive learning environment and allows pupils to practise social skills as well as gain information and knowledge.
 5. 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.

Sexual Health and Relationships 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 precede 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 his 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 Designated Safeguarding Lead (Prep School).

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.

Monitoring and review

24. The Prep Management Team will monitor the working of the policy and consider biennially whether any amendments need to be made.

Sexual Health and Relationship Education Policy Prep and Pre-Prep (EYFS to Prep 6)

Reviewed March 2013, Diana Wynter, Head of Prep

Updated 30 Sept. 2014, Diana Wynter, Head of Prep

Reviewed 28 September 2015, Marion MacDonald, Head of Prep

Updated 4 October 2016, Marion MacDonald, Head of Prep

Updated 30 October 2017, Marion MacDonald, Head of Prep

Amended 13 November 2018, Sophie Bartholomew, Deputy Head of Prep (Pastoral)

Reviewed November 2019, Sophie Bartholomew, Deputy Head of Prep (Pastoral)

Reviewed and amended December 2020, Sophie Bartholomew, Deputy Head of Prep (Pastoral)

Appendix 1:

Statement from the Chairman of Governors on their policy on sex education to all parents.

Dear Parents

Ibstock Place School's Sexual Health and Relationships Policy is addressed to the Senior Management Team, all members of the teaching staff, including the School Nurse and, on request, to parents and pupils.

The Sexual Health and Relationships Education programme aims to:

- Educate pupils about health matters so that they can make informed and responsible choices regarding their personal health.
- Develop self-esteem, confidence and assertiveness skills.
- Encourage respect and consideration for others.

School recognises that 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.

Should you wish to read the Sexual Health and Relationships Policy, please request a copy from reception.

Yours sincerely,

Chairman of Governors

Appendix 2:

Sample letter to Parents at the end of the Spring Term

Dear Parents

Prep 6 Summer Term PSHCE Lessons

We will shortly 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 'Growing and Changing' topic covers some elements of Science and some Personal, Social, Health and Citizenship Education (PSHCE).

Our programme in Prep 6 is carefully tailored to the age and needs of the children. Our main area for Prep 6 continues to be the concept of puberty. We have an important duty to talk about puberty with the children before they reach it, so we can reduce the fear and worry that some may feel.

These are the main questions we will discuss:

- How are babies made?
- How can I express my feeling positively as I grow up?
- When am I responsible for how others feel?
- What should adults think about before they have a baby?
- What are families like?
- What can I do when I realise I'm in a bad mood?
- How do I recognise how other people feel and respond to them?

We encourage you to discuss any of these areas with your children before, during or after our topic, as children and young people say that they greatly value being able to talk their parents about these issues. For more information on this you might look at these helpful websites:

Parent Channel <http://www.familylives.org.uk/advice/primary/health-and-development/>
NHS <http://www.nhs.uk/Livewell/Talkingaboutsex/Pages/Talking-about-sex-hub.aspx>

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.

You have the right to withdraw your child from the elements of SRE which are not included in the National Curriculum for Science. If you would like to discuss any issues further, please contact us.

Yours sincerely

Appendix 3:

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 and about?
- 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?

Prep 1:

Healthy & Safer Lifestyles

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?

Prep 2:

Relationships and Sex Education

- 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?
- 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?

Prep 3:

- 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?

Prep 4:

- What are the main stages of the human life cycle?
- How did I begin?
- 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 to grow up?

Prep 5:

Healthy & Safer Lifestyles

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?

Prep 6:

Healthy & Safer Lifestyles

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?