



# KING'S HOUSE SCHOOL

RICHMOND



## RELATIONSHIPS AND SEX EDUCATION POLICY

Member of staff responsible: Head of Pastoral Care

Date of policy review: March 2021

Date of next review: March 2023

Approved by Governors: March 2021



## **WHAT IS RELATIONSHIPS AND SEX EDUCATION?**

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

## **AIMS AND OBJECTIVES OF RELATIONSHIP AND SEX EDUCATION**

The School has a key role, in partnership with parents/carers, in providing Relationships and Sex Education (RSE). The School recognises that our pupils come from a diverse variety of families and all teaching at the School, including the specific RSE education, will aim to support all pupils equally and to encourage the celebration of diversity.

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships but those within families, online and helping them keep safe. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage, civil partnership or other type of committed relationship.

## **PROVISION OF RSE AT KING'S HOUSE SCHOOL**

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. Personal, Social, Health and Economic Education (PSHEE) continues to be compulsory in independent schools.

The School follows the guidance issued by the DfE to schools under section 80A of the Education Act 2002 regarding the teaching of RSE.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908013/Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

## **RSE and PSHEE [Personal, Social, Health and Economic Education]**

The School believes that the teaching of RSE should be set in the context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school. For example, the curriculum on relationships and on sex should complement, and be supported by, the School's wider policies on behaviour, inclusion, respect for equality and diversity, bullying and safeguarding (including handling of any reporting children and young people may make as a result of the lessons). The subjects sit within the context of the School's broader ethos and approach to developing pupils socially, morally, spiritually and culturally; and its pastoral care system.

This is achieved through careful planning between the PSHEE, Science and RS departments, which allows subject specialists to teach about topics such as reproduction where necessary but allows PSHEE to provide a better base for an all-round approach, including such topics as relationships, self-esteem, self-respect, saying 'no' to pressure, assertiveness, respecting differences and health



education. So whilst certain aspects are covered within Science and RS, PSHEE lessons are responsible for the majority of the curriculum.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

The School has developed the curriculum, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't feel the need to use inappropriate searches to find answers online.

### **Staff involved**

The staff involved principally include Form Teachers, Science and RS Staff. For the topics covered see the programme of study.

PSHEE, including provision for RSE, is taught by Form Teachers in both the Senior Department and Junior Department with lessons lasting thirty minutes in the Senior Department. Form Teachers are given detailed schemes of work from the Head of PSHEE, also the Head of Pastoral Care, and receive appropriate training where necessary. They are expected to deliver RSE in a sensitive way, model positive attitudes towards RSE and respond to the individual needs of the pupil.

### **Nursery Department**

When a child starts Nursery, they are treated with kindness and respect and children learn from the adults around them how to treat others. The Nursery places a huge emphasis on PSED, especially relationships, as the children learn to share, take turns and become part of the Nursery community. Through supported play, as well as focused circle times the children learn how to recognise feelings in themselves and others. An important skill is learning to listen to others and giving the children the words and confidence to speak up if they do not like something or want to do something.

In the Nursery, the children learn about growth with topics on plants, as well as life cycles. The Nursery also celebrates the birth of new siblings and parents will often bring them in for a circle time, which provides a wonderful opportunity to discuss new life and growth.

### **Junior Department (Reception, Year 1, Year 2 and Year3)**

Sex Education is not taught formally to this age group; however, it is discussed in circle time and in PSHEE lessons when issues arise, at an appropriate level for each age group. For example, when a new baby is born in a pupil's family. Relationships education is covered within our PSHEE lessons, detailed in the scheme of work. In Science lessons, the sequence of life is taught, i.e. the development of babies into adults and the life cycle of animals, plants and insects.



## Programme of Study – Relationships and Sex Education

In the Senior Department, The Head of Pastoral/also PSHEE works closely with colleagues in related curriculum areas to ensure that RSE complements and does not duplicate content covered in other compulsory subjects such as Science and RS.

Mandatory content not delivered in other compulsory subject areas is covered in timetabled PSHEE lessons and supplemented with extra-curricular talks.

	TOPIC	AUTUMN	SPRING	SUMMER
<b>EYFS</b>	Life Cycle – chicken/frog/butterfly/bee	SCIENCE		SCIENCE
	Forming good relationships with adults/peers Being a good friend	Throughout		
<b>YEAR 1</b>	Ourselves – growing	SCIENCE	PSHEE	PSHEE
	Respect of other people around us	PSHEE		
<b>YEAR 2</b>	Human Body – internal and external	SCIENCE		
	Responsibilities and relationships in and out of school		PSHEE	
<b>YEAR 3</b>	Celebrating birth/ Growth and Change	SCIENCE		RS

	TOPIC	AUTUMN	SPRING	SUMMER
<b>YEAR 4</b>	Basic Life Cycles of Animals and Plants		SCIENCE	
	Relationships / Self- esteem / Feelings / Family as a secure unit		PSHEE	
	Respecting differences	RS	PSHEE/RS	RS
<b>YEAR 5</b>	Relationships / Self -esteem / Feelings Respecting difference	RS	PSHEE	
	Describing changes as humans develop to old age Human reproduction Life cycle, basic anatomy Puberty	SCIENCE		
<b>Year 6</b>	Relationships / Self- esteem /Feelings Discussing relationships between girls and boys and how they might be different Respecting differences	RS	PSHEE/RS	RS
	Drugs/Alcohol		PSHEE	



	TOPIC	AUTUMN	SPRING	SUMMER
<b>YEAR 7</b>	Relationships / Self -esteem / Feelings: the changing nature of/ pressure on relationships with friends and family, and when and how to seek help to be able to negotiate within relationships		PSHEE	PSHEE
	Reproduction		SCIENCE	
	Respecting differences	RS	RS	RS
	Assertiveness – saying no to pressure Physical and emotional changes if puberty and how to manage them		PSHEE	
	Tobacco		SCIENCE	
<b>YEAR 8</b>	Sexual reproduction Puberty / reproduction process / nourishment of embryo		SCIENCE	
	Physical and emotional changes during adolescence		SCIENCE	
	Relationships /Self-esteem / Feelings family relationships in the light of new experience – puberty, interest in opposite sex, the desire for independence value of family marriage / stable relationships to nurture children feelings involved in boy / girl relationships – sexual and non-sexual		PSHEE	
	Drugs and Alcohol		SCIENCE	
	Benefits of delaying sexual activity		PSHEE	ACE programme
	Sexual Health/ STDs / HIV AIDS / Contraception / abortion (brief mention in »Spin » DVD)			ACE programme
	Great men – discussing how boys portray women and how the media portray them			ACE programme
	Genetic engineering			ACE programme

**The ACE programme is an After Common Entrance programme which includes elements that will help the boys transition to Senior School**



## **Training**

Staff are involved in training as required. This is overseen by the Head of PSHEE in the Senior Department and the Heads of School in the Nursery and Junior Department.

## **Monitoring and Evaluation**

The PSHEE Co-ordinator, also the Head of Pastoral Care and the Head of Science, liaise closely in the delivery of the curriculum.

The PSHEE coordinator takes in form PSHEE books termly to review the lessons and content covered. There are also occasional lesson observations to support the delivery of the subject.

Because of the content involved in RSE, it is imperative that the Head of PSHEE communicates regularly with those delivering the RSE curriculum, to discuss:

- The resources and methods that are used; and their appropriateness and effectiveness;
- The reaction of the boys to the lessons and materials;
- The inclusion of new topics that may need to be covered.

Outside agencies may have to be called in to help if necessary.

Staff are informed that should any pupils make a safeguarding-related disclosure, they must follow the School's Safeguarding Policy and report this to the Designated Safeguarding Lead.

## **WORKING WITH PARENTS**

### **Parental Involvement**

Parents are informed as to when National Curriculum topics are being taught, by means of the Curriculum Evening at the beginning of the school year and the curriculum booklet given out at that meeting. The RSE Policy is available to parents on the School's website. Parents have also been informed via email, of the current changes made to this policy in order to adhere to government guidance.

### **Right to Withdraw**

Parents cannot withdraw their child from Relationships Education but do have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. The right to withdraw from lessons relates only to Sex Education, and not to the teaching of biological aspects of human growth and reproduction. If parents wish to withdraw their child, they should contact the Head or the Head of Pastoral Care who will discuss the request with the parent and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. It should be noted that there is no right to withdraw from Relationships Education.

Some topics covered outside the National Curriculum are in the Year 8 ACE programme and a letter is sent to inform parents of the content and to inform them of their right to withdraw their child from these lessons.