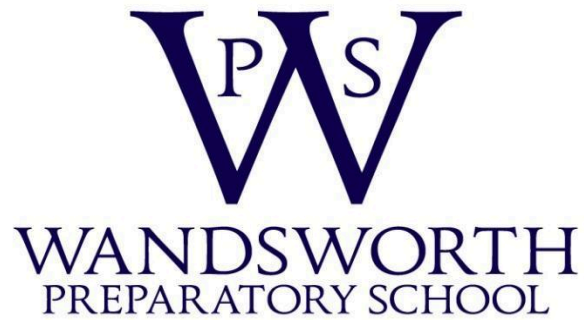


# Wandsworth Preparatory School



## Relationship and Relationship and Sex Education and PSHE Policy

This policy applies all pupils in the school, including in the EYFS

Created: July 2020 / Reviewed August 2024

Next Review: August 2025

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## **Scope of this policy**

### **1 Policy Context and Rationale**

1.1 This policy covers all pupils and year groups within the school, including the EYFS and sets out the School’s approach to Personal, Social, Health and Economic Education (PSHE) and Relationships Education delivery. The policy has been developed with reference to guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education; Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers a copy of which can be accessed [here](#)

1.2 It was produced through consultation with staff, pupils and parents through (but not limited to) the following channels:

1.2.1 departmental review and feedback,

1.2.2 departmental training via the PSHE Association,

1.2.3 parent focus group,

1.2.4 student voice,

1.2.5 wellbeing surveys

1.2.6 ongoing feedback from pastoral teams.

1.3 PSHE education provides a significant contribution to the schools’ responsibility to:

1.3.1 promote children and young people’s wellbeing

1.3.2 achieve the whole curriculum aims

1.3.3 promote community cohesion

1.3.4 provide careers education

1.3.5 provide relationships and sex education

1.4 The policy is informed and underpinned by the School's values. The PSHE and RSE programme aims to develop:

1.4.1 Successful learners who enjoy learning, making progress and achieving

1.4.2 Confident individuals who are able to live safe, healthy and fulfilling lives

1.4.3 Responsible citizens who make a positive contribution to society

1.5 To ensure that pupils develop an understanding of fundamental British Values and uphold these throughout the curriculum, pupils are also taught explicitly about British Values which are defined as:

1.5.1 Democracy & the rule of law

1.5.2 individual liberty

1.5.3 mutual respect

1.5.4 and tolerance of those of different faiths and beliefs.

These values are taught explicitly through Personal, Social, Health and Emotional Education (PSHE) as well as through citizenship and the School's broad and balanced curriculum.

1.6 Parents will be informed about the policy via email and the policy will be made available through the school website and parent portal.

## **2 Legislation (Statutory Regulations and Guidelines)**

2.1 Under the Education Act 2002, all schools must provide a balanced broadly-based curriculum which:

2.1.1 Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society

2.1.2 Prepares pupils at the school for opportunities, responsibilities and experiences of later life

2.2 The 2006 Education and Inspections Act placed a duty on Governing Bodies to:

2.2.1 Promote the wellbeing of pupils at the school

2.3 Revised Department for Education statutory guidance will state that from September 2020 all schools must deliver:

2.3.1 Relationships Education (Primary) and Relationships and Sex Education (Secondary).

2.3.2 LGBT inclusion is required as part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse. (KCSIE para 204)

### 3 Roles and Responsibilities

3.1 From September 2020 PSHE and RSE delivery across all of the School sites will be monitored by the Heads of PSHE. Each school has its own PSHE lead to ensure contextual and appropriate delivery at each key stage. They will be responsible for liaising with other curriculum leads so that curriculum design in different areas complements the RSE program, rather than repeating what is already taught. Further detail is outlined in Paragraph 8.

3.2 Governance will oversee that the discharge of this policy ensures:

3.2.1 all pupils make progress in achieving the expected educational outcomes;

3.2.2 the subjects are well led, effectively managed and well planned;

3.2.3 the quality of provision is subject to regular and effective self-evaluation;

3.2.4 teaching is delivered in ways that are accessible to all pupils with SEND;

3.2.5 clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,

3.2.6 the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

### 4 Curriculum Design

4.1 The curriculum is designed around active engagement in learning, rather than passively receiving information. Pupils will be given opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills.

This table sets out who oversees the delivery of the PSHE and RE/RSE curriculum and how it is implemented in practice in each phase of the school

Lower School	Upper School
Head of PSHE and Assistant Head of Lower School	Head of PSHE and Head of Academics
<ul style="list-style-type: none"> <li>● Curriculum time delivered by class teachers</li> <li>● Use of 'Twinkl' programme as a source of PSHE and Relationships Education content. Additional resources may also be used to adapt and supplement lessons.</li> <li>● PSHE is taught through other subjects/curriculum areas such as PSED in Early Years and Science in KS1.</li> <li>● Weekly responsive circle times to address any relevant or topical issues impacting the children.</li> <li>● PSHE or PSED delivered through whole school and extended timetable activities e.g. assemblies</li> <li>● PSHE enabled through specific project for example awareness days/weeks e.g. mental health week</li> </ul>	<ul style="list-style-type: none"> <li>● PSHE Curriculum delivered by form tutor teachers in weekly sessions.</li> <li>● timetabled lessons via 'Twinkl' programme as a source of PSHE and RSE content and scope. Additional resources may also be used to adapt and supplement lessons.</li> <li>● Weekly responsive opportunities during snack period when form tutor can address any relevant or topical issues impacting the children.</li> <li>● PSHE and Relationships Education is taught through other subjects/curriculum areas such as Science.</li> <li>● Covid restrictions permitting, use of Peer Mediation across whole school to equip children with skills to manage relationships and conflict effectively.</li> <li>● Assemblies addressing a range of PSHE issues through involvement in the life of the school and wider community e.g. Wellbeing leader groups</li> </ul>

<ul style="list-style-type: none"> <li>• through involvement in the life of the school and wider community e.g. school council groups</li> <li>• PSHE through pastoral care and guidance</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE through pastoral care</li> </ul>
<p>Best Practice in PSHE Education:</p> <ul style="list-style-type: none"> <li>- Any new topic in PSHE will be introduced taking into account pupils' prior knowledge and will complement, not replicate learning in other subjects. ('I can' Baseline topic assessment for learning to facilitate)</li> <li>- The PSHE whole school overview clearly outlines an overview of topics taught for each age group to ensure appropriate coverage and development across their time at school.(Class coverage overviews to travel through the school with them from 2021)</li> <li>- Pupils will be reassured that the majority of young people make positive healthy lifestyle choices</li> <li>- Pupils are helped to make connections between PSHE education and their 'real life' experiences, including online contexts.</li> <li>- Curriculum design around online presence and social media will link to our e-safety and safeguarding policy.</li> </ul>	

## 5 Safe and Effective Practice

5.1 PSHE and RSE often draw on pupils' real-life experiences. A safe and supportive learning environment will be created by establishing ground rules in each context for the delivery of subject material. Staff delivering PSHE and RSE will ensure the pupils, who indicate they may be at risk, get appropriate support by liaising with the appropriate pastoral team and adhering to the School's Child Protection and Safeguarding Policy.

5.2 Within the curriculum design there are opportunities to teach safeguarding within the RSE and Health curriculum in accordance with KCSIE 2022 (para 130), which states: *Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment... These will be underpinned by the schools behaviour policy and pastoral support system, as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Such a programme should be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities). NB: If any safeguarding issues are raised during RSHE lessons, the school will refer to its Safeguarding policy*

## 6 Equality of Opportunity

6.1 Classroom practice and pedagogy will take into account pupils' development, age, ability, readiness and cultural background, protected characteristics and pupils with SEND and will be adjusted accordingly to enable all students to access the learning. We will use PSHE and RSE education as a way to address diversity issues and to ensure equality for all by addressing contextual issues identified through our pastoral management system and wellbeing surveys. PSHE and RSE delivery is designed to comply with the Equality Act 2010. Provisions within the Equality Act allow the School to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of protected characteristics.

6.2 Relationships Education takes account of the faith of individual pupils whilst helping pupils from all backgrounds build positive and safe relationships and to thrive in modern Britain. When planning for teaching the religious background of pupils will be observed so that topics are appropriately handled.

6.3 Parents have the right to withdraw their children from those parts of RSE not within the national curriculum. Further details of this can be found in Paragraph 10.

## 7 Definition of Relationships and Sex Education (RSE)

7.1 Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, diverse families, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

7.2 RSE is an entitlement for all children and young people and must:

7.2.1 Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, in order to make informed choices. In schools this should be part of compulsory curriculum provision;

7.2.2 Be inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief, protected characteristics or other life-experience particularly HIV status and pregnancy;

7.2.3 Include the development of skills to support healthy and safe relationships and ensure good communication about these issues;

7.2.4 Promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media;

7.2.5 Seeks to break down stereotypes, tackle negative behaviours and build a culture of positive tolerance and understanding consistently role modelled by all staff at the school.

7.2.6 Provide opportunities for reflection in order to nurture personal values based on mutual respect and care;

7.2.7 Be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age and level of the learner;

7.2.8 Ensure children and young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding;

7.2.9 Be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision;

7.2.10 Be delivered by competent and confident educators;

7.2.11 Be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

## 8 Responsibilities and Delivery Overview

Lower School	Upper School (Year 3-4)	Upper School (Year 5-6)
<b>Relationships Education</b> Class teachers Head of PSHE	<b>Relationships Education</b> Class teachers Head of PSHE	<b>Relationships Education</b> Form teachers Head of PSHE  <b>Year 6 Sex Education</b> Year 6 Teacher

The focus during Relationship Education focuses on:

- the fundamental building blocks and characteristics of positive relationships, with particular emphasis on friendships, family and relationships with other children and adults;
- differences in families and their structure and respect for the individual circumstances of families

It addresses the relationships between:

- physical health and mental well being
- the balance of online and other activities
- emotion and the ability to express emotions

Unlike Relationships Education, Sex Education is not compulsory for pupils receiving primary education. At Wandsworth Prep, we will cover aspects of Sex Education as detailed below. This will be taught with boys and girls by the Year 6 class teacher.

Science Curriculum

- To explore the main physical and emotional changes in boys and girls during puberty
- To learn the scientific names for the male and female reproductive systems and their functions
- To feel confident in asking questions about puberty and changes
- To draw on knowledge of the human life cycle set out in the national curriculum for science

Sex Education – right to withdraw

- To know how semen leaves a man and enters a woman
- To know how an egg is fertilised
- To understand that sex between two consenting adults is a display of their love and affection for each other
- To have the opportunity to ask questions by writing them and putting them into a box; teachers will answer those questions with the whole class if within the agreed sex education curriculum

Sex Education lessons will be delivered to both boys and girls in mixed groups.

## 9 Managing Difficult Questions

Clear boundaries for questioning are established and ground rules set as to what is appropriate and inappropriate, personal questions are not answered. At times, primary pupils may ask challenging or difficult questions which may go beyond what is set out to be covered.

If a teacher is asked a question that is too explicit, is age-inappropriate for the child or whole class or raises questions about sexual abuse, then it should be acknowledged with a promise to attend to it later on an individual basis. If a question is raised that alerts a member of staff that a child is at risk of sexual abuse school protection procedures should be followed. As the range of understanding may be considerable, a three level response to questions is advised:

1. Answer in class for all children to hear
2. Answer one-to-one away from other children
3. Refer back to parents/carers, with the child's consent, to establish their willingness to have their child's question answered.

## 10 Parents' right to withdraw their child

10.1 Parents will not be able to withdraw their child from relationships education in prep school.

## **11 Intended Outcomes**

11.1 As a result of our PSHE and RSE programme, pupils will:

11.1.1 Develop the knowledge, skills and personal attributes they need to manage their lives now and in the future

11.1.2 Learn to make responsible decisions e.g. about alcohol, drugs, relationships and future careers

11.1.3 Learn to recognise and manage risk and take increasing responsibility for themselves and their actions both online and in their daily lives

11.1.4 Understand the importance of wellbeing and how to tackle issues that can affect their ability to learn and their mental health

11.1.5 Understand the characteristics of and the importance of building healthy and positive relationships both online and in their daily lives

11.1.6 Develop skills such as teamwork, communication and resilience

11.1.7 Be encouraged to make positive contributions to their families, schools and communities

11.1.8 Explore differences and learn to value diversity in all its forms

11.1.9 Reflect on their own individual values and attitudes

11.1.10 Identify and articulate feelings and emotions and manage difficult situations positively

11.1.11 Learn about the world of work

11.1.12 Learn to manage their money and finances effectively

## **12 Monitoring and Assessing**

12.1 Monitoring:

12.1.1 The effectiveness of the PSHE and Relationship Education (Reception - Yr6) provision will be evaluated through: annual governance (spring). The Head of PSHE provides a lead and direction for the subject to ensure continuity and progression throughout the school, overseeing termly planning and regularly reviewing the programme of study to ensure it reflects the latest guidance.

12.2 Areas for assessment:

12.2.1 Pupils' knowledge and understanding through classroom discussion and formative assessment activities. Teachers should collect evidence of learning to make a judgement about pupils' progress. This may include: presentations, written evidence, group work, observations.

12.2.2 Application of knowledge and skills in wider school participation, resolving conflict, making decisions and forming positive relationships. Pupil voice will be influential in adapting and amending the material for PSHE and



RSE to ensure it is up to date and relevant.

### **13 Confidentiality**

13.1 Pupils will be made aware that some information cannot be held confidentially and will be informed that, if certain disclosures are made, the information may be disclosed to the Safeguarding team.

### **14 Counselling Services**

14.1 Pupils are made aware of counselling and information services both in and out of school and offered appropriate support.

### **15 OutsideSpeakers**

15.1 Please refer to Appendix 6 of the Child Protection and Safeguarding policy for details of procedures for Visiting Speakers.

### **16 EYFS**

16.1 In the Early Years Foundation Stage, the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 and the accompanying statutory guidance do not apply; however Personal Social and Emotional Development (PSED) is one of the prime areas within the EYFS curriculum and age-appropriate provision is made accordingly.