



Our Lady's Preparatory School and Day Nursery

Relationships, Sex and Health Education Policy 1.9.1

Approved by:	Trustees	Date: 11 November 2020
Last reviewed on:	23 November 2020	
Next review due by:	23 November 2020	

Contents

1. Aims	3
2. Statutory requirements	3
3. Policy development.....	3
4. Definition	3
5. Curriculum	4
6. Delivery of RSHE	4
7. Roles and responsibilities	5
8. Parents' right to withdraw	5
9. Training	6
10. Monitoring arrangements.....	6
Appendix 1: Curriculum map	7
Appendix 3: Parent form: withdrawal from sex education within RSHE	17

1. Aims

The aims of relationships, sex and health education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene

2. Statutory requirements

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

At Our Lady's we teach RSHE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to review the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSHE
5. Ratification – once amendments were made, the policy was shared with Trustees and ratified

4. Definition

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

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

RSHE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, 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 seek answers online.

As a Catholic school, our mission is to support the spiritual, moral, social and cultural development of all of our pupils, rooted in the wisdom and teaching of the Church. The education of children in human sexuality is an important, precious and privileged responsibility. The Church teaches us that this is very much a partnership with parents, in which parents are the 'first educators' of their children on these matters; ultimately, you confer on us the right to co-educate your children with you.

As a result, we have adopted **Life to the Full** by Ten Ten Resources. Ten Ten is an award-winning Catholic educational organisation that is well-respected and very experienced in this field of work. Life to the Full has been approved by our diocese.

As part of the Ten Ten scheme, our primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

Delivery of RSHE will be to all pupils, and adapted to the needs of those with SEND via differentiated resources and in consultation with the School SENDCo if appropriate.

Pupils also receive stand-alone sex education sessions (in Prep IV, Summer Term).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our curriculum, see Appendices 1 and 2.

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).

7. Roles and responsibilities

7.1 The Trustees

The Trustees will approve the policy and hold the Headmaster to account for its implementation.

7.2 The Headmaster

The Headmaster is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-science components of RSHE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-science components of RSHE

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headmaster.

All teachers on the staff are responsible for teaching RSHE at Our Lady's.

7.4 Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSHE. We write to all parents prior to the teaching of this unit, normally in Term 2 of Prep IV.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headmaster.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSHE as part of their induction to the Ten Ten programme.

The Headmaster may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

10. Monitoring arrangements

The delivery of RSHE is monitored by Mr Cassell and Mrs Arnold through: planning scrutiny, work scrutiny and learning walks.

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

The School will review this policy every two years and any guidance or advice published by the DfE, ISI and/or other relevant bodies will be monitored on an ongoing basis, in the event that ad-hoc amendments or revisions are appropriate outside of this timeframe.

Implemented: November 16 2020

Signed:



M A Stone
Headmaster

To be reviewed: 12 months from "Reviewed" date

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Early Years Foundation Stage

Module 1: Created and Loved by God
Unit 1: Religious Understanding
Story Sessions: Handmade with Love
Unit 2: Me, my body, my health
Session 1: I Am Me
Session 2: Heads, Shoulders, Knees and Toes
Session 3: Ready Teddy?
Unit 3: Emotional well-being
Session 1: I Like, You Like, We All Like!
Session 2: Good Feelings, Bad Feelings
Session 3: Let's Get Real
Unit 4: Life cycles
Session 1: Growing Up
Module 2: Created to Love Others
Unit 1: Religious Understanding
Session1: Role Model
Unit 2: Personal Relationships
Session 1: Who's Who?
Session 2: You've Got a Friend in Me
Session 3: Forever Friends
Unit 3: Keeping Safe
Session 1: Safe Inside and Out
Session 2: My Body, My Rules

Session 3: Feeling Poorly
Session 4: People Who Help Us
Module 3: Created to Live in Community
Unit 1: Religious Understanding
Session 1: God is Love
Session 2: Loving God, Loving Others
Unit 2: Living in the Wider World
Session 1: Me, You, Us

Key Stage One – Infant I & II

Module 1: Created and Loved by God
Unit 1: Religious Understanding
Story Sessions: Let the Children Come
Unit 2: Me, my body, my health
Session 1: I am Unique
Session 2: Girls and Boys
Session 3: Clean & Healthy
Unit 3: Emotional well-being
Session 1: Feelings, Likes and Dislikes
Session 2: Feeling Inside Out
Session 3: Super Susie Gets Angry
Unit 4: Life cycles
Session 1: The Cycle of Life
Module 2: Created to Love Others
Unit 1: Religious Understanding
Session1: God Loves You
Unit 2: Personal Relationships
Session 1: Special People
Session 2: Treat Others Well...
Session 3: ...and Say Sorry
Unit 3: Keeping Safe
Session 1: Being Safe
Session 2: Good Secrets & Bad Secrets
Session 3: Physical Contact
Session 4: Harmful Substances
Session 5: Can You Help Me? (can be split into 2 sessions)

**Module 3:
Created to Live in Community**

Unit 1: Religious Understanding

Session 1: TRSHEe in One

Session 2: Who Is My Neighbour?

Unit 2: Living in the Wider World

Session 1: The Communities We Live In

Lower Key Stage Two – Prep I & II

Module 1: Created and Loved by God
Unit 1: Religious Understanding
Story Sessions: Get Up!
Unit 2: Me, my body, my health
Session 1: We Don't Have To Be The Same
Session 2: Respecting Our Bodies
Session 3: What Is Puberty? (recommended for Year 4+)
Session 4: Changing Bodies (recommended for Year 4+)
Session 5: Discussion Groups (recommended for Year 4+)
Unit 3: Emotional well-being
Session 1: What Am I Feeling?
Session 2: What Am I Looking At?
Session 3: I Am Thankful
Unit 4: Life cycles
Session 1: Life Cycles
Module 2: Created to Love Others
Unit 1: Religious Understanding
Story Sessions: Jesus, My Friend
Unit 2: Personal Relationships
Session 1: Friends, Family & Others
Session 2: When Things Feel Bad
Unit 3: Keeping Safe
Session 1: Sharing Online
Session 2: Chatting Online
Session 3: Safe In My Body
Session 4: Drugs, Alcohol & Tobacco
Session 5: First Aid Heroes

**Module 3:
Created to Live in Community**

Unit 1: Religious Understanding

Session 1: A Community of Love

Session 2: What is the Church?

Unit 2: Living in the Wider World

Session 1: How Do I Love Others?

Upper Key Stage Two – Prep III & IV

Module 1: Created and Loved by God
Unit 1: Religious Understanding
Story Sessions: Calming the Storm
Unit 2: Me, my body, my health
Session 1: Gifts and Talents
Session 2: Girls' Bodies
Session 3: Boys' Bodies
Session 4: Spots and Sleep
Unit 3: Emotional well-being
Session 1: Body Image
Session 2: Peculiar Feelings
Session 3: Emotional Changes
Session 4: Seeing Stuff Online
Unit 4: Life cycles
Session 1: Making Babies Pt1
Session 2: Making Babies Pt2
Session 3: Menstruation
Module 2: Created to Love Others
Unit 1: Religious Understanding
Session 1: Is God Calling You?
Unit 2: Personal Relationships
Session 1: Under Pressure
Session 2: Do You Want a Piece of Cake?
Session 3: Self-Talk
Unit 3: Keeping Safe
Session 1: Sharing Isn't Always Caring
Session 2: Cyberbullying
Session 3: Types of Abuse
Session 4: Impacted Lifestyles

Session 5: Making Good Choices
Module 3: Created to Live in Community
Unit 1: Religious Understanding
Session 1: The Trinity
Session 2: Catholic Social Teaching
Unit 2: Living in the Wider World
Session 1: Reaching Out

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 3: Parent form: withdrawal from sex education within RSHE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within health and relationships education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	