



Our Lady's Preparatory School and Day Nursery

Relationships, Sex and Health Education Policy 1.9.1

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| Approved by: | Trustees | Date: 11 November 2020 |
| Last reviewed on: | 26 July 2021 | |
| Next review due by: | 26 July 2022 | |

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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

Though we are an independent School we follow the national curriculum for Relationships Education. This is mandatory. 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 sex education (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 sex education.

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

Reviewed: 26 July 2021

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

| |
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| 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 |

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| 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

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|---|
| 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 |
| Session 1: 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

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| 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

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|--|
| 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 |

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| 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 | |
| | |