



Kensington Prep School

GDST
GIRLS' DAY SCHOOL TRUST

Name of Policy:	Relationships and Sex Education Policy
KPS Policy Number:	2c
ISI Regulation:	Quality of Education Provided
ISI Paragraph:	Curriculum
Reviewed By:	Kylie Bezzina (SLT review: Emma Williams)
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Definition of RSE – from *Sex Education Forum*

Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, 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.

Kensington Prep School takes its responsibility to provide relevant, effective and responsible relationships and sex education (RSE) to all its pupils as part of the school's personal, social, health and economic education curriculum (PSHE) very seriously. At our school we want parents and pupils to feel assured that relationships and sex education will be delivered at a level appropriate to both age and development of pupils.

This teaching is not intended to replace advice or guidance which is ideally received at home, but to supplement and broaden knowledge and understanding. While we use RSE to inform children about relationship and sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use RSE as a means of promoting any particular form of sexual orientation. Kensington Prep School believes that RSE will be developmental and a foundation for further work in the secondary school.

This policy is drafted by the Head of PSHE in consultation with teaching staff, the Headteacher and the Assistant Head Pastoral. Parents will initially be informed about the policy through an online information evening and ongoing through inclusion of the policy in the new starters information pack, and the publishing of the policy on our school website. Parental responses are welcomed with regard to this policy content.

Aims of policy:

RSE is lifelong learning about physical, moral and emotional development. It is about teaching relationships, sex, sexuality and sexual health in a way that is fully understood and effectively retained by pupils in our care. This includes emphasis on good health, the value of self-esteem in making choices and judgements, the nature of healthy and consensual relationships, and knowledge about how the body works, all within a context of moral issues and values.

RSE will outline the importance of family life and the raising of children, as well as highlighting the role of marriage and other stable relationships as building blocks for community and society.

We want our pupils to lead a healthy and safe lifestyle and to care about and respect their bodies. We provide them with the right tools that will enable them to seek information or support, should they need it, both during their school years and beyond.

Provision: We subscribe to the Department of Education guidance that will be mandatory in England from Summer Term 2021: *Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance*. Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st Century (2014)
- Keeping Children Safe in Education – Statutory Safeguarding Guidance (2016)
- Children and Social Work Act (2017)

Taught PSHE has also been part of the Independent Schools Standards since 2014. We aim to provide a relevant, broad and balanced curriculum that not just fulfils, but exceeds externally set standards.

The Kensington Prep School curriculum is spiral so that topics can be re-visited in later years. Although the topics below are listed specifically, we treat Relationships and Sex Education as part of the wider PSHE curriculum. We support equal opportunities in education, seeing it as enabling and encouraging all our students to build self-esteem through discussion and activities in a safe environment. We are equipping them with decision-making skills irrespective of gender roles and stereotyping.

Organisation:

The main topics covered in RSE are:

- Developing and maintaining a variety of healthy relationships, within a range of social/cultural contexts
- Recognising and managing emotions within a range of relationships
- Recognising risky or negative relationships including all forms of bullying and abuse
- Responding to risky or negative relationships and knowing when and where to ask for help
- Consent
- Recognising and responding to risks and maintaining positive relationships online.
- Respecting equality and diversity in relationships
- Reflecting on values and influences (such as from peers, media and culture) that may shape their attitude to relationships and sex and nurtures respect for different views
- The physical changes to their body as they grow into adults
- The way humans reproduce

As part of the PSHE programme, RSE is taught by the form teacher of each class using a range of activities with materials and support provided by health professionals and services recommended by the PSHE Association. Sex Education is also taught in Upper KS2 in the Science curriculum where children learn about the human life cycle and the different parts of the body. In Science lessons in both key stages, we follow the guidance in the QCA scheme of work. We teach the girls about what will happen to their bodies during puberty in Year 4. We place particular emphasis on health education, as many children experience puberty at this age. Lessons are designed to meet the needs of all pupils including those with special educational needs and disabilities. A safe learning environment for all will be created through establishing ground rules to be followed during RSE lessons.

The programme is developed and reviewed in consultation with pupils, staff and parents to ensure that it meets the needs of the whole school community. We ensure that RSE is age relevant and appropriate across all year groups; this means ensuring that the curriculum develops as our pupils do and meets their needs. Seeking pupils' views on RSE enables us to make teaching relevant to their real lives.

We ensure that staff are given regular and ongoing training on issues related to RSE including confidentiality, setting ground rules and establishing positive behaviour, handling controversial issues and responding to questions. Teachers are aware that effective RSE, which brings an understanding of what is and is not appropriate in a relationship, can lead to a disclosure of a child protection issue and are confident with the safeguarding protocols at KPS. We ensure that all staff are up to date with policy changes, and familiar with the school policy and guidance relating to relationships and sex education. We ensure their personal beliefs and attitudes will not prevent them from providing balanced RSE in school.

Terminology:

Pupils will be taught the anatomically correct names for body parts, but slang and everyday terms used in social situations will only be discussed if brought up by the children; this will form part of the discussion about what is and what isn't acceptable language to be used. Staff teaching PSHE will have a guide to appropriate terminology to use for their year group but can also revisit discussions on appropriate language with the Head of PSHE if there is any uncertainty surrounding RSE vocabulary.

Ground rules are essential when discussing sensitive subject matter and staff will use strategies such as the class 'Chat Box' or an 'Ask it Basket' to enable pupils to feel comfortable to ask questions. If controversial questions are asked, the teacher will use professional judgement about how to answer them and pupils will be allowed to raise anonymous questions if preferred.

We recognise that because of the nature of the subject, sensitive and controversial issues are likely to arise. These are dealt with within the framework of the aims of the school and of the Relationships and Sex Education policy as a whole. Any cause for concern will be dealt with in accordance with our pastoral systems and safeguarding arrangements.

The role of parents:

The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- Consult and inform parents about the school's sex education policy and practice.
- Answer any questions that parents may have about the sex education of their child.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school.
- Inform parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

RSE is a vital part of the school curriculum and supports the whole development of the child. Parents have the right to withdraw their child from all, or part, of the sex education programme that we teach in our school. If a parent wishes their child to be withdrawn from sex education lessons, this will need to be discussed with the Head.

Guest speakers:

We sometimes use outside speakers to complement our teaching of this content, who are asked to work within the framework of the school's Relationship and Sex Education policy and adhere to the policy for Visiting Speakers. A teacher will be present throughout these lessons.

Review and evaluation:

The educational and personal needs of our pupils develop in line with varying societal pressures and other changes. For this reason we regularly review our RSE curriculum. The effectiveness of this policy and the school's RSE education strategies will be evaluated annually and will consider pupil feedback, collected through a range of means which may include questionnaires, discussions and reflection activities.

This is in addition to the termly triangulation of the incident logs in the Safeguarding Team Review meetings to identify any potential development actions: to include serious incidents, online safety incidents and bullying incidents that may include peer on peer abuse, sexual violence or harassment; and safeguarding cases or other trends in pastoral care or mental health support that we identify as impacting the coverage in our RSE programme.

This policy will be reviewed every year. It was last reviewed March 2022 and is next due for review in March 2023

Additionally, this policy will be reviewed and updated as appropriate on an ad hoc basis as the need arises.

The policy will always be immediately updated to reflect personnel changes.

Updated March 2022