



Kensington Prep School

G D S T

Growing great minds

Name of Policy:	Relationships and Sex Education Policy
KPS Policy Number:	2c
ISI Regulation:	Quality of Education Provided
ISI Paragraph:	Curriculum
Reviewed By:	Stephen Townsend (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 Designated Safeguarding Lead. Parents have been informed about the initial policy through an online information evening in January 2020 and a Firefly page is available to parents which includes useful documents to support them when discussing areas of PSHE and RSE at home. Also uploaded to the Firefly page is the letters sent out to the parents in each year group and a list of vocabulary and key terminology used by teachers in the lessons. The RSE and PSHE policies can also be found on the school website.

N.B. An example letter can be found at the bottom of this policy.

Parental responses are welcomed regarding 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 has been 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 21<sup>st</sup> 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

## **Overview of RSE curriculum topics and year of delivery:**

### **EYFS:**

#### **Healthy & Safer Lifestyles**

##### **My Body & Growing Up**

- What does my body look like?
- How has my body changed as it has grown?
- What can my body do?
- What differences and similarities are there between our bodies?
- How can I look after my body and keep it clean?
- How am I learning to take care of myself and what do I still need help with?
- Who are the members of my family and trusted people who look after me?
- How do I feel about growing up?

### **Year 1:**

#### **Healthy & Safer Lifestyles**

##### **Relationships and Sex Education**

- What are the names of the main parts of the body?
- What can my amazing body do?
- When am I in charge of my actions and my body?
- How can I keep my body clean?
- How can I avoid spreading common illnesses and diseases?

### **Year 2:**

#### **Healthy & Safer Lifestyles**

##### **Relationships and Sex Education**

- How do babies change and grow? (Statutory NC Science Y2)
- How have I changed since I was a baby? (Statutory NC Science Y2)
- What's growing in that bump? (NC Science)
- What do babies and children need from their families?
- Which stable, caring relationships are at the heart of families I know?
- What are my responsibilities now I'm growing up?

### **Year 3:**

#### **Healthy & Safer Lifestyles**

#### **Relationships and Sex Education**

- How are male and female bodies different and what are the different parts called?
- When do we talk about our bodies, how they change, and who do we talk to?
- What can my body do and how is it special?
- Why is it important to keep myself clean?
- What can I do for myself to stay clean and how will this change in the future?
- How do different illnesses and diseases spread and what can I do to prevent this?

### **Year 4:**

#### **Healthy & Safer Lifestyles**

#### **Relationships and Sex Education**

- What are the main stages of the human life cycle? Science
- How did I begin? Sex Education
- What does it mean to be 'grown up'?
- What am I responsible for now and how will this change?
- How do different caring, stable, adult relationships create a secure environment for children to grow up?

### **Year 5:**

#### **Healthy & Safer Lifestyles**

#### **Relationships and Sex Education**

- What are male and female sexual parts called and what are their functions?
- How can I talk about bodies confidently and appropriately?
- What happens to different bodies at puberty?
- What might influence my view of my body?
- How can I keep my growing and changing body clean?
- How can I reduce the spread of viruses and bacteria?

## **Year 6:**

### **Healthy & Safer Lifestyles**

#### **Relationships and Sex Education**

- What are different ways babies are conceived and born? (Sex Education)
- What effect might puberty have on people's feelings and emotions?
- How can my words or actions affect how others feel, and what are my responsibilities?
- What should adults think about before they have children?
- Why might people get married or become civil partners?
- What are different families like?

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 the Cambridgeshire PSHE scheme resources, health professionals and services recommended by the PSHE Association. Through the Science curriculum, the girls 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 – See the PSHE policy.

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. A table of the vocabulary used in each year group is available below and on the PSHE and RSE Firefly page.

The following table shows the range of vocabulary which will be taught and used in each of the RSE units of work. In each case, the list of words is cumulative i.e. the word penis is included in the foundation stage list: it should be used in all following lists.

	Key areas of learning	Feelings relationships	Body parts and processes	Other
<b>Foundation</b>	External body parts	Range of feelings words e.g. happy, pleased, calm, sad baby child girl boy	Size Shape range of simple external body parts e.g. hands, head, teeth penis testicles Vagina (to be used up until Y5) bottom	range of action words e.g. run, jump growing up germs boy girl male female
<b>KS1 Year 1/2</b>	External body parts	same similar different unique special responsibility	birth death range of more specific external body parts e.g. stomach, chest	man woman teenager adult
<b>KS2 Year 3/4</b>	External body parts Differences between male and female First steps in understanding sexual reproduction	love dependent independent	breast nipple anus scrotum egg sperm	toiletries bacteria infection hygiene
<b>KS2 Year 5/6</b>	Puberty Sexual reproduction Internal body parts	commitment marriage stable relationship	Puberty Period Menstruation Cervix Labia fallopian tube clitoris ovary/ ovum Vulva (to be introduced in Y5) uterus/womb sperm/sperm duct urethra pubic hair voice breaking arousal erection sexual intercourse/sex ejaculate conception pregnancy ovulation	sanitary towel tampon body odour deodorant

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. Any cause for concern will be dealt with in accordance with our pastoral systems and safeguarding arrangements. Please see the PSHE policy.

### **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.

Parents have the right to remove their child from elements of the programme defined as 'Sex Education' lessons. In such an instance, parents will be invited in to talk to the Class Teacher and/or Subject Lead for PSCHE to clarify weekly content and discuss further options in relation to their child participating in certain lessons. We will ensure that in instances where girls are withdrawn, that we provide meaningful and appropriate substitute work.

### **Dealing with Sensitive Issues:**

The Health Education Programme includes topics which have complex personal and moral dimensions as well as legal considerations.

It is essential that discussions of this nature take place in a supportive environment in which respect for the views, cultures and religious beliefs of others is shown and clearly understood. The following ground rules for discussion must always precede any classroom discussion where sensitive issues may be raised:

- Right to privacy: Pupils and teachers should not be asked to discuss personal experience.
- Questions: Pupils and teachers should not be asked to answer personal questions.
- Listening with respect: All contributions must be listened to respectfully.
- Trust and Confidentiality: Pupils may wish to talk about the issues after the lesson is over.
- Care and compassion: Pupils are expected to show care and compassion to each other when pupils share personal feelings and experiences.

In the discussion of sensitive issues, the teacher takes on the role of a neutral chairperson who provides accurate information to counter prejudice and ignorance, guides the course of the discussion and ensures that the rules of debate are followed and promotes respect for others and self-esteem. The teacher need not disclose their own beliefs or views and may decline to do so as these are personal and confidential matters.

**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 2023 and is next due for review in March 2024

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 2023*

Appendix – example parent letter.

Dear Parent/Carer,

**Re: Year 3 Relationships Education and Health Education**

In school we aim to help children to learn to respect themselves and others and move safely and confidently from childhood, through adolescence, into adulthood. We deliver much of this work through Relationships Education and Health Education, which are statutory parts of the broader subject, PSHE.

As part of our programme, we provide Relationships and Sex Education (RSE). This programme begins as soon as children arrive in school and continues until the end of secondary school. There is more information about the areas your child will be covering below.

We are very aware that the RSE we deliver in school is only a small part of children's learning about their bodies, keeping safe, emotions, relationships and themselves. Most of the children's learning in this area takes place with you at home.

We hope this letter gives you some more information about our partnership in developing children's knowledge, skills and attitudes relating to RSE. Our Relationships Education Policy, which covers RSE, is available on Firefly. Also on Firefly, you will find a table of vocabulary that will be used through this learning: <https://kenprep.fireflycloud.net/curriculum-information/pshe-and-rse>

We will shortly be beginning some work in Year 3 about 'Growing and Changing' through the 'Health and Safer Lifestyles' unit. This work forms part of an ongoing programme of RSE, which we deliver throughout the school. This unit topic covers some elements of Science, Relationships Education and Health Education.

Your children will be engaging with the following questions as part of this work:

- How are male and female bodies different and what are the different parts called?
- When do we talk about our bodies, how they change, and who do we talk to?
- What can my body do and how is it special?
- Why is it important to keep myself clean?
- What can I do for myself to stay clean and how will this change in the future?
- How do different illnesses and diseases spread and what can I do to prevent this?

Included within the above will be discussions on diversity, gender equality and stereotypes and how to stay safe. We encourage you to discuss these areas with your children before, during or after our topic, as children say that they greatly value being able to talk with their parents/carers about these issues.

These are some useful sources of support:

To read the government guidance for Primary parents/carers on RSE follow this link [assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812593/RSE\\_primary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf)

For some ideas on how you might want to answer your daughter's questions, the Firefly page has a link to the PSHE Association document – 'A guide for parents and carers educating children at home.'

The following websites may also prove helpful:

<https://fisd.oxfordshire.gov.uk/kb5/oxfordshire/directory/advice.page?id=j8yr5PMEAO4>  
[www.bigtalkeducation.co.uk/parents/how-to-talk-about-sex/](http://www.bigtalkeducation.co.uk/parents/how-to-talk-about-sex/)  
[www.nspcc.org.uk/preventing-abuse/keeping-children-safe/healthy-sexual-behaviour-children-young-people/](http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/healthy-sexual-behaviour-children-young-people/)

You have the right to withdraw your child from the elements of our programme defined as sex education i.e., learning about human conception and birth. There are no elements of non-statutory sex education taught in Year 3.

Please contact Mrs Hulme if you would like to discuss this further. If you would like to discuss any issues relating to our work on RSE, or to find out more about the lessons, please contact Mr Townsend, who is the PSHE Subject Lead.

Yours faithfully,  
Mr Townsend