



# Relationships and Sex Education (RSE) and Health Education

**This review:** December 2024  
**Next review:** December 2025

## **Our Philosophy**

At NPS we value the importance of Relationships Education (RE), Relationships and Sex Education (RSE) and Health Education to help and support young people through their physical, emotional and moral development. This subject is vital in helping children to cope with the emotional and physical aspects of growing and preparing them for the challenges and responsibilities that sexual maturity brings.

*"This compulsory subject has been introduced to help to keep children safe; prepare them for the world in which they are growing up, including the laws as they relate to relationships, sex and health; to help foster respect for others and for difference."*

**(Damian Hinds – Secretary of State for Education February 25th, 2019)**

### **Working in partnership with parents**

At NPS we recognise the partnership of home and school, of parent and teacher, in this important area of personal development. Parents (and carers) are the prime educators for children on sex and relationships and schools should complement and reinforce this role, building on what pupils learn at home.

A Parent Consultation was carried out in order to discuss what would be taught in each year group, address any concerns and help to support parents in managing conversations with their children on these issues. A copy of the Parent Consultation and the resulting feedback from parents can be found on the NPS Parent App.

Parents are informed by class teachers when lessons addressing certain areas of the curriculum are about to take place. These topics include safe touch, stranger danger, correct terminology for the genitals and physical changes during puberty. The parents of children in Years 5 and 6 are informed by letter when RSE lessons dealing specifically with puberty, sexual relationships and reproduction will be taking place. They are given an outline of the lesson content and invited to contact school if they have any queries or concerns.

Parents are aware that they have the right to withdraw their children from Sex Education lessons, (beyond the national curriculum for science, which remains statutory.) However, parents who are considering withdrawing their child are encouraged to first discuss this with the head teacher/class teacher to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher can then explain to the parents the benefits of receiving this important education and any detrimental effects withdrawal may have on the child, for example the social and emotional effects of being excluded from the lessons and the chances of the child hearing their peers' version of what was said rather than the teachers'. However, if parents still decide they wished to withdraw their child, their wishes would be respected.

### **What is Relationships Education?**

Relationships Education is about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.

Relationships Education has three main elements.

1. Attitudes and values:
  - learning the importance of values and moral considerations
  - learning the value of family life, marriage and stable relationships
  - learning the value of love, respect and care

2. Personal and social skills:
  - learning to manage emotions and relationships confidently and sensitively
  - developing empathy and self-respect
  - learning to make choices without prejudice
  - appreciating the consequences of choices made
  - managing conflict
  - recognising and avoiding exploitation and abuse
3. Knowledge and understanding:
  - learning about and understanding physical development
  - understanding human sexuality, reproduction, sexual health, emotions and relationships

### **What is Relationships and Sex Education?**

RSE is a continuing, developmental process, which includes the exploration of attitudes and values and the development of skills, as well as the presentation of factual knowledge. As with all other learning, it should be gradual and matched to the child's maturity and stage of development.

RSE teaches children to develop an awareness of, and respect for, themselves and others. It aids the development of positive self-esteem, which will help children to cope with the challenges of personal growth. It enables children to be aware of the personal choices they can make and prepares them to make responsible decisions. It is about exploring feelings and emotions and enjoying confidence in one's own ability.

RSE teaches children how to maintain healthy, respectful relationships, concentrating on family and friendships, on and offline.

The new curriculum covers issues such as talking about emotions, online safety, body image, consent and harassment (in an age-appropriate way), stereotypes, respect and self-respect, tolerance and trust.

As part of the Relationships and Sex Education framework, pupils are taught about the nature and importance of family life and bringing up children. Pupils will learn about the significance of marriage and stable relationships, what a healthy family life looks like, that sometimes families look different, that these differences should be respected. Children are encouraged to be able to recognise if a family relationship is making them feel unhappy or unsafe and who to talk to. Care is taken that no child is stigmatised because of his or her home circumstances.

### **Aims and Objectives of our RSE Programme**

At N.P.S, we aim to provide a secure, sensitive and caring framework where learning and discussion can take place.

- To reassure children of their value and self-worth, including aspects of dignity, self respect and self-restraint.
- To nurture a responsible attitude towards personal relationships, such as aspects of mutual respect and care, and to develop sensitivity towards the needs of others encompassing fidelity and loyalty.
- To foster the ability to manage relationships in a responsible and healthy manner.
- To promote the value of loving relationships and of family life.

- To recognise the importance of stable loving relationships as a basis for family life.
- To provide knowledge of human reproductive processes.
- To inform children on matters of personal hygiene and related health issues.
- To encourage exploration of values and moral issues, taking into account the physical and moral risks associated with certain behaviour.
- To educate against discrimination and prejudice.
- To empower children to make informed choices about their developing sexuality.

This policy supports the following School Policies and should be read in conjunction with them.

- Equal Opportunities
- Statement of School Philosophy, Aims and Objectives
- Health and Safety
- Personal, Social and Health Education and Citizenship
- Child Protection

### **Policy, Formation and Consultation Process**

The policy has been written following the new curriculum for Relationships Education (RE), Relationships and Sex Education (RSE) and Health Education introduced by the Department for Education, which became compulsory from September 2020.

Governors agreed a draft policy in consultation with teachers. The draft policy was presented to the teachers for their views. The parents or guardians of children from Year 1 to 6 were consulted and given the opportunity to give their views and ask questions of the teachers involved with Relationships Education. The full Governing Body finally agreed the policy. The school has appointed a Governor with special responsibility for PSHE and RSE.

### **Equal Opportunities**

In support of the Equal Opportunities Policy, all N.P.S. pupils, regardless of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, have the same opportunity to benefit from the Sex Education resources and teaching methods.

### **Organisation of School Sex and Relationship Education**

#### **Who Will Teach RSE?**

All teaching staff (class teachers) will teach aspects of Relationship Education as part of the Science and the PSHE Curriculum. Opportunities will be provided in Years 4 and 5 for separate lessons on physical and emotional changes in puberty, and in Year 6 on conception and birth and on forming healthy relationships, assessing risks and resisting peer pressure. These lessons will be led by the form teachers, during timetabled PSHE lessons, and may occasionally involve health professionals and other members of staff.

### **Methodology and Approach**

The Head Teacher and the PSHE Co-ordinator will be responsible for the organisation of RSE throughout the school.

There will be a whole-school approach – from Reception to Year 6. The subject will be taught in a cross-curricular way, encompassing all the elements within Personal, Social and Health Education topics, as well as expanding on human relationships, human and physical development and reproduction in Key Stage 2.

The **SCARF PSHE** scheme that we use delivers these units in a carefully sequenced way across Key Stage One, then Lower and Upper Key stage two, ensuring that content is both suitable and age-appropriate.

In discrete Sex Education lessons in Years 5 and 6, material used will be from a variety of sources as appropriate but will be based around Channel 4 Living and Growing Units 1, 2 and 3.

### **Dealing with Sensitive Issues**

Governors and teachers agree that teachers should answer all children's questions relating to sex and relationship education in an open and factual way, taking into consideration their family background, culture, religious beliefs, and pupils' differing experiences. Governors expect teachers to use their professional judgement and discretion when faced with, or answering, questions, which they deem to be of a sensitive nature, for example homosexuality, transgender issues, contraception or sexually transmitted diseases.

The following ground rules have been established.

- Teachers should not enter into discussions about personal issues and lifestyles.
- No one (child or adult) has to answer a personal question.
- Nobody is forced to take part in discussion.
- Children are required to write any questions down anonymously rather than ask them out loud
- In discussion, teachers will promote the knowledge and use of correct medical names of body parts.
- Meanings of words are explained in a sensible and factual way.
- Children are told not to talk about the issues discussed outside of SRE lessons, unless it is at home with their parents or with the SRE/PSHCE teacher.

### **Newcastle Preparatory School Sex and Relationship Education Programme**

Relationship education is delivered within the Science Curriculum and the four broad themes within PSHE.

1. Increasing confidence and responsibility and making the most of pupils' abilities.
2. Preparing to play an active role as citizens.
3. Embracing a healthier lifestyle.
4. Developing good relationships and respecting differences between people.

Through Relationship Education, the children should:

- develop confidence in talking, listening and thinking about feelings and relationships
- be able to name parts of the body and describe how their bodies work
- be able to protect themselves and ask for help and support
- be prepared for puberty

Within the Science Curriculum, the children should:

Key Stage 1:

- know that all creatures, including humans, move, feed, grow, use their senses and reproduce
- recognise the main external parts of their bodies
- know that humans and animals can produce offspring, which grow into adults
- recognise the similarities and differences between themselves and others, and treat others with sensitivity

Key Stage 2:

- know that the life processes common to humans and other animals include nutrition, growth and reproduction

- know about the main stages of the human life cycle

\*Parents should be aware that children cannot be withdrawn from these Science lessons.

### **Content for Key Stages 1 and 2**

At NPS, the Scheme of Work for Relationship education is taught under the following headings. Progression and continuity are built into the programme from Year 1 to Year 6, following the SCARF PSHCE scheme. At Foundation Stage Relationships Education is delivered through the Early Learning goals, in particular those relating to self-confidence and self-esteem, making relationships, behaviour and self-control and a sense of community.

### **RSE Content within the PSHCE CURRICULUM (SCARF Primary Resources)**

#### **Key Stage One**

##### **Year 1**

- \* Loving, caring and supportive relationships and family life
- \* Boundaries, safe touch and unsafe secrets
- \* Privacy, inc. naming the genitals
- \* Exploring and expressing feelings and emotions
- \* Respecting and looking after each other
- \* Dealing with bullying
- \* Personal hygiene - looking after our bodies
- \* Playing together – choosing a friend

##### **Year 2**

- \* Friends and friendships
- \* Developing self-confidence and independence
- \* Keeping myself and others safe
- \* How my behaviour (positive and negative) affects others
- \* Growing from young to old and how people's needs change
- \* Boundaries and privacy (recap naming the genitals)

#### **Key Stage Two**

##### **Year 3**

- \* Identifying key members of a family and knowing that there are different types of families
- \* Change, including bereavement
- \* Understanding risk, making informed choices and resisting pressure
- \* Discrimination and its consequences
- \* Images in the media, protecting personal information online
- \* Distinguishing between healthy and unhealthy relationships

- \* Life cycles, birth, parenthood, childhood and adulthood

#### Year 4

- \* Different types of family units, inc. marriage
- \* Good and not so good feelings
- \* Recognising and challenging stereotypes
- \* Working and co-operating with each other
- \* Pressure to behave in unacceptable, unhealthy or risky ways. Consequences of our actions.
- \* Challenging bullying – strength in numbers
- \* Exploring old age. Respecting our elders
- \* Staying safe online
- \* Changes in puberty, naming body parts, inc. sexual parts

#### Year 5

- \* Working together and cooperating with others
- \* Identifying, discussing and expressing emotions.
- \* How our feelings affect people we live with
- \* Bullying, inc. homophobic bullying
- \* Communities - family celebrations
- \* Physical and emotional changes during puberty 2-3 lessons. C4 video **“Changes”**
- \* Exploring developing responsibility/internet safety
- \* Keeping personal information private online
- \* Unhealthy relationships and risky behaviour

#### Year 6

- \* Belonging - to a family, to a class, to a community
- \* Feeling good about myself - inc. body image
- \* Pressure to conform to society's expectations
- \* Looking after my body/risks of internet, social media. Sharing images online.
- \* Conception, sexual reproduction and birth. - 2-3 lessons. C4 video **“How Babies are made.”**
- \* Forced marriage.
- \* The importance of consent.
- \* How HIV affects the body's immune system.
- \* Stereotypes-labelling-role models-transgender issues

### Specific Classroom Arrangement

When planning lessons, teachers should consider appropriate grouping in respect of pupil experience and need. Mixed-gender classes will be the norm for the younger pupils.

Following consultation with parents we have decided that, in Years 5 and 6, girls and boys should be taught about issues such as menstruation, puberty and reproduction together, thus treating the issue as part of the broad Sex Education programme and avoiding boys' misconceptions and speculation. However, where further discussion of specific issues is required, single sex groups may be formed, in order to facilitate a safe and secure environment.

This is particularly the case for girls in Years 5 and 6 who may have extra sessions with a female form teacher, to discuss menstruation and issues surrounding female puberty.

### **Online Safety**

From Lower Key Stage Two, children are informed of the risks involved in using the internet and social media, including grooming and abuse. Through discussion and the use of recommended resources, they are encouraged to develop awareness and resilience in the face of these dangers.

### **Inclusion**

At NPS the RSE curriculum offered is appropriate for the ages and aptitudes of the children, including children identified by the school as having special educational needs (SEN) and those with an Education Health Care Plan (EHC). The SENCO, and a creative learning team, support children throughout school and work is differentiated appropriately. All teachers have a clear understanding of the needs of each child. A range of teaching strategies are applied to ensure that activities are matched to the child's academic and emotional needs. The RSE policy does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

### **Child Withdrawal Procedure**

Sex and Relationships Education at NPS is taught across the Curriculum but in Years 5 and 6 Sex Education lessons are always timetabled as a distinct and separate session. Parents are informed of the dates of these lessons by letter, and they are encouraged to contact teachers if they have any questions or concerns.

As stipulated in the statutory guidance "Relationships Education, Relationships and Sex Education (RSE) and Health Education", parents have the right to request that their child be excused from Sex education within RSE only, as referred to above. They are not permitted to withdraw their child from the relationships aspect of the subject.

In the event of a child being withdrawn from a lesson, that child is provided with appropriate challenging work until the Sex Education lesson is over.

### **Complaints Procedure**

If a parent or guardian has any cause for concern about the Relationships and Sex Education Policy, they are encouraged to approach the Head Teacher and staff.

This policy is available in school for all parents to inspect and details of the policy are available to parents of potential pupils, so that they are fully aware of Newcastle Preparatory School's position in this matter. The Head Teacher, the PSHE co-ordinator and Heads of Pastoral Care continuously develop and monitor the RSE programme of study and this policy.

### **Monitoring and evaluation of the subject and policy**

This policy is formally reviewed annually. Monitoring of the policy is ongoing to ensure that procedures in our school for teaching RSE are in line with current statutory guidance. In the summer term, there is an opportunity to work with parents again. They are given a questionnaire



with regard to the policy, which is on the website, and to how they perceive their child's experiences in this subject to have been that academic year.

Monitoring of teaching and learning of the subject is the responsibility of subject lead who evaluates strengths and weaknesses.