



PROSPECT HOUSE  
SCHOOL

RSE POLICY

September 2023

# Relationships and Sex Education Policy

## Introductory statement

This policy covers Prospect House School's whole-school approach to Relationships and Sex Education (RSE).

We believe that RSE is vital for the personal, social and emotional development of our pupils. It equips children and young people with the information, skills and values they need to have safe, respectful and enjoyable relationships and empowers them to take responsibility for their sexual health and wellbeing.

Prospect House School believes that all children and young people have a right to holistic, inclusive and needs-led RSE. We believe that through providing high quality RSE, we are upholding the ethos and values of our school and its commitment to equality and celebration of difference.

The information below complies with our statutory obligations to deliver RSE under sections 34 & 35 of the Children and Social Work Act 2017. It will have due regard for the DfE's statutory [Relationships Education, Relationships and Sex Education and Health Education Guidance](#) and other relevant guidance.

We will review the policy annually in consultation with parents to ensure that it is in line with current government guidance and legislation and to ensure that our RSE programme continues to meet the needs of our pupils.

## Subject content

RSE is not delivered in isolation, but is firmly embedded in all curriculum areas including Personal, Social, Health, Citizenship and Economic (PSHCE) education and science. At Prospect House School, the main RSE content is delivered as part of a wider topic to provide context for learning. Many aspects of RSE are taught throughout the year, whilst some specific age-related aspects are delivered at a pre-planned point during the year in order that parents are informed and can be involved in supporting their child.

Our focus is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, consent and the concept of personal privacy.

Respect for others is taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

Teachers will talk explicitly about the features of healthy friendships, family relationships and other relationships that young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online, especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content,

teachers will address online safety and appropriate behaviour in a way that is relevant to pupils' lives.

When teaching about families, the teachers will be sensitive and well-judged based on the knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. Families can include, for example, single-parent families, LGBTQ parents, families headed by grandparents, adoptive parents, foster parents and carers, amongst other structures. We make sure that there is no stigmatisation of children based on their home circumstances and needs, and reflect sensitively that some children may have a different structure of support around them

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through Relationships Education (and RSE), we will teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this will be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This will also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

Pupils will be taught how to report concerns and seek advice when they suspect or know that something is wrong. At all stages, it will be important to balance teaching children about making sensible decisions to stay safe (including online), whilst being clear it is never the fault of a person who is abused and why victim blaming is always wrong.

We will equip our pupils to build positive and respectful relationships online and offline. We seek to ensure that we give pupils the knowledge, skills, attitudes and values that will help them to

- build self-esteem and self-worth
- explore and value their personal and sexual identity and the personal/sexual identities of others
- understand family structures, committed relationships and the legal status of different types of long-term relationships
- understand and make sense of the real-life issues they are experiencing in the world around them
- manage and explore difficult feelings and emotions
- consider how their choices affect their own wellbeing and that of others
- develop as informed and responsible citizens in conjunction with the views of teachers, pupils and parents
- understand and ensure the protection of their rights throughout their lives.

The following content is delivered within taught PSHCE lessons across the year. All content will be delivered in a timely way and will be age- and developmentally-appropriate to meet the needs of our pupils, including those pupils with SEND.

In the Lower School, our scheme of work will cover the following:

#### NURSERY

- Class rules and responsibilities
- Self-care and managing personal hygiene
- Self-regulation
- Staying safe
- Identifying feelings and emotions
- Taking turns and helping each other
- Thinking about others
- Exploring how our bodies move

#### RECEPTION

- Rules and responsibilities
- Taking responsibility for our own actions
- Feelings: managing and regulating emotions
- Self-care and being independent
- What makes a good friend
- Respecting the beliefs of others
- Stranger danger
- Safe computer use

- Road safety
- Eliminating gender roles in play
- Celebrating each other

#### YEAR 1

- Class rules and responsibilities
- Working together
- Belonging
- Emotions and reactions
- Exploring feelings including anger, fear, frustration and happiness
- Developing self confidence
- How to be a good friend
- Understanding bullying and resolving conflict in friendships
- Effective listening, turn taking and decision making
- Internet safety
- The PANTS rule

- People who help us
- Families
- Eliminating gender roles in play
- Celebrating each other

#### YEAR 2

- Rules and responsibilities
- What makes a good friend
- What makes us unique
- Special people in our lives
- Different groups we belong to
- Understand bullying and how to resolve friendship issues
- Achieving our goals
- Respect for individual differences
- Having our own opinion
- Growing and changing - getting ready for the Upper School
- Strategies for managing emotions and change

In the Upper School, our scheme of work will be split into nine units per year. These are as follows:

#### YEAR 3

- Being unique
- Positive behaviour
- Recognising respectful behaviour
- The value of rules and responsibilities
- How the internet is used
- Different jobs and skills
- Healthy choices and habits
- Family life
- Managing risk

#### Year 4

- Healthy friendships
- Positive behaviour
- Respecting differences and similarities, understanding community life
- How data is shared and used
- Making decisions about money
- Maintaining a balanced lifestyle
- Growing up
- Medicines and household products

#### YEAR 5

- Managing friendships and peer influences
- Different media types
- Recognising prejudice and discrimination
- Social and environmental responsibility
- Personal space
- Identifying jobs interests and aspirations
- Healthy body and mind
- Puberty
- Keeping safe in different situations

#### YEAR 6

- Mental wellbeing, recognising and managing pressure
- Expressing opinions and respecting other points of view
- Valuing diversity and challenging discrimination
- Social media
- Influences and attitudes to money
- Different relationships
- Human reproduction
- Keeping safe

We believe that high-quality, comprehensive RSE builds young people's confidence and self-esteem. Evidence shows that effective RSE plays a role in behaviour change reducing harmful behaviour.

#### Subject delivery

RSE will be delivered in Prospect House School as part of our Personal, Social, Health, Citizenship and Economic (PSHCE) education curriculum, which has planned, timetabled lessons across all key stages, using a spiral curriculum approach. The subject leaders, will work closely with colleagues in related curriculum areas (science, computing and PE) to ensure a holistic and joined up approach to what is taught in RSE. We also supplement learning

through a whole-school approach and utilising time outside of the classroom, such as school assemblies, through art and drama, school celebrations or events.

The Year 6 sex education programme will be delivered in a non-judgemental, factual way, using the correct medical terms where appropriate (for example, when teaching about body parts). School staff will not express or be expected to express their personal views or beliefs when teaching RSE. When covering sex education, we will take care to offer parents the opportunity to come into the school and discuss the content that will be covered. We can respect the wishes of parents who have withdrawn their children from this content. Simultaneously, we will seek to nurture children's curiosity about the world around them, supporting their development and their respect for themselves and each other.

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education.

We define relationships education as learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate relationships, sexual relationships, committed relationships and family life.

We define sex education as learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. We take the approach that Relationships and Sex Education are best approached in an integrated way and using a gender equity and human rights framework.

All staff who have responsibility for delivering RSE will undergo training on a regular basis to ensure they are up-to-date with the RSE policy and curriculum requirements regarding RSE. In addition to ongoing training, continuing professional development will also be scheduled in response to updates to our RSE scheme of work and any new development in terms of course content.

#### Pupil voice

Pupil voice is central to the culture and ethos of Prospect House School. We use pupil voice to evaluate how relevant and engaging RSE is to children's lives.

Throughout our RSE scheme of work, we embed pupil voice practices to enable students to express their views on the range of topics and issues that RSE covers and to ensure that they listen to other opinions and evidence, reflect on their own perspectives and take a broader view. We want to ensure that all pupil voices are heard but that those views that are hurtful, offensive or exclusionary do not dominate and are addressed. We want to ensure a culture where human rights, social justice, inclusion and diversity are promoted.

#### Answering pupil questions

RSE explores a range of issues that may provoke questions from pupils. We view questions as a positive sign that pupils are engaged with what is being taught and feel able to express natural curiosities about themselves, their bodies and relationships with others.

As much as possible, where a question is relevant to the whole class, we will answer it to the whole group. There may occasionally be the need to deal with a question outside of the classroom if it is not suitable for the entire class.

Questions will always be answered in an age and developmentally-appropriate way and take into account whether a parent/carer has requested their child to be removed from sex education lessons.

School staff will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either party vulnerable.

We believe that an open approach to answering questions prevents pupils from learning inaccurate or harmful information online or from peers and older students. We believe exploring issues with the whole class helps to reduce the stigma and shame that can surround some of the issues explored in RSE. Importantly, we believe that children are better protected from harm and abuse when they are able to discuss issues openly with trained professionals and in a safe environment.

### Monitoring and evaluation

We ensure that all pupils have equal access to the RSE programme through a process of monitoring, evaluation and assessment, which takes into consideration the pupil's needs, maturity, age, ability and personal circumstances. Class teachers assess pupil's understanding and progress through formative and summative processes. Prospect House School uses a range of assessment methods to get regular feedback on pupil progress in RSE. We also use pupil assessment to identify where pupils need extra support or intervention.

The School's Leadership Team monitors and evaluates the implementation of the programme through

- lesson observations
- looking at samples of pupils' work
- analysing pupil attendance in lessons
- monitoring and assessment of staff's planning skills
- feedback and evaluation by pupils (for example, using pupil interviews, questionnaires/surveys, focus groups or using pupil question boxes.)
- informal conversations with the pupils.

### Working with parents/carers

If parents/carers have any concerns or special circumstances the school should be aware of, or would like any further information about the curriculum, we will have a designated time for them to come into the school.

We may share examples of some of the key resources we use with parents/carers to reassure them of the content and to enable them to continue the conversations started in class at home.

As outlined within the statutory guidance, parents/carers have the right to request their child be withdrawn from all or part of sex education lessons that are delivered as part of RSE; however, parents/carers do not have a right to withdraw their child from Relationships Education.

Should a parent decide that they do not wish their child to take part in any of these lessons, we would ask that they first speak to the class teacher to discuss their concerns. The headteacher will then discuss the request with the parent/carer to fully understand and address any concerns/objections to the content of the curriculum. If parents/carers do decide to withdraw their child, they should inform the headteacher in writing and the school will keep a record of this.

The RSE curriculum is an essential vehicle in supporting a schools' statutory duty to

- safeguard and promote the welfare of their children
- advance the 2010 Equality Act
- encouraged the spiritual, moral, social and cultural development of pupils
- foster British Values
- prepare children and young people for the challenges, opportunities and responsibilities of adult life, along with the coverage of the National Curriculum for science.

## Working with visitors and external agencies

From time-to-time, Prospect House School may invite external experts and visitors to deliver parts of our RSE scheme of work. External visitors will be selected in order to enrich and supplement our RSE by bringing particular skills, methods and expertise to the classroom and the whole school. A teacher will always be present throughout these lessons so as to build on the pupils' learning after the session/s, as well as answer any questions the pupils may subsequently have.

Any external visitor will be expected to comply with this policy and other related policies, including the school's confidentiality and child protection policy.

We will also ensure that:

- there is appropriate planning, preparatory and follow up work for the session
- the visitor understands the cohort of children involved, including the different ability levels and diversities in identities across protected characteristics
- they are aware of any specific issues relating to child protection

## Safeguarding and child protection

Prospect House School acknowledges that RSE is crucial for creating a culture of safeguarding within the school and for meeting our statutory obligations as outlined in [Keeping Children Safe in Education](#).

RSE helps children to understand the difference between healthy and abusive relationships and to understand how to get help if they are experiencing abuse, or have experienced abuse. We recognise that when discussing some of the issues RSE covers, some pupils could disclose abuse or other harmful experiences. In cases of a disclosure, all staff have statutory training around child protection and will follow the school's safeguarding policy and procedures.

We also recognise that some children may be vulnerable to some of the content delivered in RSE due to a previous safeguarding concern, ongoing concerns or changes to their personal life. For those children, additional support will be given to prevent them being affected by the scenarios or topics in their planned lessons. While Prospect House School wants to create a learning space that feels safe for children and young people to disclose, we also want to protect children's privacy.

## Equality of Opportunity

The RSE policy reflects and is in line with the school's equal opportunities policy, and the school ensures that the RSE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEND. RSE strives to meet the needs of all pupils regardless of developing sexuality and deals honestly and sensitively with sexual orientation, answers appropriate questions and offers support. Homophobic and transphobic references and homophobic and transphobic actions and bullying are not tolerated at Prospect House School and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying. We will also ensure that we take into account the religious and cultural background of all pupils when teaching RSE.

An inclusive RSE at Prospect House School will seek to challenge all forms of discrimination and prejudice between pupils and promote understanding and respect as outlined under the Equality Act 2010.