SUTTON VALENCE SCHOOL
SINCE 1576

RSE Policy

(Prep School)

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This Policy applies to Sutton Valence School (including, as the context requires, the Nursery and the Prep School).

Introduction

This policy covers our approach to Relationships Education; a statutory component of the PSHE and Citizenship curriculum from September 2020. It aims to set out the purpose of Relationships Education and the intended outcomes for pupils, what is covered in our curriculum and how it is delivered.

We define Relationships Education as learning about the many strands of relationships and growing up. This includes family relationships, friendships and relationships with peers and adults, healthy and unhealthy relationships, the characteristics of positive relationships, relationships online and the emotional, social and physical aspects of growing up.

Statutory Regulations:

From September 2020, all primary schools must deliver Relationships Education. Under the Education Act 2002/Academies Act 2010, all schools must provide a balanced and broadly-based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and;
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Documents that inform the School's Relationships Education Policy include:

1. Education Act (1996);
2. Learning and Skills Act (2000);
3. Education and Inspections Act (2006);
4. Equality Act (2010);
5. Supplementary Guidance SRE for the 21st century (2014);
6. Keeping children safe in education – Statutory guidance for schools (2022);
7. Children and Social Work Act (2017).

Rationale

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

Relationships Education is now a statutory part of the National Curriculum and must be taught in all primary schools.

By the time our children leave Year 6, we want them to be in a position to continue their life journey, knowing how to help themselves and others to be safe, stay healthy, to flourish, to be joyful, and to manage their academic, personal and social lives in a positive, holistic, respectful way. At Sutton Valence School, the tools with which to do this will be taught within in a safe, sensitive, inclusive, age and developmentally appropriate curriculum, with respect to the backgrounds and beliefs of pupils and parents, whilst also providing pupils with the knowledge they need of the law.

The prime responsibility for bringing up children rests with parents and carers. Sutton Valence School recognises that parents and carers are key figures in helping their children cope with the emotional and physical aspects of growing up and in preparing them for the challenges and responsibilities which sexual maturity brings. The teaching we provide should be seen as complementary and supportive to the role of parents.

The School's Relationships Education programme aims to provide key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. As the children move through the School, this will also encompass the ways in which bodies change with the onset of puberty. This will be delivered in line with the National Curriculum requirements for Science.

Teaching about mental wellbeing will also be a theme that runs throughout this subject. Children and young people are increasingly facing challenges in this area and we aim for children to be given the knowledge and capability to take care of themselves and receive support should the need arise.

Relationships Education will not be taught as a discrete subject at Sutton Valence School, but will be an integral strand of the curricula in PSHE, Science and Digital Learning as appropriate. The distribution of this subject matter will be laid out later in this document.

This policy should be read in conjunction with the Programmes of Study for PSHE, Science, PE and ICT as well as the following documents:

- Keeping Children Safe in Education;
- The Sutton Valence School Safeguarding and Child Protection Policy;
- The Sutton Valence School PSHE Policy;
- The Sutton Valence School Digital Learning Policy;
- The Sutton Valence School Online Safety Policy;
- The Sutton Valence School Anti-Bullying Policy.
- The Sutton Valence School Positive Behaviour Policy;
- The Sutton Valence School Pupil Equal Opportunities Policy.

Roles and Responsibilities

The Relationships Education programme in our School will be led by Jennifer Essu.

All staff members involved in teaching and supporting the Relationships Education curriculum will be trained and supported by Miss Essu and Mr Watkins.

What is Relationships Education?

Relationships Education at Sutton Valence School encompasses the following key strands:

- Families and people who care for me;
- Caring friendships;
- Respectful relationships;
- Online relationships;
- Being Safe;
- Physical health and mental wellbeing;
- Growing and changing.

Children will be taught these skills, building on knowledge from EYFS onwards in an age and stage appropriate way.

- being honest with themselves and others;
- developing safe relationships, including seeking permission and consent, resisting pressure from others and the impact of hurtful behaviour;
- developing a critical awareness of themselves and others;
- learning to show tolerance, understanding, respect and care for others, including personal boundaries;
- responding respectfully to a wide range of people, recognising prejudice and discrimination;
- developing an awareness and belief in one's own identity;
- having a positive attitude towards the value of stable relationships for bringing up children;
- acknowledging and understanding diversity with regard to religion, culture and sexual orientation;
- developing and understanding of their own bodies and how to take care of themselves and keep healthy.

Delivery of Curriculum

As with much of the curriculum at SVS, we endeavour to take a spiral approach, where pupils are offered the opportunity to revisit topics, and build upon previous learning. It is critical to note that the words used to describe topics will be introduced much later to children than the

content of the topic. For example, children could be taught that there are 'programmes for adults', we would never introduce the word pornography.

Our inclusive Relationships curriculum supports the objectives set out by the PSHE Association which meet the statutory requirements for Key Stage 1 and 2. It forms a core part of our comprehensive Personal, Social and Health Education (PSHE) curriculum.

Our lessons will be differentiated where appropriate, ensuring all children are able to participate fully. Children will be given the opportunity throughout the units of work to reflect on and evaluate their learning - assessment opportunities are built into every lesson.

In order to meet the needs of all children and to make our lessons engaging, we aim to deliver our Relationships Education curriculum through a variety of teaching methods and interactive activities, including:

Circle time, role-play, discussion (whole class, small group, 1:1), visitors; for example, PC, doctor, School nurse and RNIB and so on, stories, such as exploring behaviour of characters, creative activities, and pupil-initiated activities.

There are weekly timetabled PSHE lessons in Pre-Prep and Prep, and specific events and activities, as well as through other subjects. There will also be opportunities during collective worship e.g. stories and discussion, and Celebration Assembly. The whole School ethos promotes our work in PSHE and Relationship Education. In the EYFS, it is taught throughout the whole curriculum.

Teachers will choose the method most appropriate for their whole class to meet the objectives of the lesson. All classes use circle time and/or form times to promote and discuss issues within PSHE.

From age three to five (EYFS)

Children should develop a positive sense of themselves and others, form positive relationships with others, develop respect for others and develop an awareness of the similarities and differences between people.

From age five to seven (Year 1 – Year 2)

Children will build on prior knowledge and from this age children should be taught about working collaboratively with others, being kind and treating others with respect, bullying and unkind behaviours, understand their own and others' emotions, the importance of families and friends in our lives, different family structures, identifying safe situations and those which may be risky, like coercion (being forced to play with certain friends in the playground), other children or adults taking improper photographs of them. They should be able to identify trusted adults (both at home and School) who they can talk to if they feel worried.

From age six to eight (Year 2 – 3)

Children will build on prior knowledge and form an understanding of the importance of boundaries within friendships and personal relationships are important, including online and through technologies such as mobile phones and games. They should know what films, programmes and online content they should and shouldn't be watching, in addition who to tell, if someone encourages them to watch inappropriate content (this can be a grooming tactic).

From age eight to nine (Year 4)

Children will build on prior knowledge and by this age children will be taught about the emotional and physical changes of growing up, coping strategies for different emotions, as well as looking after their bodies and the onset of puberty. We find that some girls may even be starting their periods in year 4, so it is critical that they have this knowledge at this age.

From age nine to 11 (Year 5 – 6)

Children will build on prior knowledge and at these ages it is important to review the previous information taught, as children tend to absorb and retain elements of the information when it is of relevance to them. We allow children to ask more questions in these year groups, to ensure they understand what they have been taught and fill in any gaps in knowledge. They will cover reproduction and lifecycles as part of the Science curriculum. This element is compulsory.

Assessment, Monitoring and Reporting

Self-assessment is an important part of learning in Relationships Education and PSHE. Children will reflect on their learning throughout the units. We highly value pupil voice and will take into account the opinions and comments of our children about what they would like to learn.

Staff delivering the Relationships curriculum will critically reflect on their teaching and best practice will be shared through lesson observations, monitoring of planning and children's work and training opportunities.

Comments on children's learning and progress in Relationships Education, as part of their learning in PSHE, will be reported to parents and carers in discussions at parents' evenings; general comments will be included in termly reports to parents, and children will write their own comments about how they have done as part of their self-evaluation.

Equal Opportunities

Provision for Relationship Education and PSHE is in line with all our policies and guidance. All children have equal access to the PSHE curriculum and developmentally appropriate materials. Delivery will be differentiated appropriately. Resources are sensitive to the needs and backgrounds of the children and will not reflect gender or cultural stereotypes and are monitored annually to ensure that sensitivity.

Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In this instance, teachers will consult with the Designated Safeguarding Leads and in their absence, one of their deputies.

Visitors and external agencies which support the delivery of Relationships Education will be required to adhere to the school's safeguarding policy and policies relating to the subjects they are teaching or contributing towards.

Parental and Community Involvement

This policy will be available to view on the School website by all stakeholders.

We are committed to working closely with parents and carers and we do this by parent/carer surveys, workshops, communication about when Relationships lessons will be taking place,

links to other websites and home learning opportunities to follow-up learning at home.

Right of Withdrawal

Parents and carers have the legal right to withdraw their child from all or part of sex education taught as part of statutory Relationships Education, with the exception of the objectives included in National Curriculum Science. Those considering this option are asked to contact the Deputy Head.