



KEW COLLEGE PREP

Relationships and Sex Education Policy

This policy applies to the whole school including the EYFS

In line with DfE statutory requirements, Kew College Prep will follow a Relationships, Relationships and Sex Education (RSE), and Health Education curriculum.

The policy is written with due regard to the following:

Keeping Children Safe in Education (KCSIE 2024), Section 80A of the Education Act 2002 and section 403 of the Education Act 1996, Sexual Violence and sexual harassment between children in schools and colleges (DfE, 2021) Alternative Provision (Gov.UK Jan 2013 June 2016), Behaviour and Discipline in Schools (DfE, February 2024), Equality Act 2010, Mental Health and Behaviour in Schools (DfE November, 2018), National Curriculum for Primary School 2013, SEND code of practice: 0 to 25 years (DfE 2015), Preventing and Tackling Bullying (DfE July 2017) Promoting Fundamental British Values through SMSC (DfE Nov 2014), The Human Rights Act 1998

In addition to these, the RSE policy is informed by existing DfE guidance:

Relationships and Sex Education (September 2021) Working Together to Safeguard Children 2023 and **equality** (Equality Act June 2014).

See also the School's policies as follows:

Anti-Bullying Policy, Anti-Cyber Bullying Policy, Curriculum Policy, Equal Opportunities Policy, Implementing Prevent Policy, Pastoral Care Policy, Safeguarding and Child Protection Policy, PSHE Policy and Citizenship Policy.

Definitions or abbreviations used in this policy

EYFS: Early Years Foundation Stage

ICT: Information and Communications Technology

KS1 and KS2: Key Stage 1 and Key Stage 2

PSHE: Personal, Social, Health and Economic Education

RSE: Relationship and Sex Education

1. Statement of Intent

Through our RSE curriculum, we help to prepare students to be respectful and caring citizens who can make informed decisions and keep themselves safe in an ever-changing and complex world.

This policy covers our school's approach to Relationships and Sex Education (RSE). It has been developed in consultation with staff, pupils, parents and school governors. We define relationships and sex education as teaching the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships, and relationships with other children and with adults in all contexts, including online. (RSE, DfE, 2021) We believe relationships and sex education is vital in helping our students to treat others with consideration, respect and kindness, and to fully understand the concept of personal privacy. Through knowing how to establish boundaries, having a clear understanding of how to stay safe and keep each other safe, our pupils will be better prepared to have safe and healthy relationships throughout their lives.

At Kew College Prep, the partnership between home and school is emphasised to ensure that core learning in the Relationship and Sex Education curriculum are supported at home.

2. Requirements

PSHE is compulsory in independent schools and we have a requirement to teach Relationships Education and Health Education as part of our PSHE curriculum in line with DfE guidance. All primary aged children enrolled in our school participate in RSE lessons as part of the PSHE curriculum. Parents do not have the right to opt their children out of the Health Education or Relationships Education curriculum taught during PSHE lessons. We are not required to provide sex education, but we do need to teach the elements of plant and animal reproduction contained in the science curriculum. Parents have the right to withdraw their child from the non-statutory components of education within RSE. Requests for withdrawal should be put in writing and addressed to the headteacher.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Kew College Prep, we teach RSE as set out in this policy.

3. Policy Development

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Aims and Outcomes

Through our RSE and Health curriculum, our pupils learn how to keep themselves and others safe, to respect our differences and how to build happy, fulfilling relationships which are an essential part of life and learning.

We teach children:

- the knowledge and skills to look after their mental health, wellbeing and physical health;
- to value and respect themselves and others;
- the correct vocabulary to describe themselves and their bodies;
- how to be prepared for puberty and understand the basic changes that happen during puberty;
- to develop awareness and skills to form healthy and respectful relationships;
- body confidence and self-esteem;
- relationship issues, including issues of peer pressure, the right to say 'No' and building the confidence to do so;
- the biological differences between boys and girls;
- to understand that inappropriate contact or touch is unacceptable;
- to respect diversity within their communities;
- the importance of family life and the many different types of families this encompasses.

5. Policy Availability

The RSE policy is posted on the Kew College Prep website. All parents, guardians, and carers of our pupils will be encouraged to read the policy. In addition, parents are informed via letters and curriculum overviews of the content of our PSHE curriculum. Parents will be informed when workshops and talks related to sex education are presented at school.

6. Curriculum

Our RSE curriculum is set out as per Appendix A, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online. This supports an active approach to online safety.

We will share our curriculum materials with parents and carers upon request.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix A.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects (such as respect towards the views of others) are included in religious education (RE).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships. Core themes of the curriculum are in alignment with DfE statutory requirements for primary aged children and include:

- Families and people who care for me
- Caring and respectful relationships
- Online relationships

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, step-families, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

The PSHE curriculum objectives and content are delivered by teachers using a variety of sources such as Kapow Primary, Ealing Grid for Learning and the PSHE Association. Learning is supported with comprehensive lessons and by a range of activities; the objectives fulfil statutory requirements stated by the DfE. For every lesson, a detailed lesson plan is provided with resources to support teaching and learning. Differentiated resources and teaching methodologies are provided to support SEND so that all pupils have equal access to the teaching and learning presented.

The changing adolescent body (puberty) is covered in Years 4, 5 and 6. It is covered at this age to ensure children are prepared for the emotional and physical changes that will happen during puberty and to help keep them safe. Puberty is part of the Health Education curriculum.

A general overview of learning, including RSE and Health Education, is included in Appendix A.

7. Delivery

EYFS

In EYFS, the Jigsaw curriculum will continue to be used to support the delivery of PSHE lessons until further guidance is issued from the DfE. In Nursery and Reception, teachers routinely adapt their planning in PSHE to suit the needs of the children in a crucial and consistently evolving stage of learning. The PSHE lead teacher will work with the Head of EYFS to identify opportunities for relationships education in EYFS, in addition to or in place of Jigsaw, taking into consideration current guidance.

Each week, EYFS have PSED (Personal, social and emotional development) lessons which are planned by the teachers. This can include, but is not limited to, adult modelling and guidance on how to be a kind friend and solve problems, supported interactions with other children and building supportive relationships with the adults that teach them.

Key Stage 1 (Infant House) and Key Stage 2 (Junior House) have 40 minutes of PSHE lessons weekly. In Reception and KS1, Collective Reflection and Circle Time also forms a valuable part of the PSHE curriculum and teachers will address issues when they arise. In Key Stage 2, Collective Reflection and Form Time provides valuable opportunity to discuss current and relevant issues. All pupils at Kew College Prep are engaged in these lessons and discussion sessions and all pupils have equal access to the PSHE program and curriculum.

7.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences

During lessons, teachers make pupils feel:

- Safe and supported
- Able to engage with the key messages

We will also make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions (as needed)
- Digital formats

We will ensure we give careful consideration to the level of differentiation needed.

7.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences

In addition to direct teaching of PSHE, a range of activities are presented to pupils at Kew College Prep to ensure a well-rounded PSHE education. These include regular Wellbeing Days, Collective Reflection, Form time, Assemblies, Residential Trips and Day Visits, Sporting Events and Games Days, Extra-curricular Clubs, focused whole week events such as Anti-Bullying Week, Cyberbullying Week, Internet Safety Day, Black History Month, Charity Sponsorship and Fundraising.

Appropriately qualified guest speakers may be invited to speak to Year 5 and Year 6 pupils about puberty, reproduction and the process involved. Parents will be informed of any teaching on sexual reproduction in PSHE and parents have the right to opt of these lessons in accordance with DfE guidance.

Through delivery of the Science curriculum, pupils learn about human development, reproduction and biological changes related to the onset of puberty. Parental consent is not sought for these lessons as it is not statutorily required by the DfE.

8. Roles and Responsibilities

8.1 The governing body

The governing body will approve the RSE policy, and hold the headteacher to account for its implementation.

8.2 The headteacher

The headteacher will work with and delegate certain responsibilities to the Lead teacher for PSHE. Together, they will ensure that RSE is taught consistently across the school, share

resources and materials with parents and carers, and manage requests to withdraw pupils from non-statutory components of RSE.

8.3 Teachers

Teachers will be responsible for delivering the PSHE curriculum including lessons on RSE.

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

All staff have a duty to safeguard our pupils, should a child make a disclosure in a PSHE lesson, staff will communicate the disclosure to the DSL or the Deputy DSL in a timely manner, following our school's safeguarding policy.

All staff receive regular training to prepare them for the delivery for the Relationships Education and Health Education curriculum and how this fits into the provision of a comprehensive PSHE education at Kew College Prep.

The PSHE lead teacher will be responsible for overseeing the teaching and learning in PSHE.

9. Assessment and Recording

At Kew College Prep, assessment plays an important role in the delivery of our PSHE curriculum. We use assessment in all lessons to give teachers, pupils, and parents progression feedback and to inform next steps; to help pupils reflect on and identify what they have learnt; to improve learning and increase pupils' motivation; to monitor the effectiveness of provision; to allow others to see the impact PSHE is having within the context of our PSHE programme and on whole-school outcomes; to support teachers to demonstrate learning that has taken place, whilst identifying gaps for future learning; to ensure provision is made for SEND so that they can access the key learnings in the curriculum.

Three formal forms of assessment should be used to capture learning and progress in each of the Core Themes which are: Health and Wellbeing (Autumn Term); Living in The Wider World (Spring Term); Healthy Relationships (Summer Term). These assessments include Baseline Assessments, Key Assessment Activities within Lessons and recording of their outcomes in class PSHE book and Summative Assessments at the end of each Core Theme. Staff have regular training sessions with the PSHE lead on how to assess and what outcomes should look like.

10. Monitoring of Curriculum, Evaluation and Updates

The PSHE lead will monitor the delivery of the programme through observation and discussion with teaching staff and pupils to ensure consistent and coherent curriculum provision. Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience
- Staff Surveys
- Checking coverage of work and assessments in pupil books
- Moderation of standards in children's participation in activities
- Quality of teaching through lesson observation and feedback

The PSHE lead will monitor statutory updates to Relationships and Sex Education and modify the curriculum accordingly.

Reviewed by:	Reviewed and Approved by:	Updated by:
The Education and Welfare Committee	Name: Jane Bond	Name: Robyn Hodgson
	Title: Head	Title: Lead Teacher of PSHE
Date: 4 Sep 2024	Date: 2 Sep 2024	Date: 2 Sep 2024

This policy will be reviewed by the governing body every two years or earlier if it is considered necessary.

Appendix A
RSE and Health Education Kew College Prep Year 1 to Year 6

Academic Years 2024 – 2025

Year 1	
Health Education	Relationships Education
<ul style="list-style-type: none"> • To recognise a range of emotions eg. happy, sad, excited and to begin to manage feelings • To learn about risks associated with the sun • To understand the importance of food and the difference between healthy and unhealthy foods • To explain how to use medicine safely • To understand how to keep my body and mind healthy • To understand the benefits of physical activity and rest • To learn to keep safe online 	<ul style="list-style-type: none"> • To understand that families look after us and recognise families are different • To begin to understand the characteristics of positive friendships • To begin to understand that each person’s body belongs to them • To identify places and people (including their family) who make me feel safe • To know what to do if they are being bullied

Year 2	
Health Education	Relationships Education
<ul style="list-style-type: none"> • To understand the importance of eating fruit and vegetables • To name the parts of the body • To explain how to stay safe around harmful substances including medicine • To identify the risks associated with smoking • To identify strategies to manage difficult emotions and to talk about feelings and emotions • To understand how to stay safe when using the internet 	<ul style="list-style-type: none"> • To know what to do if they are being bullied • To know each person’s body belongs to them • To identify how to be a good friend and to know that friendships have ups and downs • To recognise who is in my family and that these people make us feel safe and loved • To know that families can look different, and we should respect those differences • To know what a stereotype is • To identify types of bullying and where to seek health

Year 3	
Health Education	Relationships Education
<ul style="list-style-type: none"> • To understand the benefits of a healthy diet and dental health • To explore the benefits of exercise and sleep, including planning for a healthy lifestyle • To understand what a drug is • To understand some basic first aid • To explore the concept of self-talk and how our thoughts can affect us 	<ul style="list-style-type: none"> • To understand how to communicate in a relationship to repair and strengthen it • To understand families love each other • To explain what makes a healthy friendship • To learn how to ask for help and advice, including how to report feelings of being unsafe • To learn about the concept of privacy and boundaries in relationships • To explain to keep safe online • To recognise that stereotypes can be unfair or negative • To understand the difference between unkindness and bullying

Year 4	
Health and Wellbeing	Relationships Education
<ul style="list-style-type: none"> To develop critical skills about information and images we see online To explain to risks associated with smoking and alcohol To understand what mental health is and who can help To explain a healthy lifestyle To discuss feelings To develop a growth mindset To understand the impact of bullying and the responsibility of bystanders 	<ul style="list-style-type: none"> To understand the risks and benefits of using the internet To know who to talk to if you are worried or scared To understand the importance of permission seeking and saying 'no' To understand the concept of privacy To begin to understand menstruation To understand the basic changes that happen during puberty

Year 5	
Health Education	Relationships Education
<ul style="list-style-type: none"> To consider the effect of online actions and understand the importance of keeping personal information private To understand the importance of sleep To understand and plan healthy meals To understand the risks associated with legal and illegal harmful substances To understand safe and unsafe exposure to the sun To use vocabulary to describe their feelings and know where to seek support To understand the key facts about puberty including physical and emotional changes To know about the impact of bullying and how to get help 	<ul style="list-style-type: none"> To understand the concept of marriage To understand the ups and downs of friendships and saying no to peer pressure To explore how stereotypes can lead to discrimination To identify that healthy friendships are positive and welcoming To learn how to ask for advice and identify people that make me feel safe

Year 6	
Health Education	Relationships Education
<ul style="list-style-type: none"> To understand what mental health is and how to talk about emotions To learn simple self-care techniques to manage emotions To understand the potential impact of technology on physical and mental health To understand why online elements are age-restricted and to consider the effects of their behaviour online To plan for a healthy lifestyle, including sleep and risks associated with legal and illegal substances To learn basic first aid To understand the changes that happen during puberty Sex Education: To understand the biology of conception and the development of a baby during pregnancy 	<ul style="list-style-type: none"> To critically consider information and friendships online To understand the importance of treating online relationships in the same way as face-to-face To learn how to work through friendship issues through negotiation and compromise To understand the importance of self-respect and respect for others To understand the importance of permission-seeking and giving in relationships

Appendix B:
By the end of primary school pupils should know (from DfE guidance for Relationships Education)

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives • That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of healthy relationships that lead to happiness and security, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • How to recognise relationships that are less positive • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help

	<ul style="list-style-type: none"> • What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype. • The importance of respecting boundaries, including permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not and that this can lead to dangerous situations. For example, someone pretending to be someone they are not, or an adult presenting as a child, to get another person to do something for them that they don't want to do, or shouldn't do. • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online, including the risks of sending images and information • about online risks, including that any material someone provides to another has the potential to be circulated online and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. • that there is a minimum age for joining social media sites (normally age 13) in part to protect children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. • the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. This should be covered without discussing details of sexual imagery. • who to go to for advice and support when they feel worried or concerned about something they have seen or engaged with online. Pupils should understand what they should do if they see something online that makes them feel worried.
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) This can include learning about boundaries in play and in negotiations about space, toys, books, resources and so on. • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Linked to Health Education:

Topics	Pupils should know
Changing adolescent body	<p>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</p> <p>About menstrual wellbeing including the key facts about the menstrual cycle</p>