



ST EDWARD'S PREP SCHOOL & NURSERY

St Edward's Prep School & Nursery

RSE POLICY

This policy applies to the entire setting, including EYFS.

Date of Policy	28.11.23
Member of staff responsible	Sadiya Mahmood
Role	Deputy Head Pastoral

Last Review	Significant changes

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1. INTRODUCTION

This policy covers the whole school, including the EYFS. It is made available to parents and others on the school's website.

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their well-being, health and relationships to build their self-efficacy. We are clear that parents and carers are the prime educators for children on many of the matters covered in this policy. The school complements and reinforces this role; building on what pupils learn at home as an important part of delivering an excellent education.

We will ensure that this policy is accessible and meets the needs of pupils and parents and reflects the community we serve. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Teaching is sensitive and age appropriate in approach and content.

The content of this policy will at times be covered in the wider programme of Personal, Social, Health and Economic Education (PSHE) or similar. This policy replaces any existing policies based on the Sex and Relationships Education guidance (2000).

We will ensure that the school will not unlawfully discriminate against pupils because of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation (known collectively as the protected characteristics), as set out in the Equality Act 2010.

The statutory requirements to provide Health Education does not apply to independent schools as PSHE is already compulsory as set out in the Education (Independent School Standards) Regulations 2014.

2. AIMS

St Edward's Prep is an independent prep school that aims to provide a safe, happy environment in which children develop a love of learning and gain the confidence, character and the capability to fulfil their potential. A school in which pupils develop a passion for, and awareness of, the world that empowers them to take action and make it a better place for all.

The aims of relationship and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Provide the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including keeping themselves and their personal information safe online
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Teach pupils to respect and care for their bodies
- Challenge misconceptions and reinforce correct existing knowledge
- Teach respect for others and create an understanding of boundaries and consent

At St Edward's, we recognise our responsibility to promote the RSE development of our pupils. We aim to prepare pupils for the opportunities, responsibilities and experiences of adolescence and adult life in a safe and supportive environment. We seek to provide a safe and stimulating environment which, in partnership with parents and the wider community, enables pupils to learn about moral, physical and emotional development.

3. STATUTORY REQUIREMENTS

As an independent primary school, we must provide relationships education to all pupils as per section 34 of the [Children and Social work Act 2017](#). We have regard for the statutory guidance from the Department for Education (DfE) issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

However, we are not required to provide sex education, but we do need to teach the elements of sex education contained in the Science curriculum.

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](#).

At St Edward's Prep we teach RSE as set out in this policy.

This policy should be read in conjunction with:

[Keeping Children Safe in Education \(KCSIE 2023\)](#) (statutory guidance)

[Respectful School Communities: Self Review and Signposting Tool](#)

[Behaviour and Discipline in Schools](#)

[Equality Act 2010](#)

[SEND code of practice: 0 to 25 years](#) (statutory guidance)

[Alternative Provision](#) (statutory guidance)

[Mental Health and Behaviour in Schools](#) (advice for schools)

[Preventing and Tackling Bullying](#) (advice for schools, including [cyberbullying](#))

[Sexual violence and sexual harassment between children in schools](#) (advice for schools)

[The Equality and Human Rights Commission Advice and Guidance](#) (advice for schools)

[Promoting Fundamental British Values as part of SMSC in schools](#)

[SMSC requirements for independent schools](#)

[National Citizen Service](#) (guidance for schools)

4. POLICY DEVELOPMENT

Objective: This policy is designed to facilitate the thorough development of school policies by engaging key stakeholders, including the proprietor, staff, pupils and parents.

Procedure:

- **Review:** Governors and SLT conduct a comprehensive review, compiling pertinent information and DfE and local guidance.
- **Staff Consultation:** All school staff members will have the opportunity to review the policy and provide recommendations.
- **Parent/Stakeholder Consultation:** Parents and stakeholders will be invited to a meeting to discuss the policy, ensuring the inclusion of diverse perspectives.
- **Pupil Consultation:** Systematic inquiry will be conducted to understand pupils' preferences and expectations regarding the Relationship and Sex Education (RSE) policy.
- **Ratification:** After incorporating feedback, the finalised policy will be presented to school governors for review and official approval (ratification).
- **Implementation:** This procedure will be applied to develop all school policies, fostering a consultative and transparent approach.
- **Review and Revision:** Periodic reviews will assess the policy's effectiveness and relevance, with adjustments made to align with evolving guidelines and the school community's dynamic needs.

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

- **Review:** A member of staff or working group pulled together all relevant information, including relevant national and local guidance.
- **Staff Consultation:** All school staff were given the opportunity to look at the policy and make recommendations.
- **Parent/Stakeholder Consultation:** Parents and any interested parties were invited to attend a meeting about the policy.
- **Pupil Consultation:** We investigated what exactly pupils want from their RSE.
- **Ratification:** Once amendments were made, the policy was shared with governors and ratified.

5. DEFINITION

RSE is about the emotional, social, cultural and family development of pupils, and involves learning about positive healthy relationships, sexual health, sexuality, healthy lifestyles, diversity, inclusion and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity or sexual orientation.

6. CURRICULUM

Our curriculum is set out as per Appendix 1 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, needs and feelings of pupils. Reasonable adjustments will be made to alleviate disadvantaged pupils and we are mindful of the SEND Code of Practice. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- providing essential knowledge to cultivate an understanding of healthy relationships,
- building the foundation for positive connections to provide access to support,
- challenging misconceptions, fostering confidence for societal participation and empowering pupils to recognise and report inappropriate behaviour,
- promoting a healthy lifestyle by respecting boundaries and boosting self-esteem,
- preparing boys and girls for the changes that adolescence brings and adulthood
- conception and birth process of a baby

For more information about our curriculum, see our RSE curriculum document [linked here](#).

7. DELIVERY OF RSE

All educators, including visitors, involved in teaching Relationship Education must adhere to a shared values framework within the school community. The curriculum aims to:

- Provide a safe and nurturing environment for all our pupils, staff, parents and visitors.
- Develop caring, courteous, courageous, confident and collaborative pupils, responsible for their own behaviour and who seek to help others and make a positive contribution to the world.
- Provide every pupil with the opportunity, the confidence and the support to achieve amazing things.
- Prepare children for life after St Edward's Prep.

The teaching of Relationship and Sex Education in this school is impartial, ensuring that the personal beliefs and attitudes of teachers do not influence the curriculum.

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 are included in Religious Education (RE).

The lead teacher will work closely with colleagues in related curriculum areas to ensure the programmes in this policy complement and do not duplicate content covered in other subjects.

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful healthy relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life, taking care to ensure 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, foster parents/carers 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).

Answering a difficult question:

A child may pose a challenging question in the classroom. It is not mandatory to address these questions immediately; responses can be provided at a later time. St. Edward's emphasises that teachers should employ their expertise and judgment in handling such questions and situations, consulting the Deputy Head Pastoral when required. The school is committed to maintaining a positive partnership and open communication between home and school.

8. ROLES AND RESPONSIBILITIES

8.1 THE PROPRIETOR/GOVERNANCE

The Proprietor will approve the RSE policy, and with the Directors of Education and Compliance they will:

- Hold the Headteacher to account for its implementation
- Ensure all pupils make progress and achieve expected educational outcomes
- Ensure the subject is well-led, effectively managed and well-planned
- Ensure teaching is delivered in ways that are accessible to all pupils with SEND
- Make sure clear information is provided to parents on the subject content and the right to withdraw their child
- Review the policy and provision at least annually or when required by legislation

Wishford Schools has delegated the approval of this policy to Sadiya Mahmood and Jonathan Parsons.

8.2 THE HEADTEACHER

The Headteacher is responsible for:

- Ensuring that RSE is taught consistently across the school.
- Managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).
- Ensure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

8.3 STAFF

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 wish them to be withdrawn from the non-statutory/non-science 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 and/or the Deputy Head Pastoral.

8.4 PUPILS

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

9. PARENTS' RIGHT TO WITHDRAW

Parents do not have the right to withdraw their children from PSHE or the relationship part of the Relationship and Sex Education programme. As a school we do not provide any sex education that is in addition to what is covered within the Science curriculum.

Parent involvement is important. The school will notify parents/carers of RSE programme components through letters and offer opportunities for them to review related videos and resources.

St Edward's Senior Leadership Team holds half-termly meetings. Each meeting includes discussions on RSE/PSHE topics, with the January term focusing on the upcoming delivery of RSE in the PSHE curriculum during the second half of the Spring term. Any concerns about RSE content or delivery should be directed to the Headteacher and the Deputy Head Pastoral.

10. TRAINING

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Headteacher and lead teacher may, at times, invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to pupils and to staff teaching RSE. As with all visitors we shall check the visitor's identity, discuss the details of the visit, how they will deliver their session and the content of any address to pupils. We shall ensure that any visitor understands how safeguarding reports should be dealt with in line with the school's Safeguarding Policy.

11. MONITORING ARRANGEMENTS

The delivery of RSE is monitored by the Deputy Head Pastoral:

Children's outcomes and the quality of Relationships and Sex Education will be monitored by the Pastoral Coordinator, with support from the Headteacher, employing various monitoring arrangements, such as planning scrutinies, book looks, learning walks, etc.

Planning and curriculum schemes will be scrutinised to ensure the proper topics are scheduled with age-appropriate objectives.

Children's progress will be systematically monitored through classwork, lesson observations, pupil interviews, and questionnaires. Additionally, monitoring arrangements, including planning scrutinies, book looks, learning walks, etc., will be utilised.

Pupils' development in RSE is systematically monitored by class teachers as an integral part of our internal assessment systems. The anticipated impact of Relationship and Sex Education is expected to bring significant positive changes visible across the school, including improved peer relationships and a positive influence on the overall culture and daily environment at St. Edward's.

This policy will be reviewed by Sadiya Mahmood, Deputy Head Pastoral annually. At every review, the policy will be approved by Sam Antrobus, members of the executive board and the Headteacher.

