

Date: September 2022
Date: September 2023
Author: Deputy Head Pastoral
Owner: Pastoral

Document No:

SPS_DHP_015

Version: 001



RELATIONSHIPS, SEX and HEALTH EDUCATION

2023-2024

Date: September 2022

Document No:

SPS_DHP_015

Date: September 2023

Author: Deputy Head Pastoral

Version: 001

Owner: Pastoral

The importance of RSE

'A lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage, family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.' (DfE 2000)

Children need high quality relationships and sex education, so they can make wise and informed choices. (*The importance of Teaching' Government White Paper 2010*)

Relationships and sex education is learning about emotional, Social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE). A comprehensive programme of RSE provides accurate information about the body, reproduction, sex and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline (*Sex and relationships education (SRE) for the 21st century PSHEE Association and Sex Education Forum 2014*)

The statutory guidance released in September 2020 states that: *Relationships Education is compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools... It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law... Parents and carers are the prime educators for children on many of these matters. Schools complement and reinforce this role and see building on what pupils learn at home as an important part of delivering a good education. (Page 4) (DfE September 2020)*

Aims, Objectives and Intended Outcomes:

Date: September 2022

Document No:

SPS_DHP_015

Date: September 2023

Author: Deputy Head Pastoral

Version: 001

Owner: Pastoral

Sherborne Prep's RSE provision is values driven, aiming to provide children the knowledge, values and skills they need for spiritual, moral, social and emotional and cultural development.

The aim of Relationships, Sex and Health Education is to put in place the key building blocks and characteristics of positive, respectful relationships. It focuses on friendships, family relationships, and relationships with other children and with adults. This sits alongside the essential understanding of how to be healthy both physically and mentally.

Statutory **Relationships Education** covers:

Families and people who care for me

Caring friendships

Restful relationships

Online relationships

Being safe

Statutory **Health Education** covers:

Mental wellbeing

Internet safety and harm

Physical health and fitness

Healthy eating

Drugs, alcohol and tobacco

Health and prevention

Basic first aid

Changing bodies – adolescence and puberty

Statutory **Sex Education** covers:

Human reproduction: how babies are made

The significance of making the decision to start a family

How age restrictions for having sex (the age of consent) are there to keep children safe

Different types of intimacy – including online and their potential emotional and physical consequences (both positive and negative)

Date: September 2022

Document No:

SPS_DHP_015

Date: September 2023

Author: Deputy Head Pastoral

Version: 001

Owner: Pastoral

Overcoming barriers about sexual health

Contraception

Gender identity and sexual orientation- sexuality diversity

The importance of stable, committed relationships

Sherborne Prep School:

Believes that the best way to achieve this is through RSHE being part of personal, social, health and economic (PSHE) education: PD

Believes that RSHE should be age-appropriate, evidence-based and centred on the needs of young people.

Believes that PD (PSHE) education (including RSE) should be considered as important as other subjects and be taught by trained educators able to deliver a comprehensive programme.

Recognises that young people learn about sex and relationships from a variety of sources, including parents and carers.

Believes that schools should inform and involve parents and carers in the delivery of their RSHE programme.

Believes that comprehensive RSHE should provide children and young people with the knowledge and skills they need to recognise, negotiate and enjoy safe and equal relationships and to enjoy their sexuality.

Believes in RSE that is open and inclusive. RSE should recognise and meet the needs of young people of different gender identities, sexual orientations, minority ethnic groups and those with physical or learning disabilities, and should celebrate diversity.

How RSHE is taught at Sherborne Prep

The principles of high quality RSE:

- Is a partnership between home and school
- Ensures pupil's views are actively sought to influence lesson planning and teaching
- Is relevant to pupils at each stage in their development and maturity

- Is taught by staff who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality respect, abuse, sexuality, gender identity, sex and consent
- Includes the acquisition of knowledge, the development of life skills and respectful attitudes and values
- Helps pupils understand on and offline safety, consent, violence and exploitation
- Is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience
- Helps pupils to understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media
- Teaches pupils about the law and their rights
- Promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs

In EYFS children are supported to create healthy friendships, to understand personal space to keep themselves physically healthy.

In Key Stages 1 and 2 children are taught about puberty and how a baby is born in their Science lessons. Healthy relationships, self-esteem, responsibility and changing bodies are also taught through the PD curriculum.

In Key stage 3 RSE is included in the PD (PSHE) scheme of work. Sex education is set within the broader base of self-esteem and responsibility for the consequences of one's actions. Respect is always at the forefront of every session. The school works on a year to year basis as cohorts differ and adapt lessons to ensure that what is taught is appropriate for whole years, smaller groups or on an individual basis.

Throughout the school in myriad areas of school life, although predominantly through PD the following is discussed:

- Different types of relations, including friendships, family relationships, dealing with strangers and at KS3 – intimate relationships
- How relationships may affect health and well-being, including mental health;
- Healthy relationships and safety online; and
- Factual knowledge, at KS3 around sex, sexual health and sexuality, set firmly within the context of relationships.
- Cross curricular links are made regularly, particularly though the science and RE programme of study

A dedicated team teach the PD throughout the Prep School and lessons are taught on a weekly basis using the Jigsaw Scheme of work. The team liaises closely with other teachers in the Prep, Sherborne School, Sherborne Girls and the school matrons as well as consulting with parents.

Date: September 2022

Document No:

SPS_DHP_015

Date: September 2023

Author: Deputy Head Pastoral

Version: 001

Owner: Pastoral

The teachers recognise that primary-age children will often ask adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education (DfE RSE Guidance). Questions asked will always be listened to and where appropriate be responded to in a sensitive, factual and objective manner. A question asked that raises a safeguarding concern is shared with the DSL or DDSL and safeguarding protocol will be followed (see safeguarding policy).

Assessment of learning and progress

Children are encouraged to ask questions in all sessions and the teachers will continually assess individuals to ensure that there is understanding of the key concepts. Children mature at different stages so children will meet criteria at different times. The PD tracker has a section on RSHE which enables staff to monitor each child carefully.

How Parents and Carers are involved

We are committed to working with parents and carers and we are clear that they are the prime educators for children on many of the issues related to Relationships, Relationships and Sex and Health Education. It is our intention that what we teach in school complements, reinforces and builds on the learning that takes place at home.

This policy is reviewed regularly and parents are consulted at each review point. Parents are provided with draft reviews/policies during each consultation and we encourage them to read these. These policies can always be accessed via the policy section on the School website.

The Deputy Head Pastoral is available to discuss any queries or concerns and all teachers have an open dialogue with parents on a regular basis.

The School invites parents to seminars which include topics on RSE.

Sherborne Prep teaches Sex education sensitively. The school recognises parents' rights to withdraw their child from Sex Education only, other than the sex education that is in the National Curriculum (such as biological aspects of human growth and reproduction that are essential elements of National Curriculum science). A Form is sent to parents of children in years 7 and 8 requesting that parents return a consent Form giving permission for their child to be present in the sessions taught. Those children whose parents choose to withdraw their child will still receive purposeful education during these sessions.

Prep RSHE yearly programme:



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthy snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARTT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, etc.	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction

Year/age	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 7 (11-12)	Unique me, differences & conflict, my influences, gateway emotions, belonging to a group, peer pressure, peer on peer abuse, online safety, sexting, consequences, online legislation	Bullying, prejudice & discrimination (positive and negative), Equality Act, bystanders, stereotyping, challenging influences, negative behaviour and attitudes, assertiveness	Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills, safe & unsafe choices, substances, gangs, knives, exploitation, emergency first aid	Stress and anxiety, managing mental health, physical activity and mental health, effects of substances, legal consequences, nutrition, sleep, vaccination and immunisation, importance of information on making health choices	Characteristics of healthy relationships, consent, relationships and change, emotions within friendships, peer on peer abuse, rights and responsibilities, being discerning, assertiveness, sexting	Puberty changes, Reproduction facts, FGM, breast flattening/ironing, responsibilities of parenthood, IVF, types of committed relationships, media and self-esteem, self-image, brain changes in puberty, factors affecting moods, sources of help and support
Year 8 (12-13)	Self-identity, influences, family and identity, stereotypes, personal beliefs and judgements, managing expectations, first impressions, respect for the beliefs of others Marriage Protected characteristics Active listening	Positive change made by others, how positive behaviour affects feelings of wellbeing, social injustice, inequality, community cohesion and support, multi-culturalism, diversity, race and religion, stereotypes, prejudice, LGBT+ bullying, peer on peer abuse hate crime, fear & emotions Stand up to bullying, the golden rule Organ and blood donation	Long-term goals, skills, qualifications, careers, money and happiness, ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money, online safety and legal responsibilities, gambling issues	Long-term physical health, responsibility for own health, dental health, stress triggers and help tips, substances and mood, legislation associated with substances, exploitation and substances, county lines, medicine, vaccinations, immunisation	Positive relationship with self, social media and relationship with self, negative self-talk, managing a range of relationships, peer on peer abuse, personal space, online etiquette, online privacy, bullying and personal safety, social media issues and the law, coercion, unhealthy balance of power in relationships, sources of support	Types of close intimate relationships, physical attraction, love, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, pornography, sexuality, alcohol and risky behaviour