



# Notting Hill Preparatory School

## 3.11 Policy for Sex & Relationship Education

**(KS1-3)**

Approved by:	Harriet Fryer
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## 1. Aims

At Notting Hill Prep we acknowledge the importance of supporting young people through their physical and emotional development, as well as the spiritual, moral, social and cultural aspects of their lives.

We recognise the need for partnership of home and school, of parent and teacher, in this important area of personal development.

Sex education is a continuing developmental process, which includes the exploration of attitudes and values and the development of skills, as well as the presentation of factual knowledge. As with all other learning, it should be gradual and matched to the child's maturity and stage of development.

Sex education teaches children to develop an awareness of, and respect for, themselves and others. It aids the development of positive self-esteem, which will help children to cope with the challenges of personal growth. It enables children to be aware of the personal choices they can make and prepares them to make responsible decisions by exploring feelings and emotions.

Pupils are taught about the nature and importance of family life and stable relationships when bringing up children. Care is taken that no child is stigmatised because of his or her home circumstances.

We promote this vision of social harmony and happiness in creating a similar environment of stability, care and respect at NHP, in accordance with the school ethos.

### Working with Parents

Notting Hill Prep seeks to work in partnership with parents through consultation and support. Parents are vital in teaching children about sex and relationships, maintaining the culture and ethos of the family, helping children to cope with the emotional and physical aspects of growing, and preparing them for the challenges and responsibilities that sexual maturity brings.

The school provides support to parents in helping children learn the accepted names of the body, talking with the children about their feelings and relationships, and answering questions about growing up, having babies, relationships and sexual health.

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

- Provide a framework in which sensitive discussions can take place
- 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. To nurture a responsible attitude towards personal relationships, such as aspects of mutual respect and care, and to develop sensitivity towards the needs of others, encompassing fidelity and loyalty
- Create a positive culture around issues of sexuality and relationships, empowering children to make informed choices about their developing sexuality
- To educate against discrimination and prejudice
- Teach pupils the correct vocabulary to describe themselves and their bodies
- To reassure children of their value and self-worth, including aspects of dignity, self-respect and self-restraint
- To foster the ability to manage relationships in a responsible and healthy manner
- To promote the value of loving relationships and of family life
- To provide knowledge of human reproductive processes
- To inform children on matters of personal hygiene and related health issues

This policy supports the following school policies:

- PSHE
- Inclusion and Equal Opportunities
- Education for Ethnic Diversity
- Managing Behaviour
- Health and Safety
- Personal Development
- Safeguarding and Child Protection
- eSafeguarding

## 2. Statutory requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education, including pupils attending an independent school.

As an Independent Prep School, we have decided to provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we offer pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#). There is new RSE statutory guidance coming into effect from September 2020, which is adhered to in this policy and in our PSHE and RSE curriculum.

## 3. Policy development

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

- Review – Deputy Head Pastoral 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. Staff were also given INSET on the new RSE guidance. In this practical workshop they were also given ideas for resources to use in lessons
- Parent consultation – In 2020, parents were invited to attend a meeting about the policy, led by the Deputy Head Pastoral, the PSHE coordinator and an external specialist company, *Esteem Acet UK*. A further consultation and workshop was held in May, 2021.
- Pupil consultation – e.g. we ran some workshops with Year 8 on Body Image and Year 6 on periods to trial some of the topics which will come up in RSE. The pupils gave feedback on these sessions
- Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. Definition

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

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

RSE is not about the promotion of sexual activity.

## 5. Curriculum

All children experience a planned programme of sex and relationship education within Science and PSHE that offers them the opportunity to explore attitudes and values, and develop personal and social skills, as well as learning the facts necessary for life.

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, taking into account the age, needs and feelings of pupils. 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.

Sex education is incorporated into the Science curriculum and is taught by the Science department from Years 5 to 8. Opportunities will be provided in Year 5 and above for separate lessons for boys and girls on physical changes, conception and birth.

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 1 and our Science Curriculum and Policy.

## 6. Delivery of RSE

Across the school, 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).

In the Lower and Middle Schools, 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 relationships
- Online relationships
- Being safe

In the Upper School, RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 2.

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).

### **Who Will Teach It?**

All teaching staff (class teachers) will teach relationship education as part of the PSHE Curriculum. Sex education is incorporated into the Science curriculum and is taught by the Science department from Years 5 to 8. Opportunities will be provided in Year 5 and above for separate lessons for boys and girls on physical changes, conception and birth. An external specialist delivers workshops on some aspects of the curriculum, such as periods and body image.

### **Methodology and Approach**

There is a whole-school approach – from Reception to Year 8. The subject is taught in a cross-curricular way, encompassing all the elements within Personal, Social and Health Education topics, as well as expanding on human relationships, human and physical development and reproduction, sexuality (Year 7/8) and the risks of sexual activity (Year 8).

### **Curriculum Entitlement**

Sex and relationship education is taught within PSHE and Science. It is therefore not envisaged that there will be 'one-off' or isolated lessons, except when a health professional is invited to address the children.

### **Specific Classroom Arrangements**

When planning lessons, teachers must consider appropriate grouping in respect of pupil experience and need. Mixed-gender classes will be the norm for the younger pupils.

The children will be separated by gender for some lessons on menstruation and reproduction (Year 5 and 6) so as to avoid possible embarrassment and to allow children to speak freely, but some information is delivered to them all together so as to avoid misconceptions and possible stigmatism. Thereafter, girls and boys are taught about issues, such as the male and female reproductive systems, conception and pregnancy, together as part of the broad sex education programme, thus avoiding misconceptions and speculation.

### **Dealing with Sensitive Issues**

Staff should answer all children's questions relating to sex and relationship education in an open and factual way, taking into consideration the family background, culture, religious beliefs, and pupils' differing experiences. Teachers are expected to use their professional judgement and discretion when faced with, or answering, questions, which they deem to be of a sensitive nature, for example homosexuality, contraception or sexually transmitted diseases.

#### ***The following ground rules have been established.***

- No one (child or adult) has to answer a personal question.
- Teachers should not enter into discussions about personal issues and lifestyles.
- Nobody is forced to take part in discussion.
- In discussion, teachers will promote the knowledge and use of 'accepted' names of body parts.
- Meanings of words are explained in a sensible and factual way

### **Suspected child sex abuse**

Procedure for suspected child sex abuse is covered in our **Safeguarding and Child Protection Policy**.

## **7. Roles and responsibilities**

### **7.1 The Governing Board**

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

## 7.2 The Headteacher

The headteacher is ultimately responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

### 7.3 Deputy Head Pastoral

- To establish and implement the Sex and Relationship Education Policy
- To ensure the policy is followed
- To liaise with the Governors on the teaching in school
- To liaise with parents when necessary
- To ensure the policy is reviewed annually
- To disseminate information to staff
- To respond to individual problems experienced by children, enlisting external agency support if appropriate

### 7.4 Head of Science and PSHE Coordinator

- To prepare Learning Progression Documents to include Sex and Relationship Education in the curriculum and advise staff within their departments on the suitability of their Medium Term and Weekly Lesson Plans in delivering the learning objectives in their subjects
- To ensure the correct resources are available.
- To give support to staff throughout the school in how to deliver these lessons, when appropriate.
- To ensure the appropriate curriculum is taught for each year group, and in Years 5 and 6 to ensure some separate lessons (boys and girls) for the topics of personal changes, conception and birth. In Years 7 and 8, the Form Teacher will also teach the PSHE elements of the S&RE programme as some of the issues are very sensitive and best overseen by one designated person. However, where further expertise is required, support may be sought from external or preferably internal, agency (such as the School Counsellor).

### 7.5 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 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.

### 7.6 Pupils

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

#### **Inclusion and Equal Opportunities**

In support of our **Inclusion and Equal Opportunities** Policy, all Notting Hill Prep pupils, regardless of age, ability, gender or race, have the same opportunity to benefit from the sex education resources and teaching methods.

## 8. Parents' right to withdraw

If parents require more information on RSE for primary aged children, this is a useful information source of information for them:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812593/RSE\\_primary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf)

If parents require more information on RSE for secondary aged children, this is a useful information source of information for them:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812594/RSE\\_secondary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812594/RSE_secondary_schools_guide_for_parents.pdf)

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Sex education at Notting Hill Prep is taught across the curriculum and it is not possible to separate all the sex education lessons. There will sometimes be specific lessons at which Health Professionals are invited to address the children in the presence of the class teacher. Notification is always sent to parents in advance.

Parents have the right to withdraw their children from the non-science components of sex education within RSE. If parents wish to withdraw a child they should put their concerns in writing to the Head. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

In the event of a child being withdrawn from a lesson, that child is provided with appropriate, challenging work until the sex education lesson is over.

### Parental Concerns

If a parent or guardian has any cause for concern about the Sex and Relationship Education Policy and/or its implementation, they should approach the Deputy Head Pastoral who will make every effort to resolve their concerns.

### Procedures for the Involvement of Health Professionals and Visitors

Visiting health professionals may be involved in the implementation of the Sex Education Policy, if considered appropriate and only after detailed consultation concerning lesson content and method of teaching. The class teacher remains in the lesson throughout.

## 9. Training

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

The Deputy Head Pastoral will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## 10. Monitoring arrangements

The delivery of RSE is monitored by the Deputy Head Pastoral and PSHE coordinator through planning scrutinies, learning walks and section meetings.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Deputy Head Pastoral annually. At every review, the policy will be approved by the headteacher and governing body.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

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#### **NHP Relationship and Sex Education Programme**

Sex and relationship education is delivered within the Science curriculum and the PSHE curriculum.

1. Within the **Science curriculum**, the children should:

##### Key Stage 1:

- know that all creatures, including humans, move, feed, grow, use their senses and reproduce
- recognise the main external parts of their bodies
- know that humans and animals can produce offspring, which grow into adults
- recognise the similarities and differences between themselves and others, and treat others with sensitivity

##### Key Stage 2:

- know that the life processes common to humans and other animals include nutrition, growth and reproduction
- know about the main stages of the human life cycle

##### Key Stage 3:

- understand the process of reproduction including conception and the menstrual cycle and pregnancy

(Parents should be aware that it is not appropriate for children to be withdrawn from these Science lessons)

2. The **PSHE 'Jigsaw' Scheme of Work**

This is a spiral curriculum, which builds on these topic areas ('jigsaw pieces') each year:

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

The Jigsaw SOW can be viewed on the school shared drive and is available for parents to view on the Jigsaw website online.

### 3. Transitions

The challenge here is to find a balance between pre-empting physical changes that will affect a number of children, and taking into account the emotional maturity of different year groups. This has a bearing on how much information can be discussed and handled appropriately. As a result, rather than compressing everything into one unit for one year group at one time of year, we have chosen to spread out our programme in order to best support pupils' emotional and physical development.

- In Year 5, the PSHCE programme will address changes in the body related to puberty, such as periods, voice-breaking and body hair
- It will also tackle when these changes are likely to happen and what issues could cause young people anxiety and how they can cope
- In Year 6 the Science curriculum will look at conception and the development of the foetus.
- In Year 7/8 the issue of contraception and STDs is addressed in PSHE, alongside the Science unit on reproduction.

A letter is sent to all parents in these year groups informing them of the content of these lessons and requesting permission for their children to attend.

## Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

**By the end of Year 8, pupils should know:**

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>• 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 people in positions of authority and due tolerance of other people's beliefs</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li> <li>• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</li> </ul>
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</li> <li>• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</li> </ul>