



# MERCHANT TAYLORS'

Prep

## Relationships Education & Sex Education Policy (RSE)

### 1. Statement and Definition

'Relationships Education and Sex Education' forms a part of the Science, Computing and PSHE curriculum at Merchant Taylors' Prep (MTP). This policy applies to all pupils at MTP who are of compulsory school age.

RSE is learning accurate and age-appropriate skills, attitudes and knowledge about the body, reproduction, sex and sexual health. RSE gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

#### The legal framework for this policy is provided by:

- Every Child Matters: Staying Safe and Healthy (2003)
- Education Act (1996, 2002)
- Learning and Skills Act (2000)
- Sex and Relationship Education Guidance (2000)
- Sex and Relationships Education Framework (2005)
- Children and Social Work Act (2017)
- Relationships Education, Relationships & Sex Education Statutory Guidance (2019)
- Equality Act (2010)

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.** They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

### 2. Links with other policies

This policy is linked with the following policy documentation:

- PSHE & Citizenship
- Equal Opportunities
- Child Protection
- Behaviour
- Anti Bullying
- Pastoral Care

### **3. Philosophy**

Relationships and Sex Education is a developmental process throughout life; it begins in primary years and it is the school's philosophy that Relationships and Sex Education should be an integral part of the whole school curriculum. Teaching about mental and physical wellbeing is central to this education, especially as a priority for parents is their children's happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely.

### **4. Aims for Relationships and Sex Education**

We do not wish just to present children with a body of knowledge of biological facts; we wish to develop a range of skills and attitudes that will prepare children for healthy and fulfilling relationships. At MTP, we intend to give children the knowledge which is appropriate to their lives and development within the context of loving and caring relationships. Relationship and Sex Education will involve the development of skills and exploration of attitudes, values and emotions, and will encourage children to develop an awareness of, and respect for themselves and others.

### **5. Organisation**

Relationships and Sex Education will be taught throughout the school from Year 1 to Year 8, the content and teaching in a manner appropriate to the maturity of the children. It will be taught as an integral part of the Science, Computing and PSHE curriculum by both class and specialist teachers. Positive relationships are developed and encouraged in Nursery and Reception and further details may be found in the EYFS Policy. At primary level (KS1/2), the subjects put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

At secondary level (KS3), teaching will build on the knowledge acquired at primary and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.

### **6. Use of Visitors**

Merchant Taylors' Prep acknowledges the importance of the wider community and where appropriate, the school may use the services of visitors, e.g. Life Education ([coramlifeeducation.org.uk](http://coramlifeeducation.org.uk)), Doctors, Counsellors or Specialists in relevant fields but these visitors should work within the framework of this policy.

In line with School Policy documentation, all visitors would be subject to safety checks as appropriate.

### **7. Relationships and Sex Education Objectives**

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the

differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary level.

By the end of Key Stage Two (Year 6) children should:

- understand the concept of the family and that there are different types of human family, e.g. one parent, foster families
- understand the need for caring and sharing and how this helps animals and humans grow and thrive particularly in the form of friendships for humans
- understand they have a right over their own bodies and a right to privacy
- know how to report concerns and seek advice when they suspect or know that something is wrong
- have simple basic understanding of how the body works
- understand that nature has life cycles
- understand that there are differences in human development, including differences brought about by disability
- understand the differences between male and female
- understand that people can behave differently online and how to critically consider their online friendships.

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex Education is not compulsory in primary schools and guidance therefore focuses on Relationships Education for pupils up to Year 6. Sex Education will be applicable for pupils in Years 7 & 8.

By the end of Key Stage Three (Year 8) children should:

- begin to take responsibility for the personal safety of themselves
- have knowledge of body systems and how they relate to each other
- acknowledge the importance of other people's feelings
- have knowledge of puberty, reproduction, including human reproduction

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. It is recommended that all primary, and therefore Prep Schools, should receive sex education tailored to the age and the physical and emotional maturity of the pupils. It should ensure that pupils are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the Science curriculum - how a baby is conceived and born.

## **7. Equal Opportunities**

Teaching will comply with the Equal Opportunities Act (2010) with regard to protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation). The needs of all pupils must be considered and pupils need to understand the importance of equality and respect.

## **8. Children with Special Educational Needs and Disability.**

Inclusion is seen as fundamental to both the planning and delivery of all work within the curriculum. The work is matched to the age and maturity of the pupils and due regard is given to children with SEND requirements.

## **9. Teaching and Learning Styles.**

A range of teaching styles will be employed including individual/paired/group work, circle time and reflective learning. Teachers will share learning intentions with the pupils at the beginning of each lesson and reflect upon these during the plenary. The teachers will use a range of distancing and depersonalising techniques within their teaching of Relationships and Sex Education. Specific ground rules will be established at the beginning of PSHE and RSE work, in addition to those already used in the classroom.

Within RSE, teachers will evaluate the boys' learning through formative and summative assessment. This will include pre and post topic assessment tasks using mind maps, drawings, questioning and observation. The Head of Wellbeing and PSHE is responsible for the overview of this subject along with the Director of Studies.

## **10. Child Protection**

There is an awareness of the possibility that Relationships and Sex Education might trigger the disclosure of Child Protection issues. Staff should consult the Child Protection Policy.

## **11. Dealing with sensitive issues.**

The school recognises that parents/guardians are the key figures in helping their children to cope with the emotional and physical aspects of growing up and in preparing them for the challenges and responsibilities which sexual maturity brings. We hope the teaching we offer is complementary and supportive to the role of the parents. Inevitably, there will be occasions when questions are broached that are outside the remit of the scheme of work. The 1993 Sex Education Act states that when sensitive issues are raised teachers must exercise their discretion and judgement. Further guidance is contained in the July 2000 DfEE circular 116/2000 and this will form the basis of such decisions. However, as professionals, staff may feel it is inappropriate to respond. In this instance, parents will be consulted to determine a mutually acceptable course of action.

The Sex Education provisions of the Learning and Skills Act 2000 came into force on 1 November 2000. From that date schools have a legal duty to seek to ensure that pupils are protected from teaching and materials which are inappropriate, having regard to the age, religion and cultural background of the pupils concerned. Schools should also ensure that, within the context of talking about relationships, children should be taught about the nature of marriage and its importance for family life.

## **12. Parent Involvement**

Relationships and Sex Education is not intended to replace guidance or advice given at home but to supplement and broaden the understanding of the pupils. Consultation has taken place with parents in developing this policy and further consultation will take place if the policy is reviewed significantly.

### **Working with Parents**

Parents are the key people in:

- teaching their children about relationships and sex
- maintaining the culture and ethos of the family
- helping their children cope with the emotional and physical aspects of growing up
- preparing them for the challenges and responsibilities that sexual maturity brings

Parents need to know that the personal beliefs and attitudes of the staff will not influence the teaching of Relationships and Sex Education. Staff will work within these guidelines.

### **13. Right to Withdraw Children from Lessons**

The Education Act 1993 gives the parents the right to withdraw their children from any or all parts of a school's programme of Sex Education but not Relationships Education. The school will inform parents about forthcoming Sex Education and make alternative arrangements for pupils who parents exercise their right to withdraw. Any requests for withdrawal will be considered and records will be kept.

Reviewed: May 2023

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