



SOMPTING ABBOTTS PREPARATORY SCHOOL

Relationships and Sexual Education Policy

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1. Aims & Statutory Guidance:

The aim of Relationships Education is to teach pupils the fundamental building blocks and characteristics of positive relationships with particular reference to friendships, family relationships and relationships with other children and with adults. The principles of positive relationships also apply in the online world.

The aim of Relationships and Sex Education (RSE) is to provide pupils with age appropriate information, to explore attitudes and values and develop skills to empower them to make positive decisions about themselves. This will help pupils respect themselves and others and allow them to move with confidence from childhood through adolescence into adulthood by putting in place the building blocks needed for positive and safe relationships of all kinds, starting with family and friends, and moving out to other kinds of relationships, including those that take place online.

At Sompting Abbots relationships and sex education (RSE) will:

- Provide a framework in which sensitive discussions can take place

- Teach pupils the correct vocabulary to describe themselves and their bodies
 - 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
 - Support the school's ethos of a nurturing a caring community
- At Sompting Abbots we recognise that as a school we have a responsibility under The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made under sections 34 & 35 of the Children & Social Work Act 2017, to provide comprehensive Relationship Education and Health Education for all pupils receiving primary and secondary education.
 - RSE became statutory in all schools from September 2020. The teaching of RSE will comply with the Equality Act 2010.

The law requires that Relationships and Sex Education (RSE) is to be taught in all secondary schools in England, and that Relationships Education is to be taught in all primary schools in England. Primary schools are also required to teach the elements of sex education contained in the science curriculum.

- At Sompting Abbots we teach RSE as set out in this policy and ensure that every registered pupil who is provided with primary education (aged 5 to 11 years) is provided with relationship education and those of secondary age, relationships and sex education (aged 11 to 13 years).

This policy complements the schools' Behaviour Policy, Anti-Bullying Policy and Safeguarding Policy as well as the PSHCEE curriculum.

Sompting Abbots will help pupils to:

- Value and respect themselves and others for who they are, respecting their own and each others' rights
- Value healthy, stable and caring relationships based on mutual respect as the basis of a society in which people care for one another
- Value and respect difference in religion, culture, sexual orientations, physical and mental ability and social background
- Value discussion so that pupils can be active participants and gain confidence in talking about relationships, health and mental well-being.

2. Policy Development

This policy has been developed in consultation with staff, pupils and parents. The policy has been shared with staff, pupils and parents giving them the opportunity to consult the school about the contents should they wish to.

A copy of the RSE policy will be published on the school website and further information on the PSHE programme of study will be available on request.

3. Course Content

EYFS (PP1 & 2)

By the end of the EYFS pupils will have covered:

- Personal, Social and Emotional development;
- Understanding the World;
- Learning and development opportunities for these areas, as well as Communication and language, can be interwoven within the pupils' experience through daily EYFS play-based activities, role-play areas, quality children's fiction and reflective discussion to begin to build pupils' knowledge and understanding, skills, attitudes and attributes related to PSHE elements of education.

Primary Age Range (PP3 - Year 6)

By the end of Year 6 pupils will have covered:

- Relationships: Families and friendships; safe relationships; respecting ourselves and others; civil partnerships and marriage;
- Caring friendships; respecting others, trust, tolerance and understanding
- Living in the wider world: belonging to a community; valuing diversity;
- Keeping safe online and managing online relationships
- Health and wellbeing: physical health and mental wellbeing; growing and changing; keeping safe; basic first aid and how to respond in an emergency if necessary;
- Puberty: the changes that take place (Year 5 & 6 science curriculum)

Secondary age range (Year 7 & 8)

By the end of Year 8 pupils will have covered:

- Health and wellbeing: first aid, dangers of drug and alcohol misuse, and pressure to misuse drugs;
- Puberty; reproduction and how puberty can affect emotions (delivered as part of the Science curriculum);
- Mental wellbeing - body image and unwanted contact
- Relationships: recognising self-worth; romance and friendships online; relationship boundaries; recognise healthy and unhealthy relationships; be aware of concept of consent and safety including FGM
- Stereotyping and discrimination including sexual orientation and gender identity including LGBTQIA+ with reference to the Equality Act 2010 and the Protected Characteristics
- Living in the wider world: online safety, media reliability

4. Delivery of RSE and health programme including delivery to SEND pupils

RSE is taught by Form Tutors and is rooted within the PSCHEE curriculum. Biological aspects of RSE are taught within the science curriculum.

Relationships and Sex education (RSE) together with Health Education must be accessible to all secondary age pupils. The programme should also be mindful that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of the SEND. Delivery of the programme as outlined in the context will be via classroom teaching in a range of curriculum areas such as PSHCEE, Science, PE, ICT and Religious Studies; through assemblies and talks by visiting speakers.

5. Children's questions

At Sompting Abbotts teachers will set clear boundaries for question and answer sessions, with ground rules set in place to allow children the opportunity to speak honestly and openly, while understanding what is appropriate / inappropriate within the classroom. Teachers will endeavour (where possible and appropriate) to answer pupil questions honestly and openly. However, if a pupil asks a question that a teacher is not comfortable with, then provision will be made to ensure the needs of that pupil are met. If a pupil asks a question that raises a safeguarding concern, the teacher will report this to the Designated Safeguarding Lead in line with Sompting Abbotts' Safeguarding policy.

6. Parental involvement and parents right to withdraw

Sompting Abbotts acknowledges that education of RSE is a partnership between parents and teachers, with parents being the key people in teaching their children about relationships and sex; maintaining the culture and ethos of family; helping their children to cope with the emotional and physical aspects of growing up and preparing them for the challenges and responsibilities that sexual maturity brings.

Sompting Abbotts aims to involve parents closely in promoting RSE and Health Education by providing parents with information about Sex and Relationship Education.

Legislation states that *'parents have the right to withdraw their children from any and every aspect of sex education that is not taught as part of the statutory curriculum'*

- **Parents do not have the right to withdraw their children from relationships education.**
- **Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.**

Before doing so, parents are encouraged to talk to their child's Form Teacher and / or view the teaching resources in order to inform any decision regarding withdrawing their child.

Requests for withdrawal should be put in writing and addressed to the Headmaster. The Headmaster will discuss the request with parents, to make sure parents are fully informed and understood before a final decision is made. A record will be kept of all children who are exempt from RSE and alternative purposeful education will be provided for children who are withdrawn.

7. Assessment

A range of assessment methods may be used: brainstorming; pupil discussion; portfolios of work (at discretion of form tutors); pupil and parental feedback.

8. Monitoring and review

The Headmaster is responsible for monitoring the provision of RSE within the school.

Note this RSE policy should be read in conjunction with the Safeguarding, Online Safety, Behaviour, Anti-Bullying, PSHCEE and Science policies.

