

COGNITA



BRIGHTON COLLEGE PREP
KENSINGTON

Relationships and Sex Education (RSE) Policy

September 2024

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1 Introduction and aims

The purpose of this policy is to ensure that our, Relationships and Sex Education (RSE) supports our school ethos and fulfils our school aims, which are :

- A love of learning for its own sake
- A foundation of knowledge and body of skills with which to understand and question the world in which we live, and prepare us with an innovative approach to education for the world we are likely to inhabit in the future.
- An awareness and appreciation of the spiritual dimension in our lives.
- An enthusiasm for the world beyond the classroom in particular sport and performing arts.
- A respect for differences of others and a recognition that the efforts and achievements of every individual in our community are valued equally.
- An awareness of the needs of others and a firm belief that, whatever our age we can make a difference both locally and globally, right now.

Relationships Education is part of lifelong learning about the emotional, social and physical aspects of growing up; and to promote safety in forming and maintaining relationships both off and online. A considerable amount of RSE learning objectives is met through the delivery of PSHE in a weekly taught lesson.

Personal, Social, Health Education (PSHE) underpins life at Brighton College Prep Kensington. It is through this, in conjunction with, and alongside other curriculum areas such as the Humanities, that pupils at Brighton College Prep Kensington are given the knowledge, skills and understanding they need to lead confident, healthy independent lives and to become informed, active, responsible citizens.

- 1.1 This policy applies to all students, including those in the Early Years.
- 1.2 This policy forms part of the curriculum.
- 1.3 We see the curriculum as, 'The total learning experience for our students, which includes not only the taught lessons but also the routines, behaviours, events, activities and other opportunities that our students experience on a daily, weekly and yearly basis in order to ensure that all of them make the best progress possible and attain high standards'.
- 1.4 A well-structured and coherent curriculum is a fundamental element of the tripartite education that underpins all successful schools and includes Teaching, Learning and Assessment (see model below) and is underpinned by Wellbeing.

The aims of RSE at our school are to:

- 1.5 Provide a framework in which sensitive discussions can take place.
- 1.6 Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- 1.7 Help students develop feelings of self-respect, confidence and empathy.
- 1.8 Create a positive culture around sexuality and relationships.
- 1.9 Teach students the correct vocabulary to describe themselves and their bodies.
- 1.10 Help students understand that healthy relationships are an important part of wellbeing.

2 Statutory requirements

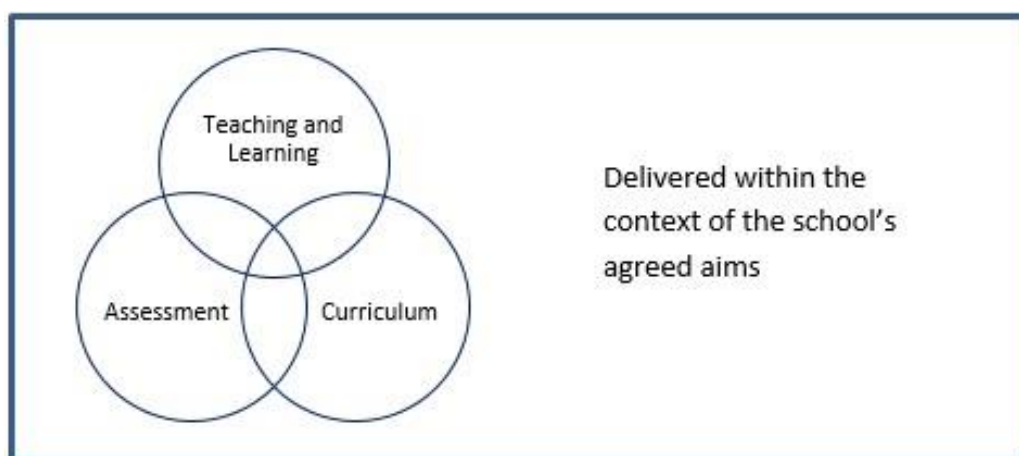
- 2.1 Our policy follows the statutory guidance given by the government (DfE) and meets the requirements of the Independent School Standards. Aspects of RSE are infused within the day

to day operation of our school; incorporated through the curriculum, both in content included in subject schemes of work and through other planned learning opportunities in the school. They are captured in our written aims and expressed in the ethos and behaviours of everyone.

- 2.2 As a Preparatory School, we must ensure that every registered student who is provided with primary education at the school is provided with relationships education, in accordance with section 34 of the Children and Social Work Act 2017 and the Independent School Standards

At Brighton College prep Kensington School, we teach RSE as set out in this policy.

3 Policy



development

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

- 3.1 Review – The PSHE Lead reviewed all relevant information, including but not limited to, relevant national and local guidance
- 3.2 The policy was drafted in accordance with statutory guidance and aligned with the Independent School Regulations. The school curriculum plans were amended accordingly.
- 3.3 Staff consultation – school staff were given the opportunity to review the policy and make recommendations.
- 3.4 Parent/stakeholder consultation – All parents of pupils and any interested parties are invited to attend a meeting about the teaching of Relationships and sex education.

3.5 Student consultation – students are consulted with about their RSE lessons in school council meetings, pupil surveys and in PSHEE lessons.

3.6 Policy review – this policy will be reviewed in June 2024.

4 Definition

4.1 RSE is about the emotional, social and cultural development of students, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

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

4.3 RSE is not about the promotion of sexual activity, sexual orientation, or a specific sexual identity.

5 Curriculum

5.1 Our learning objectives are set out in Appendix 1

5.2 We have developed the curriculum taking into account the age, needs and feelings of students.

Human reproduction will be delivered in the Science lessons in year 8. The curriculum content will cover How a baby is conceived and born.

RSE will:

- i. consider the ages, aptitudes and needs of all pupils, including those pupils with SEND/ and an EHC plan;
- ii. not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs; and
- iii. ensure that discriminatory, extremist opinions or behaviours are challenged as a matter of routine.

5.4 For more information about our curriculum, see Appendices 1 and 2 and our Curriculum Policy

6 Delivery of RSE

Brighton College Prep Kensington has a 'spiral curriculum', meaning that the specific learning builds for pupils as they move through the school, gradually expanding and deepening their knowledge, skills, and attributes. It must be ensured that learning in PSHE education is not delivered as a one-off experience. It is likely that many of the learning opportunities in the lower school will be covered in Early Years, as it is in Lower Phase and Upper Phase where they can be further developed. This learning is reinforced through many different areas of school life, including assemblies, Religion and Philosophy, Humanities and everyday life at school.

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, LGBTQ+ 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).

7 Roles and responsibilities

Staff & Governance

7.1 RSE Lead

The person with responsibility for the overview and yearly evaluation of this policy is the Snr. Deputy Head, overseen by the Head. However, all staff are responsible for ensuring this policy is implemented and acted on.

When evaluating the use and impact of this policy, our school leaders will evaluate the extent to which there is evidence of a curriculum which:

- Fulfils the aims of the school;
- Embeds aspiration, attributes and the expectation to achieve high standards and high rates of progress; and
- Provides engagement and excitement for learning.

7.2 The Head

The Head for managing requests to withdraw students from non-statutory RSE (see section 8).

7.3 The Director of Education

The General Manager will hold the Head to account for the implementation of this policy.

The General Manager will ensure that:

- all pupils make progress in achieving the expected educational outcomes;

- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

7.4 Staff

Staff who teach RSE specifically delivered through the PSHE programme or seminars are responsible for:

- Delivering RSE in a sensitive and age appropriate way;
- Modelling positive attitudes to RSE;
- Monitoring progress;
- Responding to the needs of individual students; and
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RSE.

Staff will be supported in all areas of delivering RSE and receive training. If staff feel there is an area they are unable to deliver in-line with the ethos of the school and expectations of the curriculum, either due to training, knowledge or personal beliefs, they may approach the deputy head and appropriate concessions will be made.

8 Students

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

8.1 Students with Special Educational Needs and Disabilities

Our curriculum is inclusive and our RSE and Health Education is accessible for all students. For those pupils with special educational needs or specific learning difficulties, the school has a well-established Learning Support department, led by the Head of Learning Support. Further details of this provision can be found in our Special Educational Needs and Disability (SEND) Policy.

High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

As set out in the SEND code of practice, when teaching these subjects to those with SEND, at Brighton College Prep Kensington is mindful of preparing students for adulthood.

Brighton College Prep Kensington is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships

Education and RSE can also be particularly important subjects for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors will be taken into consideration in designing and teaching these subjects.

9 Parents' right to withdraw

9.1 If parents require more information on RSE for primary aged children (up to year 6), 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

Parents do not have the right to withdraw their children from relationships education.

Parents do however have the right to withdraw their children from the non-statutory components of sex education within RSE. There are elements of this delivered in Year 8 and as with all relationships material, the parents are invited to have an overview of the materials to be used and the program to be followed which is in addition to their PSHEE program.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Head.

Alternative work will be given to students who are withdrawn from sex education.

A copy of withdrawal requests will be placed in the pupil's educational record. The Head will discuss the request with parents and take appropriate action.

10 Training

10.1 Staff are trained on the delivery of RSE as necessary and it is included in our continuing professional development programme. This includes support from the Head of PSHE and the Deputy Head.

10.2 The Head may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE if appropriate.

11 Monitoring arrangements

11.1 The delivery of RSE is monitored by the Head of PSHEE working in conjunction with the Snr. Deputy Head, and overseen by the Head through reviewing the programme and attending the meeting with parents, monitoring of work, lessons and parental, staff and pupil surveys. In addition, the Snr. Deputy Head and Head of PSHEE will monitor planning and conduct learning walks.

Appendix 1: RSE Learning objectives in year groups.

The Relationships content covered at Brighton College Prep Kensington is summarised by the following learning objectives:

Early Years learning objectives:

- To develop positive relationships with other children
- To discuss feelings
- To express their feelings and consider the feelings of others.
- To become more outgoing with unfamiliar people, in the safe context of their setting
- To develop more confidence in new social situations
- To develop constructive and respectful relationships with peers and adults
- To learn the NSPCC's - PANTS Rules.. Privates are Private; Always your body belongs to you; No means no; Talk about secrets that upset you; Speak up someone can help.

Year 1 learning objectives:

- To identify members of my family and know how it feels to belong
- To understand how your class is a safe place for everyone to learn
- To know who to speak to if you're feeling worried, frightened or upset
- To discuss ways we are similar and different to our friends
- To develop empathy for others
- To work together on a project as a small group and celebrate our achievements
- To learn how to celebrate other's successes and be proud of yourself
- To understand that being healthy helps you to feel happy
- To understand the life cycle of animals and humans
- To identify the differences between girls and boys using correct names for these

- To learn the NSPCC's - PANTS Rules.. Privates are Private; Always your body belongs to you; No means no; Talk about secrets that upset you; Speak up someone can help
- **Year 2 learning objectives:**
 - To recognise when I am worried or upset and know how to ask for help
 - To understand how we form happy and healthy relationships with peers and adults
 - To understand that we shouldn't judge people if they are different
 - To demonstrate how to use problem-solving strategies to resolve conflicts through role play
 - To recognise my strengths and weaknesses as a learner
 - To develop resilience
 - To understand the benefits of healthy eating
 - To identify the physical differences between girls and boys using correct names for these
 - To learn the NSPCC's - PANTS Rules.. Privates are Private; Always your body belongs to you; No means no; Talk about secrets that upset you; Speak up someone can help.
- **Year 3 learning objectives:**
 - To identify the different relationships we have in our lives through discussion
 - To define these relationships through a role play activity
 - To identify the roles these relationships have in our lives
 - To identify the different qualities we need to be good friends

- To create a 'Friend wanted' advertisement, highlighting qualities found in a good friend
- To reflect on the good qualities they have to offer a friend
- To identify niggles that may get in the way of being a good friend
- To learn the NSPCC's - PANTS Rules.. Privates are Private; Always your body belongs to you; No means no; Talk about secrets that upset you; Speak up someone can help.

Year 4 learning objectives:

- To relate to the fact that they can have more than one friend through roleplay activities
- To identify the different levels of friendship
- To understand that friends can move between these levels during our lifetime
- To identify which levels their friends fit in at this moment in their lives.
- To identify different feelings through roleplay
- To define empathy and give examples to show their understanding
- To recognise ways that they would like treated in different situations
- To learn the NSPCC's - PANTS Rules.. Privates are Private; Always your body belongs to you; No means no; Talk about secrets that upset you; Speak up someone can help.
- To understand that you need to have empathy to have positive relationship
- To know when, who and how to ask for help

Year 5 learning objectives:

- To learn about independence and increased responsibility
- To learn how to respond appropriately to a wider range of feelings in others
- To learn about the importance of having trusted adults in their lives.
- To identify what makes a positive and healthy relationship
- To identify what a healthy relationship is in a physical and emotional sense
- To identify some signs that a relationship may not be healthy
- To understand that unhealthy relationships can happen anywhere: in school, at work, at home, among family members and friends
- To learn about different types of relationships
- To understand what is acceptable and unacceptable physical contact and how to respond
- To practise responses to challenging situations such as dealing with unkindness.
- To learn the NSPCC's - PANTS Rules.. Privates are Private; Always your body belongs to you; No means no; Talk about secrets that upset you; Speak up someone can help.
- To understand the importance of hygiene
- To be introduced to the concept of puberty and cover some changes to human bodies
- To know when, who and how to ask for help
- **Year 6 learning objectives:**
 - To understand the meaning of puberty and why it happens
 - To explore the physical and emotional changes that occur during puberty
 - To understand what happens to boys and girls during puberty
 - To create a checklist for staying healthy during puberty

- To identify the conflicts pupils can have with parents and siblings
- To examine ways in which conflicts can be managed in a healthy manner
- To develop an understanding of what is meant by consent and privacy
- To have the opportunity to ask questions anonymously using the 'question box'
- To understand that civil partnerships and marriage are examples of stable, loving relationships
- To learn the NSPCC's - PANTS Rules.. Privates are Private; Always your body belongs to you; No means no; Talk about secrets that upset you; Speak up someone can help.
- To know when, who and how to ask for help

Year 7 Relationships and Sex Education learning objectives

- To deepen an understanding of what is meant by consent and privacy in a relationship
- Characteristics of healthy and unhealthy relationships
- To explore ideas surrounding control and peer pressure
- To recognise that relationships can be challenging and need nurturing.
- To practice appropriate responses in challenging situations.
- To recognise good choices, lead to a healthy lifestyle.
- To understand risk taking and consequences.
- To deepen understanding of what happens to the human body during puberty.
- To understand the meaning of consent and privacy in the context of a relationship
- An exploration of body image and positive and negative images in the media i.e. unrealistic expectations of how we should look.

- To understand the importance of being empathetic with other adolescents going through puberty.
- To reinforce feelings of self-worth, self-respect, trustworthiness, integrity, and compassion.
- To understand the legal and non-legal commitments that people can make to one another
- To know when and who to ask for help.

Year 8 Relationships and Sex Education learning objectives

- To understand Relationship Values - learning will enable pupils to reflect on relationship values and practice practical conflict resolution strategies.
- To explore influences on relationships expectations including Media influence on relationships expectations.
- To develop a knowledge of the law, the impact, and the consequences of sharing of sexual images.
- To build further understanding of Consent, specifically in terms of avoiding assumptions.
- To understand what assumptions can be made in relation to consent, particularly in new relationships, and how these can be challenged and avoided.

3

Appendix 2: By the end of primary school, students should know:

TOPIC	STUDENTS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none">• That families are important for children growing up because they can give love, security and stability• 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• 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• 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• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

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Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • 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 • 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
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TOPIC	STUDENTS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 • 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 • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults

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Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • 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 • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
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TOPIC	STUDENTS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • 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 • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

12 Appendix 3: Parent form: Withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

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Appendix 4: DfE RSE Statutory Guidance Suggested Resources

Link to Annex B (page 46) in DfE Relationship Education, Relationships and Sex Education and Health Education guidance – Suggested resources:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

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Ownership and consultation	
Document sponsor (role)	Group Director of Wellbeing
Document author (name)	Beth Kerr/PSHE Leads
Consultation February 2020	Consultation with the following schools: Alison Barnett, RSL/Danuta Tomasz, DE
Review – June 2023	

Audience	
Audience	All school staff

Document application and publication	
England	Yes
Wales	Yes
Spain	TBC

Version control	
Implementation date	September 2023
Review date	Review and update for implementation in September 2024

Related documentation	
Related documentation	PSHEE Policy Curriculum Policy SEND Policy EAL Policy Prevent Duty Early Years Policy, where relevant Safeguarding and Child Protection Policy and Procedures Independent School Standards

