

COGNITA



BRIGHTON COLLEGE PREP
KENSINGTON

Relationships and Sex Education (RSE) Policy

September 2023

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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 :

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. Within PSHE, aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both on and off line. At Brighton College Prep Kensington, Relationships Education is taught within the personal, social and health (PSHE) education curriculum.

Personal, Social, Health and Economic Education (PSHEE) underpins life at Brighton College Prep Kensington. It is through PSHEE, in conjunction with, and alongside other lessons, 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:

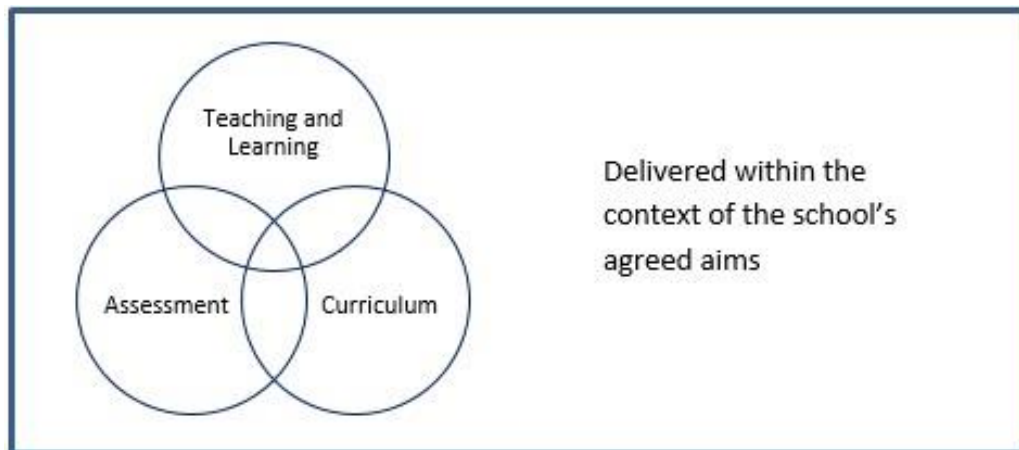
- 1.5 Provide a framework in which sensitive discussions can take place.
- 1.6 Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- 1.7 Help students develop feelings of self-respect, confidence and empathy.
- 1.8 Create a positive 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 Preparatory 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 were 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 curriculum is set out in Appendix 1, but we may need to adapt this as and when necessary.
- 5.2 We have developed the curriculum taking into account the age, needs and feelings of students.
- 5.3 Primary sex education will be delivered in the summer of year 6 and will focus on:
- Preparing boys and girls for the changes that adolescence brings;
 - and
 - How a baby is conceived and born.

It 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

- 6.1 Our RSE is taught as part of our PSHEE curriculum and elements of Sex Education appropriate to the age group as discrete sessions in Year 6 & 7. The PSHEE course is delivered to all students through discrete PSHEE lessons taught by our teachers. There is one lesson of taught PSHEE every 10 days. Elements of the programme may be supported through the bringing in of additional expertise, such as outside speakers, trained health professionals, or the use of teachers with a particular interest or knowledge in a specific area. In addition to these discrete sessions, PSHEE is also embedded within the curriculum (e.g. social issues through the teaching of English Literature; Health through Biology and PE; Citizenship through History & RE). There are also centrally organised sessions which supplement the delivery in house.

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

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 PSHEE Lead Teacher

The person with responsibility for the overview and yearly evaluation of this policy is Tina Verma, Head of PSHEE overseen by the Headteacher. 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 Headteacher

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

7.3 The Chair of Governors

The Chair of Governors (Director of Education) will hold the Headteacher to account for the implementation of this policy.

The Chair of Governors 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 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 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.

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, Prince's Gardens Preparatory School is mindful of preparing students for adulthood.

Prince's Gardens Preparatory School 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, 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 have the right to withdraw their children from the non-statutory components of sex education within RSE. This is only delivered in Year 6 and the parents are invited into school to review 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 Headteacher.

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 Headteacher will discuss the request with parents and take appropriate action.

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

10 Training

- 10.1 Staff are trained on the delivery of RSE as necessary and it is included in our continuing professional development programme.

- 10.2 The Headteacher 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, Lois Gaffney through reviewing the programme and attending the meeting with parents, book scrutiny for all years and monitoring of lessons and parental, staff and pupil surveys. In addition, the Head of PSHEE (Tina Verma) will monitor planning and conduct learning walks.

Appendix 1: Curriculum Map at Brighton College Prep Kensington

PSHEE (Including Relationship and Sex Education) Curriculum Map

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe Relationships	Respecting ourselves	Belonging to a community	Media and digital resilience	Money and work	Physical health and Mental Wellbeing	Growing and Changing	Keeping safe
YEAR 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe, seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping Healthy; Food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings, managing when things go wrong	How rules and age restrictions help us; keeping safe online
YEAR 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feeling and asking for help	Growing older; naming body parts, moving class o year	Safely in different environments; risk and safety at home; emergencies
YEAR 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy; being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements	Rules and hazards; safety

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YEAR 4	Positive friendships; including online	Responding to hurtful behaviour, managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
YEAR 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies
YEAR 6	Attraction to others; romantic relationships; civil partnerships and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other's points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, managing time online.	Increasing independence; managing transition	Puberty, and growing up

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YEAR 7	<p>Friendships and diversity</p> <p>Respectful relationships and conflict resolution, including online;</p>	<p>Equality, diversity and tackling prejudice-based bullying and discrimination, including online</p>	<p>Healthy and positive relationships, including intimate relationships;</p> <p>Expectations and stereotypes in relationships;</p> <p>Managing strong feelings; The concept of consent</p>	<p>Life and career aspirations;</p> <p>Personal strengths and skills for employment;</p> <p>Stereotypes;</p> <p>Routes into careers;</p> <p>Progression routes; Online presence</p>	<p>Different ways information and data is shared and used online, including for commercial purposes</p> <p>How information on the internet is ranked, selected and targeted at specific individuals and groups</p> <p>How to respond and seek support</p>	<p>Teamwork;</p> <p>Leadership;</p> <p>Personal strengths;</p> <p>Interests; Setting goals; Managing setbacks;</p> <p>New opportunities and responsibilities</p>	<p>Attitudes to mental health and emotional wellbeing; Digital resilience; Body image; Healthy and unhealthy coping strategies; Seeking support for themselves and others</p>	<p>An exploration of body image and positive and negative images in the media i.e unrealistic expectations of how we should look.</p> <p>To understand the importance of being empathetic with other adolescents going through puberty.</p> <p>To reinforce feelings of self-worth, self-respect, trustworthiness, integrity, and compassion.</p> <p>To understand the legal and non-legal commitments that people can make to one another</p> <p>To know when and who to ask for help.</p>	<p>How to recognise and challenge media stereotypes</p> <p>About online communication</p> <p>How to use social networking sites safely</p> <p>About age restrictions when accessing</p> <p>Different forms of media and how to make responsible decisions</p>
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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

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

