

COGNITA



GLENESK
Pre-Prep School & Nursery

Relationships, Sex and Health Education (SRE) Policy

September 2023

Cognita 41-42 Eastcastle Street, London W1W 8DY, www.cognita.com

Registered in England Cognita Limited No 5280910 Registered Office: Seebeck House, One Seebeck Place, Knowlhill, Milton Keynes MK5 8FR

Contents

1	Introduction and aims	3.
2	Statutory requirements	5
3	Policy development	5
4	Definition	6
5	Curriculum	6
6	Delivery of RSE	7
7	Roles and responsibilities	7
8	Students	8
9	Parents' right to withdraw	9
10	Training	9
11	Monitoring arrangements	9
	Appendix 1: Curriculum Map	10
	Appendix 2: By the end of primary school, students should know:	12.

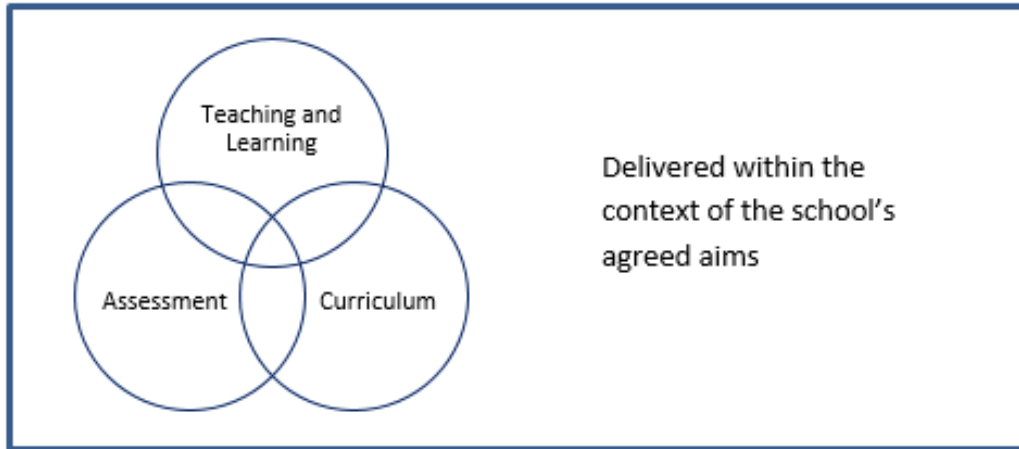
Introduction and aims

Schools and colleges play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homo/bi/trans phobia and sexual violence/harassment. This policy applies to all students, including those in the Early Years.

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

- To create an environment where safeguarding is a priority, where all children feel safe and secure, and as a result can flourish and grow emotionally
- To provide high quality teaching and learning which inspires a spirit of enquiry, challenge and exploration and encourages each child to develop as lifelong learners
- To offer small classes and provide a rich timetable and broad curriculum enhanced by specialist teachers
- To deliver a broad curriculum which will prepare each child for a future school to suit both their character and academic ability
- To develop an environment in which traditional British values, thoughtfulness and respect for others play an important part

1.1 This policy forms part of the curriculum.



Relationships and Sex Education (RSE) Policy

- 1.1 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’.
- 1.2 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:

- 1.3 Provide a framework in which sensitive discussions can take place.
- 1.4 Prepare students for puberty, give them an understanding of sexual development and the importance of health and hygiene.
- 1.5 Help students develop feelings of self-respect, confidence and empathy.
- 1.6 Create a positive culture around sexuality and relationships.
- 1.7 Teach students the correct vocabulary to describe themselves and their bodies.
- 1.8 Help students understand that healthy relationships are an important part of wellbeing.
- 1.10 Prevent students from becoming involved in child-on-child abuse, and /or experiencing harm in school/in the community

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/BSO 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 Pre 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 Glensk, we teach RSE as set out in this policy.

3 Policy development

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

- Review – The PSHE Lead reviewed all relevant information, including but not limited to, relevant national and local guidance including regard to the school’s obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.

Relationships and Sex Education (RSE) Policy

- The policy was drafted in accordance with statutory guidance and aligned with the Independent School Regulations/BSO Standards. The school curriculum plans were amended accordingly.
- Staff consultation – school staff were given the opportunity to review the policy and make recommendations.
- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy and offer commentary. The Head writes to the parents annually drawing attention to this aspect of the children’s education and invites parents to comment or meet to discuss any concerns
- Ratification – once amendments were made, the policy was published.
- Policy review – this policy is reviewed biannually.

4 Definition

- 4.1 RSE is about the emotional, social and cultural development of students, and involves learning about healthy 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 in consultation with parents, students and staff, taking into account the age, needs and feelings of students.

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.
- 5.3 For more information about our curriculum, see Appendices 1 and 2 and our Curriculum Policy

6 Delivery of RSE

- 6.1 RSE is taught as part of our PSHEE curriculum. PSHEE is delivered to all students through timetabled PSHEE lessons and taught by class teachers. There is one designated lesson of PSHEE a week. PSHEE is firmly embedded throughout the culture of Glenesk through a series of topic based daily assemblies led by the Head, Deputy Head and Class Teachers. Children take part in specific themed weeks eg Friendship Week to promote caring friendships and respectful relationships. Examples of positive behaviour are rewarded and celebrated each week with a Care and Kindness award. In addition, elements of the programme may also be supported through bringing in additional expertise, such as outside speakers or trained health professionals. Through the Science curriculum children learn to identify, name, draw and label the basic parts of the human body. They find out about life cycles of some animals and notice that animals, including humans, have offspring which grow into adults. All lessons are delivered in a fully age appropriate way and we ensure RSE education is sensitive to the different needs of individual pupils in respect of their differing abilities, levels of maturity and personal circumstances.

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

- 6.2 For more information about our RSE curriculum, see Appendices 1 and 2 and our Curriculum Policy.
- 6.3 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 PSHE Lead Teacher

The person with responsibility for the overview and yearly evaluation of this policy is Debbie Powell. 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 components of RSE (see section 8).

7.3 The Chair of Governors

The Chair of Governors 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 (see below);
- Teaching is sensitive to the needs of all students with protected characteristics under the Equality Act 2010
- 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 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/non-science] 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.

RSE is taught by Helen Collins and Caroline Tod, Year 1 Teachers and Debbie Powell Year 2 Teacher and PSHE Lead

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 SENCO. 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, Glensk School is mindful of preparing students for adulthood.

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

10 Training

- 10.1 Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development programme. Resources from the PSHE Association are used as part of this induction training.
- 10.1 The Headteacher 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.

11 Monitoring arrangements

- 11.1 The delivery of RSE is monitored by Debbie Powell, PSHE lead through: work scrutiny, lesson observations, learning walks and key stage 1 planning and evaluation meetings
- 11.2 Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

Appendix 1: Curriculum Map
Relationships and Sex Education Curriculum Map

Year 1	Autumn	Spring	Summer
	<p>How can we look after each other and the world? Class rules; respecting others' needs; caring for others and the environment</p> <p>What helps us stay healthy? What being healthy means and how to stay healthy. Sleep, hygiene, dental care etc</p>	<p>Who helps us to keep safe? Keeping safe online including personal information</p> <p>Managing hurtful behaviour and bullying Bodies and feelings can be hurt by actions, how people might feel if they experience hurtful behaviour or bullying, hurtful behaviour is not acceptable and how to report to a trusted adult</p> <p>What can we do with money? What is money? how is it obtained? The difference between needs and wants, how to keep money safe</p>	<p>What is the same and different about us? What makes them special and how everyone is unique and has different strengths, what they like, dislike and are good at, how to manage when finding things difficult</p> <p>Mental Health Different feelings human experience, naming different feelings, how feelings can affect people bodies and how they behave, how to recognise how others might be feeling, how to manage big feelings and strategies to cope, when and how to ask for help with feelings</p>

Relationships and Sex Education (RSE) Policy

	<p>Who is special to us? Our family is a group we belong to, different features of family life, people in the family who care for them, how families are different but share common features, that it is important to tell someone if something in their family makes them feel unhappy or worried</p> <p>Who helps us to keep safe? Whose job it is to help us keep safe, basic rules for keeping safe online</p>	<p>How can we look after each other and the world? What is kind and unkind behaviour and how it can affect others</p> <p>Who helps us to keep safe? Recognising some things are private, that some people may behave differently online, how to respond safely to unknown adults, asking for permission and seeking permission, not keeping adult's secrets, techniques for resisting pressure to do something which may make them unsafe</p>	<p>How can we look after each other and the world? How kind and unkind behaviour can affect others, how to be polite and courteous, how to play and work co-operatively</p> <p>Friendships How people make friends and what makes a good friendship. What to do is someone is lonely, how to positively resolve arguments, how to ask for help if a friendship makes them unhappy</p>
Year 2	Autumn	Spring	Summer
	<p>Respecting Rights and Others? Group and class rules and why they are important; respecting own and others' rights and needs; privacy; looking after the environment</p>	<p>Feelings are Important. What makes a good friend? Different kinds of feelings; strategies to manage feelings; recognising how others are feeling, sharing feelings. Positive and healthy relationships; resolving problems with friends</p>	<p>How do we recognise our feelings? Think Positive Managing positive and negative emotions; talking about feelings; thinking positive to change your mindset; resilience; being grateful, thankful, and mindful</p>
	<p>What is Bullying ? Hurtful teasing and bullying is wrong, how words and actions can affect how people feel, why deliberately excluding others is unacceptable, what to do about bullying; unsafe secrets; what to do if it happens, how to report bullying or other hurtful</p>	<p>What helps us to stay safe? How can we keep safe in different places? Rules for keeping safe in different places; including online; PANTS underwear rules; inappropriate and appropriate touch; asking for help; how to take responsibility for your</p>	<p>What is the same and different about Recognise what they are good at; set simple goals; growing and changing and being more independent; naming parts of the body correctly (incl genitalia) belonging to different groups, growing and changing from young to old,</p>

Relationships and Sex Education (RSE) Policy

	<p>behaviour, including online to a trusted adult</p> <p>Digital Wellbeing</p> <p>Keeping safe on the Internet; not sharing personal information; Being kind and respectful to others online; Are things online always true?</p>	<p>own safety; what to do in an emergency</p>	<p>preparing to move to a new school</p>
--	---	---	--

Page Break

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

TOPIC	STUDENTS SHOULD KNOW
<p>Families and people who care about me</p>	<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
<p>Caring friendships</p>	<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

Relationships and Sex Education (RSE) Policy

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
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
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

Ownership and consultation	
Document sponsor (role)	European Director of Education
Document author (name)	Beth Kerr/PSHE Leads
Consultation February 2020	Consultation with the following: Alison Barnett, Regional Safeguarding Lead (RSL)/Danuta Tomasz, DE
Review – June 2022	Nicola Lambros Director of Education for Europe Alison Barnett – Regional Safeguarding Lead for Europe

Audience	
Audience	All school staff

Document application and publication	
England	Yes
Wales	Yes
Spain	TBC

Version control	
Review cycle	Annually
Implementation date	September 2023
Review date	September 2025

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