



# DEVONSHIRE HOUSE SCHOOL

## Relationships and Sex Education Policy

*This policy is for the whole school including EYFS*

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## 1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- 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 especially in their relationships with others
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- to provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils self-esteem and confidence,
- To help pupils understand their feelings and behaviour so that they can lead fulfilling and enjoyable lives
- To help pupils develop skills (language, decision making, choice and assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others
- To help gain access to information and support
- To develop skills for a healthier, safer lifestyle
- To develop and use communication and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To provide opportunities for pupils to explore and challenge a range of values, attitudes, beliefs, rights and responsibilities that will prepare them for contributing to school life and living in a diverse society
- To reinforce and develop pupil's understanding of how to stay safe online
- To teach pupils the correct vocabulary to describe themselves and their bodies

## 2. Statutory Requirements

As a school with primary and secondary aged children, we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

And as a school with secondary aged students, we must provide RSE to all these pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Devonshire House Preparatory School we teach RSE as set out in this policy.

### **3. Policy Development**

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

1. Review – members of staff – namely the headteacher pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent consultation- parents were given access to the documents and decisions and comments were invited and then reviewed.
4. Ratification – once amendments were made, the policy was shared with staff, parents, proprietor

The Policy will, in future be developed in consultation with staff, parents and pupils.

5. Parent consultation – parents and any interested parties will be invited to send suggestions and comments on the policy to Form Reps who will be invited to attend a meeting
6. Pupil consultation – we will investigate what exactly pupils want from their RSE lessons through a questionnaire
7. Ratification – once amendments are made, the policy will be shared with staff, parents, proprietor

### **4. Definition**

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

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

RSE is not about the promotion of sexual activity.

### **5. Curriculum**

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their well-being, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

Devonshire House School is a mixed ability, co-educational school in London. Pupils range from 2 ½ years to 13 years of age and come from a variety of cultural, religious and ethnic backgrounds. This policy is written with the wide variety of religious and cultural backgrounds of pupils, parents and staff in mind and with the understanding that all parents have the right to withdraw their child from any or all of the sessions with regard to sex education and that staff can request permission to be excused from delivery of subjects which they find difficult to deliver. This must be done in consultation with the Head.

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

## **6. Delivery of RSE**

### Relationships Education

The focus is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. Pupils are taught about what a relationship is, what friendship is, what family means and who the people are who can support them.

In Early Years pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, mission 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.

Respect for others is taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, books etc.

Teachers talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts enables pupils to form a strong early understanding of the features of relationships which are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of their time at prep school, most children will already be using the Internet. When teaching relationships contexts, teachers address online safety and appropriate behaviour in a way that is relevant to people's lives. Content is included on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding the websites of businesses and how sites may use information provided by users in a way they might not expect.

Devonshire House is made up of families of many forms, providing a nurturing environment for children. Care is taken to ensure there is no stigmatisation of children based on their home circumstances and needs, to reflect sensibly that some children have a different structure support.

A growing ability to form strong and positive relationships with others depends on deliberate cultivation of character traits and positive personal attributes in the individual. The school encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks.

Alongside understanding the importance of self-respect and sense of self-worth, pupils develop personal attributes including honesty, integrity, courage, humility, kindness, generosity,

trustworthiness and a sense of justice. This is achieved in a variety of ways including by providing opportunities for young people to take social action, achieve citizenship and get involved in other whole school involvement.

Fundamental British Values plays a key part in Devonshire House's pursuit in creating a positive learning environment for all its pupils. This includes four key components, Democracy, Rule of law, Individual liberty and Mutual respect and tolerance for those with different faiths.

**Democracy** is encouraged within the school, where everyone is treated equally and has equal rights, and where opportunities are given to encourage discussion and working together. This is where we can hear the Child's Voice. Democracy is embedded in the ethos of the school, and modelled by the teaching staff. It is a behaviour, rather than a lesson taught, and can be best witnessed in children's interactions with one another.

**The Rule of Law** encourages children of all ages at Devonshire House to manage their own feelings and behaviour, learning right from wrong, and behaving within agreed and clearly defined boundaries, and having the understanding of dealing with the consequences. Pupils are set clear expectations, which are tailored to their age group and also to their personal levels of understanding. Courteous and considerate behaviour is promoted throughout the entirety of the school, with Personal, Social and Emotional as a focus in the Early Years and PSHE in the Junior and Upper. Children adhere to memorable Golden Rules set by the school and discussed regularly. Children from Nursery onwards have directed targets, with behavioural strategies in place to help support and encourage children to be kind.

The remaining two values are both embedded within Personal, Social and Emotional Development and Understanding the World. For **Individual Liberty** we focus on children's self-confidence and self-awareness, and people and communities. This is where, as a school, we help children to develop a positive sense of themselves. Our role at Devonshire House is to equip children with the desire to discover more by providing an environment which is enabling and creative. This in turn allows our pupils to develop their self-knowledge, self-esteem and increase their confidence in their own abilities. Within the Early Years, the continuous provision allows children the time and space to explore the language of feelings and responsibility; reflect on their differences, and understand that everyone is free to have different opinions.

Finally, **Mutual Respect and Tolerance** is an underpinning factor seen throughout the school community, amongst pupils and its faculty. This is where we learn to treat others as we want to be treated. How to be part of a community, manage our feelings and behaviour; and form relationships with others. This is always an area for growth and discussion within any setting, and at Devonshire House, we embrace differences and always encourage children to talk openly about what makes them unique.

### Mental Health

Relationships education also creates an opportunity to enable pupils to be taught about positive emotional and mental well-being, including how friendships can support mental well-being. Through RSE the pupils learn how to recognise and to report abuse, including emotional, physical and sexual abuse. Children learn to understand the boundaries in friendship with peers and also in friendships with family and others in all contexts including online. Pupils learn how to report concerns and seek advice when they suspect or know that something is wrong.

## Sex Education

Sex education is not compulsory for Primary age children.

The science curriculum also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. In order to provide the very best grounding as pupils move from Primary to secondary education the school has a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It ensures that both boys and girls are prepared for the changes that adolescence brings and -drawing knowledge from the human life cycle set out on the national curriculum in science - how are babies conceived and born.

Relationships and Sex Education will reflect the values of the PSHEE programme.  
Relationships and Sex Education is taught in the context of relationships.

In addition, Relationships and Sex Education will promote self-esteem and emotional health and well-being and help children to form and maintain worthwhile and satisfying relationships based on respect for themselves and for others, at home, school, work and in the community.

## Physical Health and Mental Well-Being

### **Early Years**

We aim to support pupils at Devonshire House in the area of Health and Self-care, helping them to meet the Early Learning Goal at the end of Reception:

**“Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently”**

To reach this ELG, extended support may also be needed into Year One and beyond.

Movement and handling is valued within the curriculum, and opportunities are provided each day helping pupils to learn the importance of staying fit. Children’s play is active and movement breaks may also be incorporated into structured lessons. Outdoor play happens at intervals through the day for all year groups, and PE lessons are also offered, teaching children skills and developing abilities.

Children’s toileting needs are tended to with sensitivity, whilst respecting their emotions and modesty. Throughout the Early Years, pupils are taught about appropriate behaviour when visiting the bathrooms, and up until Reception are always accompanied by a familiar adult. A helpful link, encouraging children to stay safe: <https://www.youtube.com/watch?v=-lL07JOGU5o>

A mindful attitude is given to promote positive mental health in all our pupils, to the way we adapt the curriculum and routine for each child’s personal understanding. Children are nurtured in an environment which allows them to grow in self-confidence and self-esteem, and sensitivity is given to the issues faced. Attachments are built and relationships developed, whilst also providing pupils with opportunities to build resilience and a strong sense of self.

Mindfulness opportunities are given daily, within the routine, allowing children opportunities to reflect upon their experiences, and of the world around them. The senses are used actively, and time is offered to calm down, practicing breathing techniques, also incorporating yoga moves. Each teacher may approach mindfulness in a unique way, best to suit their class. Rather than be a timetabled exercise, we believe that children's wellbeing is best promoted throughout the day, integrated within the routine.

Praising children within the setting for good work, playing nicely, or even sharing resources is an effective way of demonstrating to children that their positive behaviour is being appreciated. This will eventually help to increase a child's confidence and their emotional well-being should also increase alongside this. Pre-Reception and Reception pupils attend an assembly once a week, where achievements are celebrated and targets in relation to wellbeing are set.

Wellbeing is a crucial element of development that can not necessarily be targeted and that each child may respond to differently, depending on their own development at that point in time. By supporting pupils and increasing resilience and emotional development whilst in the nursery environment, practitioners will effectively support children to recognise how to deal with their own well-being. By implementing healthy well-being in a child's early years, practitioners and parents will support a child to learn techniques that may stay with them into their adult lives and impact on their lifestyle.

Yoga is offered as a weekly extra-curricular activity (for PR pupils and upwards), helping to improve focus, memory, self-esteem, academic performance, and classroom behaviour, and can even reduce anxiety and stress in children.

The school teaches physical health and mental wellbeing in order to give pupils the information they need to make good decisions about their own health and well-being. It enables them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate resources.

It is important the pupils understand that good physical health contributes to good mental well-being, and vice versa

The school promotes pupil self-control and the ability to self-regulate, and strategies for doing so. This enables them to become confident in their ability to achieve well and persevere even when they encounter setbacks when their goals are distant, and to respond calmly and rationally to setbacks and challenges. The school encourages an atmosphere of openness where pupils feel they can check their understanding and seek any necessary health and advice as they gain knowledge about how to promote good health and well-being.

Appendix A is a copy of the schools' scheme of work for the delivery of Relationships and Sex Education. This shows when key information is covered and the language used.

Relationships and Sex Education is delivered through Science, RE, PSHEE, circle and form time. It is taught by class teachers, the science department and, if appropriate, outside visitors such as the school nurse.

A range of teaching methods which involve the children's full participation are used to teach Relationships and Sex Education. These may include the use of video, discussion, looking at case

studies, drama and role play. SRE is usually delivered in mixed groups however there may be occasions when single gender groups are more appropriate and relevant.

Resources are included within the PSHEE and science schemes of work.

Relationship and Sex Education is monitored by the Senior Leadership team through the PSHEE co-ordinators and as part of the school development plan. Changes will be made as appropriate and the Policy is subject to an annual review.

## **7. Specific Information**

### Parental Consultation

The school includes information on Relationship and Sex Education on the website and full details are available to parents on request and via the VLE.

The school informs parents when aspects of the Relationship and Sex Education programme are being taught and provides opportunities for parents to view the videos and resources being used. Parents have the right to withdraw their child from the sex education aspects of Relationships and Sex Education and alternative work will be set.

### Child Protection / Confidentiality

Teachers need to be aware that effective Relationships and Sex Education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

In this situation the teacher will inform the DSL in line with school procedures.

A member of staff cannot promise confidentiality if concerns exist.

### Dealing with Difficult Questions

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the child's needs or advice sought.

### Children with Special Needs

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of Relationships and Sex Education

RSE is taught within the personal, social, health and economic (PSHE) education curriculum.

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

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

For more information about our RSE curriculum, see Appendices 1 and 2.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 2.

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, LGBT 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).

## **8. Roles and Responsibilities**

### **8.1. Governance**

Governance will approve the RSE policy, and hold the headteacher to account for its implementation.

### **8.2. The Head Teacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

### **8.3. Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils 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. If there is a specific reason why a member of staff should not deliver any aspect of the curriculum this will be discussed with the Head who will make the decision.

### **8.4. Pupils**

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

## **9. Parents' Right to Withdraw**

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.

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 pupils who are withdrawn from sex education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

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

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 pupils who are withdrawn from sex education.