



# **ALLEYN COURT PREPARATORY SCHOOL**

## **RELATIONSHIP & SEX EDUCATION (RSE) POLICY**

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**REVIEWED BY: HS DL AH  
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# **RELATIONSHIP and SEX EDUCATION: POLICY September 2024**

Members of staff responsible – Mrs H Sanders (Headteacher)

Review Date – July 2025

This policy is a working document which provides guidance and information on all aspects of RSE and aims to provide a secure framework within which staff can work.

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## **Aims**

The aims of 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
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

These aims contribute to the whole school aims, particularly helping to make the pupils curious, courageous, and compassionate young people.

## **Statutory requirements**

As an independent primary school we must provide relationships education to all pupils as per section 34 and 35 of the [Children and Social Work Act 2017](#)

However, we are not required to provide sex education but we do need to teach 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 Alleyn Court Preparatory School we teach RSE as set out in this policy.

### **Policy development**

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

- Review – a member of staff used all relevant information, including national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent consultation – parents were e-mailed with a link to the reviewed policy and asked to respond with any queries, questions or concerns
- Ratification – once amendments were made, the policy was shared with the Board of Trustees and ratified.

### **What is RSE (Relationships and Sex Education)?**

RSE is about the emotional, social and cultural development of pupils, and primarily involves learning about relationships, healthy lifestyles, diversity and personal identity, and also includes sexual health as a foundation for RSE in Secondary Schools

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

### **RSE is not about the promotion of sexual activity.**

The RSE policy is also linked to the;

*PSHE Guidance*  
*Child Protection and Safeguarding Policy*  
*Teaching and Learning Policy*  
*Behaviour Policy*  
*Inclusion Policy*  
*Anti-Bullying Policy*  
*E-Safety Policy*

### **Curriculum**

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, considering 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.

Sex education will focus on:

Preparing boys and girls for the changes that adolescence brings.

For more information about our curriculum, see our curriculum map in Appendix 1 and expected outcomes as children leave Alleyn Court at the end of Year 6 in Appendix 2.

## **Delivery of RSE**

At Alleyn Court Preparatory School, RSE is taught within the personal, social, health education (PSHE) curriculum. Biological aspects of RSE are taught within the science curriculum. Part of the online relationships/ safety aspects will be explicitly taught in ICT lessons for Years 1 – 6 by the Head of ICT. The lessons are delivered in mixed classes, predominantly by the pupils' class teacher and in the Early Years it is taught through the EYFS commitments and Montessori Philosophy.

RSE 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

As part of this programme, older children will, with parental permission, view a sex education DVD. The DVD has been approved as suitable by the Board of Trustees and may be viewed by parents/carers before it is shown to children. The DVD explains aspects of sex and health education in an appropriate way for 9, 10, and 11 year olds, **with a focus on puberty**. Boys and girls view the DVD separately and, in these separate groups, there is the opportunity for children to discuss the content and ask the teacher any further questions.

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).

Alleyn Court Preparatory School is committed to the provision of RSE to all its pupils. Equal time and provision will be allocated to all pupils. Any pupil deemed to be needing extra support with this area will be catered for appropriately, after consultation with the child's parents or guardians.

## **Roles and responsibilities**

### **The Board of Trustees**

The Board of Trustees will approve the RSE policy and hold the headteacher to account for its implementation.

## **The Headteacher**

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from 'non-science' components of RSE (see 'parent's right to withdraw').

## **Staff**

Form teachers 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-science' components of RSE
- Reporting any safeguarding concerns to the Designated Safeguarding Lead (DSL) following pupil responses/ comments during lessons

Teachers 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 Head of PSHE/Deputy Heads.

Form teachers are responsible for the delivery of RSE within the PSHE lessons.

The aspects covered in science are taught by Form teachers from EYFS to Year 4. In Years 5 and 6 this is covered by the head of science (who teaches Year 5 & 6 for their science lessons).

The additional session focussing on puberty for girls in Years 5 & 6, and boys in Yr 6 are taught by the Deputy Head teachers/ Year 6 form tutors/ a member of staff known well by the children.

All Staff will use the correct terms for all body parts and discuss 'slang' words if they arise so pupils understand the meaning and know that some are offensive.

If sexually explicit questions arise, staff will:

- be prepared to modify the programme if a certain question occurs (perhaps because of media coverage).
- use a question box (a box in the classroom that pupils can 'post' written questions).
- allow individual staff to use their professional judgement as to answering questions in front of the whole class or individually. They will not discuss their own personal lives with pupils and follow the staff code of conduct.
- encourage pupils to ask their parents/carers any question outside the planned programme.
- tell pupils that their question will be answered in a later part of the RSE programme or at secondary school, if this is the most appropriate response.

The teaching offered at Alleyn Court is complementary to and supportive of the role of parents.

## **Pupils**

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

## **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-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 Deputy Heads.

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

## **Training**

Staff are supported on the delivery of RSE as part of their induction and it is included in additional training sessions as appropriate following department meetings and new guidance.

## **Monitoring arrangements**

The delivery of RSE is monitored by Head of PSHE through:

- learning walks & observations
- discussions with pupils
- teacher assessments
- collecting coverage of objectives from staff
- looking at completed pupil work
- discussions with staff

This policy will be reviewed by Head of PSHE & Deputy Head. At each review, the policy will be approved by the Board of Trustees and the Headteacher.

## **Keeping parents/carers informed**

Each year, in the main school, parents/carers are given an overview of the topics their child will be covering and informed by letter of their right to withdraw their child from RSE lessons. The RSE policy is available on the school website and hard copies can be obtained by request from the school office.

## **Confidentiality**

As a general rule, a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, they will talk to the named Designated Safeguarding Lead who may, or may not, confer with the Headteacher before any decision is made.

Adopted for and on behalf of the Board of Trustees (Chair Person)

## Appendix 1 – RSE Curriculum Map

Year Group	Term	Topic - <i>Theme (Relationships Education, RSE)</i>
EYFS – Reception	Autumn	New Beginnings – <i>respectful relationships</i> Getting on & falling out – <i>respectful relationships, caring relationships, mental well-being</i>
EYFS – Reception	Spring	Say no to bullying – <i>respecting relationships, being safe</i> Going for goals – <i>mental well-being</i> Good to be me – <i>mental well-being</i>
EYFS – Reception	Summer	Relationships – <i>families &amp; people who care for me, caring relationships</i> Changes – <i>respectful relationships</i>
Year 1	Autumn	Belonging to a community – <i>caring for others’ needs</i> Respecting ourselves & others – <i>respectful relationships, how behaviour affects others</i> Keeping Safe – <i>keeping safe online</i>
Year 1	Spring	Family and Friendships – <i>roles of different people, families &amp; feeling cared for</i> Media literacy & digital resilience – <i>communicating online</i> Growing & changing – <i>what makes them unique &amp; special, feelings, managing when things go wrong</i>
Year 1	Summer	Safe relationships – <i>recognising privacy, staying safe, seeking permission</i>
Year 2	Autumn	Safe relationships – <i>managing secrets, resisting pressure &amp; getting help, recognising hurtful behaviour</i> Belonging to a community – <i>belonging to a group, roles &amp; responsibilities, being the same &amp; different in the community</i>
Year 2	Spring	Families & friendship – <i>making friends, feeling lonely &amp; getting help</i> Respecting ourselves & others – <i>recognising things in common</i> Media literacy & digital resilience – <i>the internet in everyday life</i>
Year 2	Summer	Growing & changing – <i>naming body parts</i>
Year 3	Autumn	Safe relationships – <i>personal boundaries, safely responding to others, the impact of hurtful behaviour</i> Belonging to a community – <i>rights, freedoms &amp; responsibilities</i>
Year 3	Spring	Growing & changing – <i>managing &amp; reframing setbacks</i> Families & friendships – <i>what makes a family, features of family life</i>
Year 3	Summer	Respecting ourselves & others – <i>recognising respectful behaviour, the importance of self-respect, courtesy &amp; being polite</i>
Year 4	Autumn	Families & friendships – <i>positive friendships, including online</i> Respecting ourselves & others – <i>respecting differences &amp; similarities, discussing difference sensitively</i>
Year 4	Spring	Belonging to a community – <i>what makes a community, shared responsibilities</i>
Year 4	Summer	Growing & changing – <i>personal hygiene routines</i>

Year 5	Autumn	Families & friendships – <a href="#">managing friendships &amp; managing peer influence</a> Safe relationships – <a href="#">physical contact &amp; feeling safe</a>
Year 5	Spring	Growing & changing – <a href="#">physical &amp; emotional changes in puberty, external genitalia, personal hygiene routines, support with puberty</a>
Year 5	Summer	Respecting ourselves & others - <a href="#">responding respectfully to a wide range of people, recognising prejudice &amp; discrimination</a> Belonging to a community – <a href="#">compassion towards others</a>
Year 6	Autumn	Safe relationships – <a href="#">recognising &amp; managing pressure, consent in different situations</a> Belonging to a community – <a href="#">valuing diversity, challenging discrimination &amp; managing stereotypes</a>
Year 6	Spring	Media literacy & digital resilience – <a href="#">sharing things online</a> Respecting ourselves & others – <a href="#">expressing opinions &amp; respecting others' points of view</a> Families & friendships – <a href="#">attraction to others, romantic relationships</a>
Year 6	Summer	Keeping safe – <a href="#">keeping personal information safe</a> Growing & changing – <a href="#">human reproduction, increasing independence, managing transition</a>



## Appendix 2 – By the end of Year 6 pupils should know

By the end of primary school: Pupils should know:	
<b>Families and people who care for me</b>	<ul style="list-style-type: none"> <li>that families are important for children growing up because they can give love, security and stability.</li> </ul>
	<ul style="list-style-type: none"> <li>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.</li> </ul>
	<ul style="list-style-type: none"> <li>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.</li> </ul>
	<ul style="list-style-type: none"> <li>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.</li> </ul>
	<ul style="list-style-type: none"> <li>that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> </ul>
	<ul style="list-style-type: none"> <li>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<b>Caring friendships</b>	<ul style="list-style-type: none"> <li>how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> </ul>
	<ul style="list-style-type: none"> <li>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> </ul>
	<ul style="list-style-type: none"> <li>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> </ul>
	<ul style="list-style-type: none"> <li>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.</li> </ul>
	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>Respectful relationships</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>
	<ul style="list-style-type: none"> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> </ul>
	<ul style="list-style-type: none"> <li>the conventions of courtesy and manners.</li> </ul>
	<ul style="list-style-type: none"> <li>the importance of self-respect and how this links to their own happiness.</li> </ul>
	<ul style="list-style-type: none"> <li>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.</li> </ul>
	<ul style="list-style-type: none"> <li>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.</li> </ul>

	<ul style="list-style-type: none"> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<b>Online relationships</b>	<ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>
<b>Internet safety and harms</b>	<ul style="list-style-type: none"> <li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

### 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	<i>Include notes from discussions with parents and agreed actions taken.</i>