



Brabyns Preparatory School

Relationships & Sex Education, Health Education and the PSHE Policy

This policy applies all pupils in the school, including in the EYFS

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Scope of this policy

1 Policy Context and Rationale

1.1 This policy covers all pupils and year groups within the school, including the EYFS and sets out the School's approach to Personal, Social, Health, and Economic Education (PSHE) and Relationships Education delivery. The policy has been developed with reference guidance to Relationships Education and Health Education; Statutory guidance for governing bodies, proprietors, headteachers, principals, senior leadership teams, teachers, a copy of which can be accessed [here](#)

1.2 It was produced through consultation with staff, pupils, and parents through (but not limited to) the following channels:

- 1.2.1 departmental review and feedback,
- 1.2.2 departmental training via the PSHE Association,
- 1.2.3 parent focus group,
- 1.2.4 student voice,
- 1.2.5 ongoing feedback from pastoral teams.

1.3 PSHE education provides a significant contribution to the schools' responsibility to:

- 1.3.1 promote children and young people's wellbeing
- 1.3.2 achieve the whole curriculum aims
- 1.3.3 promote community cohesion
- 1.3.4 provide careers education
- 1.3.5 provide relationships and sex education

1.4 The policy is informed and underpinned by the School's values of Nurture, Engage & Achieve. The PSHE and RSHE programme aims to develop:

- 1.4.1 successful learners who enjoy learning, making progress and achieving
- 1.4.2 confident individuals who are able to live safe, healthy and fulfilling lives
- 1.4.3 responsible citizens who make a positive contribution to society

1.5 To ensure that pupils develop an understanding of fundamental British Values and uphold these throughout the curriculum, pupils are also taught explicitly about British Values which are defined as:

- 1.5.1 democracy & the rule of law

1.5.2 individual liberty

1.5.3 mutual respect

1.5.4 and tolerance of those of different faiths and beliefs.

These values are taught explicitly through Personal, Social, Health and Emotional Education (PSHE) as well as through citizenship and the School's broad and balanced curriculum.

1.6 Parents have been informed about the policy via focus groups and the policy has been made available through the school website.

2 Legislation (Statutory Regulations and Guidelines)

2.1 Under the Education Act 2002, all schools must provide a balanced broadly-based curriculum which:

2.1.1 Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society

2.1.2 Prepares pupils at the school for opportunities, responsibilities and experiences of later life

2.2 The 2006 Education and Inspections Act placed a duty on Governing Bodies to:

2.2.1 Promote the wellbeing of pupils at the school

2.3 Revised Department for Education statutory guidance will state that from September 2020 all schools must deliver:

2.3.1 Relationships Education (Primary) and Relationships and Sex Education (Secondary).

3 Roles and Responsibilities

3.1 From September 2020 PSHE and Relationships Education delivery across all of the School will be monitored by the Head of PSHE. The PSHE lead ensures contextual and appropriate delivery at each key stage. They will be responsible for liaising with other curriculum leads so that curriculum design in different areas complements the Relationships Education program, rather than repeating what is already taught. Further detail is outlined in Paragraph 8.

3.2 Governance will oversee that the discharge of this policy ensures:

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

3.2.2 the subjects are well-led, effectively managed and well planned;

3.2.3 the quality of provision is subject to regular and effective self-evaluation;

3.2.4 teaching is delivered in ways that are accessible to all pupils with SEND;

3.2.5 clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,

3.2.6 the subjects are resourced, staffed, and timetabled in a way that ensures that the school can fulfill its legal obligations.

4 Curriculum Design

4.1 The curriculum is designed around active engagement in learning, rather than passively receiving information. Pupils will be given opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills.

This table sets out who oversees the delivery of the PSHE, RSE & HE curriculum and how it is implemented in practice in each phase of the school:

<p>PSHE Lead</p> <ul style="list-style-type: none"> - Curriculum time delivered by practitioners - Use of PSHE Association scheme as a source of PSHE, Relationships & Sex Education and Health Education content and scope - PSHE is taught through other subjects/curriculum areas e.g RE, Science - PSHE delivered through whole school and extended timetable activities e.g. assemblies - PSHE enabled through specific projects e.g awareness days/weeks - Through involvement in the life of the school and wider community - PSHE through pastoral care and guidance
<p>Best Practice in PSHE Education:</p> <p>Any new topic in PSHE will be introduced taking into account pupils' prior knowledge and will complement, not replicate learning in other subjects</p> <p>Research shows that attempts to scare or shock young people into making healthy choices rarely works and often backfire.</p> <p>Pupils will be reassured that the majority of young people make positive healthy lifestyle choices</p> <p>Pupils are helped to make connections between PSHE education and their 'real life' experiences, including online contexts.</p> <p>Curriculum design around online presence and social media will link to our e-safety and safeguarding policy.</p>

5 Safe and Effective Practice

5.1 PSHE and RSE often draw on pupils' real-life experiences. A safe and supportive learning environment will be created by establishing ground rules in each context for the delivery of subject material. Staff delivering PSHE and RSE will ensure the pupils, who indicate they may be at risk, get appropriate support by liaising with the appropriate staff and adhering to the School's Child Protection and Safeguarding Policy.

6 Equality of Opportunity

6.1 Classroom practice and pedagogy will take into account pupils' development, age, ability, readiness and cultural background and pupils with SEND and will be adjusted accordingly to enable all students to access the learning. When needed, the practitioners will refer to the [PSHE Association PSHE Education Framework For children with SEND](#). We will use PSHE and RSE as a way to address diversity issues and to ensure equality for all by addressing contextual issues identified through our pastoral management system and wellbeing surveys. PSHE and RSE delivery is designed to comply with the Equality Act 2010. Provisions within the Equality Act allow the School to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of protected characteristics.

6.2 Relationships Education takes account of the faith of individual pupils as well as the nature of the faith of the school whilst helping pupils from all backgrounds build positive and safe relationships and to thrive in modern Britain. When planning for teaching the religious background of pupils will be observed so that topics are appropriately handled.

7 Definition of Relationships Education

7.1 Relationships & Sex Education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

7.2 RSE is an entitlement for all children and young people and must:

7.2.1 Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, in order to make informed choices. In schools this should be part of compulsory curriculum provision;

7.2.2 Be inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience particularly HIV status and pregnancy;

7.2.3 Include the development of skills to support healthy and safe relationships and ensure good communication about these issues;

7.2.4 Promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media;

7.2.5 Seeks to break down stereotypes, tackle negative behaviours and build a culture of positive tolerance and understanding consistently role modeled by all staff at the school.

7.2.6 Provide opportunities for reflection in order to nurture personal values based on mutual respect and care;

7.2.7 Be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age and level of the learner;

7.2.8 Ensure children and young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding;

7.2.9 Be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision;

7.2.10 Be delivered by competent and confident educators;

7.2.11 Be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

8 Responsibilities and Delivery Overview

EYFS, KS1 & KS2 practitioners
PSHE Lead
RE coordinator Science coordinator
The focus during Relationship Education in Prep focuses on: - the fundamental building blocks and characteristics of positive relationships, with particular emphasis on friendships, family and relationships with other children and adults; - differences in families and their structure and respect for the individual circumstances of families
It addresses the relationships between: - physical health and mental well being - the balance of online and other activities - emotion and the ability to express emotions

[Further detail of what Primary pupils need to achieve by the end of Y6 are available in the table after [Para 62](#)]

Unlike Relationships Education, Sex Education is not compulsory for pupils receiving primary education, although some primary schools may choose to teach it. However following consultation the School has decided that, apart from the sex education content included in the Science curriculum for the primary age range, Sex Education will not be provided at Brabyns Preparatory School.

9 Managing difficult questions:

Pupils will often ask their teachers and other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. It is important that children feel able to ask any questions that they wish and that their questions are valued. If necessary, practitioners need to feel able to ask a child to wait for an answer to give them time to consult with the school's leadership team if they feel this is appropriate, or if the question raises potential safeguarding concerns. For instance: *'That is a really interesting question and I need time to think because I want to give you a proper answer.'* Teachers should feel able to work with colleagues if necessary to construct an appropriate answer. It is good practice to have an anonymous question box where children who are not comfortable raising questions in an open setting may ask questions to be responded to at a later date.

Meeting objectives require a graduated, age-appropriate programme of Relationships Education. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups.

10 Parents' right to withdraw their child

10.1 Parents will not be able to withdraw their child from Relationships Education in prep school or secondary school due to the subject being a statutory requirement.

11 Intended Outcomes

11.1 As a result of our PSHE and RSE programme, pupils will:

11.1.1 Develop the knowledge, skills and personal attributes they need to manage their lives now and in the future

11.1.2 Learn to make responsible decisions e.g. about alcohol, drugs, relationships, and future careers

11.1.3 Learn to recognise and manage risk and take increasing responsibility for themselves and their actions both online and in their daily lives

11.1.4 Understand the importance of wellbeing and how to tackle issues that can affect their ability to learn and their mental health

11.1.5 Understand the characteristics of and the importance of building healthy and positive relationships both online and in their daily lives

11.1.6 Develop skills such as teamwork, communication, and resilience

11.1.7 Be encouraged to make positive contributions to their families, schools and communities

11.1.8 Explore differences and learn to value diversity in all its forms

11.1.9 Reflect on their own individual values and attitudes

11.1.10 Identify and articulate feelings and emotions and manage difficult situations positively

11.1.11 Learn about the world of work

11.1.12 Learn to manage their money and finances effectively

12 Monitoring and Assessing

12.1 Monitoring:

12.1.1 The effectiveness of the PSHE and Relationship Education (Prep - upto Y6) provision will be evaluated through: annual governance (Spring) and through the school's own internal processes.

12.2 Areas for assessment:

12.2.1 Pupils' knowledge and understanding through classroom discussion and formative assessment activities. Teachers should collect evidence of learning to make a judgment about pupils' progress. This may include presentations, written evidence, group work, observations. Practitioners can refer to the [PSHE Association's Assessment Guide](#) for further support and guidance.

12.2.2 We consider children's starting points. Children bring differing levels of knowledge and understanding to any issue explored through PSHE education. Often this prior learning is more complex than we might assume. Where possible, any new topic in PSHE education starts by determining children's prior knowledge. This enables teachers to make more effective judgments about children's development and progression in learning.

12.2.3 Application of knowledge and skills in wider school participation, resolving conflict, making decisions and forming positive relationships. Pupil voice will be influential in adapting and amending the material for PSHE and Relationships Education to ensure it is up to date and relevant.

13 Confidentiality

13.1 Pupils will be made aware that some information cannot be held confidentially and will be informed that, if certain disclosures are made, the information may be disclosed to the Safeguarding team.

14 Counselling Services

14.1 Pupils are made aware of counselling and information services both in and out of school and offered appropriate support.

15 Outside Speakers

15.1 Please refer to Appendix 6 of the Child Protection and Safeguarding policy for details of procedures for Visiting Speakers.

16 EYFS

16.1 In the Early Years Foundation Stage, the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 and the accompanying statutory guidance do not apply; however Personal Social and Emotional Development (PSED) is one of the prime areas within the EYFS curriculum and age-appropriate provision is made accordingly. For more information, please refer to the following documents:

[Development Matters. 2021](#)

[Statutory Framework for the Early Years Foundation Stage. 2021](#)

Appendix 1

PSHE Scheme of Work

Brabyns Preparatory School refers to the PSHE Association's 'Question Based' Programme Builder Model. However, *the practitioners tailor their PSHE education curriculum to meet the needs of their pupils and school.* Please refer to Brabyn's long term overview -

<https://docs.google.com/document/d/1acXT3eTsTdnPZGdTZYex454eOt2BQjheArYouyrr4Rc/edit?usp=sharing>

The scheme is structured around an overarching question for each term or half term. These begin in Key Stage 1 as 'What?' and 'Who?' questions and build throughout Key Stage 2 into 'Why?' and 'How?' questions. The three core themes from the Programme of Study are fully covered -

<https://drive.google.com/file/d/1yFpdSd-iWeTLWsHE0NWKr4TLtFbMlfwb/view?usp=sharing> Colour coding highlights whether the overall topic focus is Health & Wellbeing, Relationships or Living in the Wider World, although some half-term blocks will draw on more than one core theme. Teaching builds according to the age and needs of the children throughout the primary phase with suggested developmentally appropriate learning objectives given to respond to each key question.

Here is the long term overview including the tailored curriculum:

<https://docs.google.com/document/d/1acXT3eTsTdnPZGdTZYex454eOt2BQjheArYouyrr4Rc/edit?usp=sharing>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

Children are given opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills. They are also given a comprehensive, balanced and relevant body of factual information to inform their present and future choices.

Click here to access the tailored long term plan:

<https://docs.google.com/document/d/1hcRm4wKm4QObJk8Z1cnyBH1tJnHqiHFPnnR3wpMrxKM/edit?usp=sharing>

Click on the following link for further information regarding the resources used:

<https://drive.google.com/file/d/1olhrcWfU4hBk20eHrOr-F2GZLmx0OB6D/view?usp=sharing>

Relationship Education

To support the teaching of Relationships Education, we also refer to the following documentation:

Medway Key Stage 1 & 2:

https://drive.google.com/drive/folders/1wBBGaF6dEnh9vqHy54feeoNJ5RpQ_FbC?usp=sharing

We also refer to the CWP Relationships Education scheme of work; 'Teaching SRE with Confidence in Primary Schools.' Each year group has a set of 3 interconnected lesson plans together. The lessons have a clear structure and are age-appropriate.

<https://drive.google.com/drive/folders/1spxE9Sxn3NNLru-Ta4c93xzillXdnVu?usp=sharing>

Health Education

Our aim is to actively promote healthy food choices, physical activity, and balanced lifestyles. For further information, please click on the following link:

https://drive.google.com/drive/folders/1UlyfCIVd44v2ew2dc1EQuHAHthQKt_IL?usp=sharing

Mental Health & Emotional Wellbeing

Our aim is to teach our children about:

- identifying & talking about feelings
- understanding how feelings affect behaviours,
- strategies on how to manage feelings
- managing the transition to secondary school; Key Stage 3.

We use the following resources to help us teach this subject area:

https://drive.google.com/drive/folders/1_HhL3jaVbxiAroolEk2JTIi96u9yuOi5?usp=sharing

Zones of Regulation Curriculum:

https://drive.google.com/drive/folders/1wiMrVM6OJb2IIQrXrBxl7GYL1ZGs-y_5?usp=sharing

Drug Education

Our aims, within specific year groups, are:

- to inform the children about drugs and the implications of drug taking for their future.
- to raise the awareness of teaching and non-teaching staff and parents about drugs and drug issues.

For more information, please click on the following link:

https://drive.google.com/drive/folders/1nJwVBrVfayKyxO0J9v-_ljm5qF-zRQWT?usp=sharing

Personal Safety Education

Our aim is to help young people develop skills which will enable them to live safely in a modern and potentially dangerous world.

The school's Health and Safety Policy ensures that staff are careful to explain to children the reasons behind rules and regulations. Such rules apply to playground activities, sports activities, procedures in Science lessons, on trips and to arrangements for arriving and leaving school. Instruction and discussion on safety in the home, and safety on the road, begin at Nursery level. This is reinforced within the classroom and in larger gatherings throughout the school. A major issue, water safety, is covered in detail in the swimming programme. Road safety is also covered in Years 5 & 6 through our bikeability programme. Specific online safety awareness is covered through the E-Safety scheme of work:

<https://drive.google.com/file/d/1NegUXcVDIcrQUJYrUBsoxHD2ZECBXX-G/view?usp=sharing>

Handover

During the handover sessions, the practitioners discuss what has been covered with regards to PSHE and RSHE and whether there are any areas of development that need revisiting in the subsequent academic year.

Appendix 2

To access the Government's guidance on Relationships Education in Primary Schools, please click on the following link:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

The Parent's Guide for Understanding Relationships and Health Education in your child's Primary School is available using the following link:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907638/RSE_primary_schools_guide_for_parents.pdf