



SHREWSBURY HOUSE  
PRE-PREPARATORY SCHOOL

**Relationships and Sex  
Education Policy**

## **Introduction**

This Policy applies to the whole of Shrewsbury House Pre-Preparatory School including the Early Years Foundation Stage.

## **Definition**

The teaching of Relationship and Sex Education (RSE) at Shrewsbury House Pre-Prep is an important aspect of pupils' education. RSE includes supporting young people to develop self-confidence and to prepare them for physical and emotional changes. We believe that the teaching of RSE is shared with parents and should be mutually supportive and complementary.

It is taught within a moral framework, as part of a wider Personal, Social, Health and Education (PSHE).

This policy reflects the requirements of the Department for Education Relationships Education, Relationships and Sex Education (RSE) and Health Education.

## **Rationale**

RSE provides an excellent forum to provide pupils with life-skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. RSE is therefore a tool to safeguard children.

RSE contributes to the foundation of PSHE, Citizenship, and Fundamental British Values and offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity, and a fostering of self-worth whilst recognising, accepting and respecting differences.

## **Values**

The values on which we base our RSE curriculum are as follows:

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- We value the importance of promoting and respecting Fundamental British Values, and recognise the importance of fostering a shared understanding of these.

- We recognise that our TRACK Values (teamwork, resilience, aspiration, care and kindness) can be used to incorporate the teaching of RSE.

## **Aims**

At Shrewsbury House Pre-Prep we aim for the children:

- To have the confidence and self-esteem to value themselves and others.
- To understand the characteristics of positive relationships, on and offline.
- To understand that relationships come in many forms including with family members, peers and adults.
- To understand that families come in many forms.
- To understand and practice key character 'virtues' including Teamwork, Resilience, Aspiration, Care and Kindness.
- To understand the concept of personal privacy.
- To develop confidence in talking, listening and thinking about feelings and relationships.
- To be able to name parts of the body and describe how their bodies work.
- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support.

We aim to achieve the above by:

- Enabling pupils to acquire new knowledge and develop new skills by ensuring lessons are well-planned and delivered to the highest quality;
- Ensuring RSE is 'infused' within the day-to-day operation of our school and expectations are adjusted for the age and ability of pupils including those with special needs;
- Promoting positive relationships between staff and pupils;
- Demonstrating appropriate knowledge and understanding of the subject matter being taught;
- Utilising effectively classroom resources of an adequate quality, quantity and range;
- Utilising effective strategies for managing behaviour and encouraging pupils to act responsibly;
- Providing a curriculum which is broad, balanced, relevant, purposeful and age and ability appropriate;
- Creating and delivering a curriculum which is dynamic and flexible to changing needs, including those of pupils with an EHCP statement;
- Building on pupils' prior experiences, skills, knowledge and understanding;
- Making explicit what is taught and how the intended teaching and learning will take place;
- Providing stimulating learning environments which will promote the acquisition of the necessary basic skills, including speaking, listening, literacy and numeracy skills;
- Where a pupil has an Individualised Support Plan, ISP or EHCP, the class teacher, TA and Learning Enrichment Teacher will work together in conjunction with the Head Teacher, parents and, where appropriate, other agencies to ensure its requirements are fulfilled;

- Ensuring provision for equal opportunities, cultural diversity and religious education;
- Acknowledging and noting that learning experiences occur 'outside' school and recognising that parents and carers are key partners in recording and informing the school of these;
- Welcoming parental feedback on the teaching and learning around RSE.

### **The Teaching of RSE at Shrewsbury House Pre-Prep**

RSE is taught as an integral part of the school's PSHE provision throughout the school from Nursery to Year 2. In addition, the values and principles of the RSE curriculum are complemented by the learning opportunities in many other areas of the curriculum, including Science, PE, RE and Computing.

RSE lessons are taught by the class teacher, with support of the class teaching assistant.

Pupils' Questions: Teachers will reply to children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faith views, family circumstances and the child's age.

### **Special Education Needs and Disabilities (incorporating Able, Gifted and Talented)**

We teach RSE to all children, regardless of ability. It is part of the school curriculum policy to provide a broad and balanced education to all, including supporting and extending children according to their individual needs.

In RSE lessons the needs of any children highlighted as having special educational needs and disabilities are supported through a range of activities including, but not limited to, differentiated work, additional visual or concrete apparatus and additional learning support from an adult. Where an ISP or EHCP exists, this information is used by class teachers to inform their planning.

# Subject content by year group

<p><b>Nursery</b></p>	<p><b>Families and people who care for me:</b></p> <ul style="list-style-type: none"> <li>- Who is in my family?</li> <li>- Different families</li> </ul> <p><b>Caring friendships:</b></p> <ul style="list-style-type: none"> <li>- Making friends</li> <li>- Being a good friend</li> <li>- Looking after our friends</li> </ul> <p><b>Respectful relationships:</b></p> <ul style="list-style-type: none"> <li>- Kind words, kind feet, kind hands</li> <li>- Feeling happy</li> <li>- What to do with a feeling</li> </ul> <p><b>Online Relationships:</b></p> <ul style="list-style-type: none"> <li>- The rules and principles for using IT in school and at home</li> </ul> <p><b>Being safe:</b></p> <ul style="list-style-type: none"> <li>- Staying safe with fireworks</li> <li>- Road safety</li> <li>- NSPCC The Pants Rule</li> <li>- People who help us</li> <li>- Everyday routines to help take care of their bodies, including oral health</li> </ul>
<p><b>Reception</b></p>	<p><b>Families and people who care for me:</b></p> <ul style="list-style-type: none"> <li>- Making healthy friendships</li> <li>- Being special – valuing different families</li> <li>- Who is in my family?</li> <li>- Different families</li> </ul> <p><b>Caring friendships:</b></p> <ul style="list-style-type: none"> <li>- Happy playtimes</li> <li>- Being a good listener</li> <li>- Making friends</li> <li>- Being a good friend</li> <li>- Looking after our friends</li> </ul> <p><b>Respectful relationships:</b></p> <ul style="list-style-type: none"> <li>- People who help us - Feeling happy</li> <li>- Kind words, kind feet, kind hands</li> <li>- Feeling happy</li> <li>- What to do with a feeling</li> <li>- Understanding that parts of our body are private</li> </ul> <p><b>Online Relationships:</b></p> <ul style="list-style-type: none"> <li>- That the same principles apply to online relationship as face-to-face relationships</li> <li>- The rules and principles for using IT in school and at home and staying safe online</li> </ul> <p><b>Being safe:</b></p> <ul style="list-style-type: none"> <li>- People who help us</li> <li>- Water safety</li> <li>- Staying safe with fireworks</li> <li>- Road safety</li> <li>- NSPCC The Pants Rule</li> <li>- Staying safe in the sun</li> <li>- Basic everyday hygiene routines including how washing hands can help prevent the spread of disease</li> </ul>

	<ul style="list-style-type: none"> <li>- Everyday routines to help take care of their bodies, including oral health</li> </ul>
<p><b>Year 1</b></p>	<p><b>Families and people who care for me:</b></p> <ul style="list-style-type: none"> <li>- The importance of friendship and family relationships</li> <li>- Celebrating families</li> <li>- Hiding or showing feelings</li> <li>- The people who keep us healthy</li> <li>- People that we trust.</li> </ul> <p><b>Caring friendships:</b></p> <ul style="list-style-type: none"> <li>- Playground games</li> <li>- What makes a good friend</li> <li>- Feeling happy when playing with others</li> <li>- Making choices based on our feelings</li> <li>- What do different emotions look like?</li> <li>- What can we do to help others who may be feeling unhappy?</li> <li>- How can we approach new friends</li> </ul> <p><b>Respectful relationships:</b></p> <ul style="list-style-type: none"> <li>- Explaining what a good friend is</li> <li>- How to support others in their learning</li> <li>- Establishing class rules</li> <li>- Working as a team</li> <li>- Our school values - becoming a team</li> <li>- Identity, society and democracy</li> <li>- What makes our home lives similar or different to others</li> </ul> <p><b>Online Relationships:</b></p> <ul style="list-style-type: none"> <li>- The rules and principles for keeping safe online</li> <li>- Always being kind online, looking after others</li> <li>- The importance of discussing online usage with a trusted adult</li> <li>- That the same principles apply to online relationship as face-to-face relationships</li> </ul> <p><b>Being safe:</b></p> <ul style="list-style-type: none"> <li>- Feeling safe and managing risk</li> <li>- People who keep us safe inside and outside our homes</li> <li>- Real and imaginary dangers</li> <li>- Personal safety. The difference between good and bad touches</li> <li>- Understanding that parts of our body are private</li> <li>- Staying safe in the sun</li> <li>- People who help us to stay healthy and basic hygiene routines</li> <li>- Roles of people who help keep us healthy (including giving vaccinations)</li> </ul>

	<ul style="list-style-type: none"> <li>- Everyday routines to help take care of their bodies, including oral health</li> <li>- How washing hands can help prevent the spread of disease</li> </ul>
<p><b>Year 2</b></p>	<p><b>Families and people who care for me:</b></p> <ul style="list-style-type: none"> <li>- The importance of friendship and family relationships</li> <li>- The people who look after us</li> <li>- Who are trusted adults</li> <li>- Forgiving and forgetting - Family differences</li> <li>- Different types of families and how home life is special</li> </ul> <p><b>Caring friendships:</b></p> <ul style="list-style-type: none"> <li>- Developing class rules</li> <li>- What does it mean to be a team?</li> <li>- How do we support other children in our school?</li> <li>- Everybody needs to be cared for</li> <li>- Nursery buddies</li> <li>- Conflict solution</li> </ul> <p><b>Respectful relationships:</b></p> <ul style="list-style-type: none"> <li>- Being ambassadors for the school</li> <li>- What is a democracy?</li> <li>- Sharing opinions</li> <li>- The differences and similarities between people</li> <li>- Growing from old to young</li> </ul> <p><b>Online Relationships:</b></p> <ul style="list-style-type: none"> <li>- The rules and principles for keeping safe online</li> <li>- Discussing online usage with a trusted adult</li> <li>- The same principles apply to online relationship as face-to-face relationships</li> <li>- Protecting data online</li> <li>- Childnet</li> <li>- National Online Safety.</li> </ul> <p><b>Being safe:</b></p> <ul style="list-style-type: none"> <li>- Keeping safe indoors and outside</li> <li>- Always telling someone where you are going</li> <li>- Road safety</li> <li>- Managing anger</li> <li>- What to do in an emergency</li> <li>- Knowing where to go for help</li> <li>- Taking responsibility for your own safety</li> </ul>

### **Monitoring, evaluating and reviewing the RSE programme:**

We are committed to monitoring and evaluating the effectiveness of this curriculum area. Specifically important here is:

- a) pupil feedback;
- b) staff review and feedback;
- c) parental feedback.

Monitoring of the standards of children's learning and recorded work, and of the quality of teaching and marking in RSE where applicable, is the primary responsibility of the Key Stage Leaders. This takes place under the supervision of the Head Teacher.

### **Informing and Involving parents**

We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Include general information about curriculum content thoroughly termly welcome letters, topic overviews and weekly newsletters.
- Inform parents about the school's RSE policy and practice.
- Answer any questions that parents may have about the teaching of RSE and their child.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school.
- Make our RSE policy readily available via our website.

### **Withdrawal of children from RSE curriculum**

From September 2020, Relationship Education became compulsory in all primary and secondary schools in England from Reception Class upwards. Parents do not have the right to withdraw their children from Relationship Education at any age.

This Policy is reviewed annually by the Head and RSE Leader

This Policy was reviewed in March 2022