

# SEX AND RELATIONSHIP EDUCATION POLICY



**Blundell's**  
PREPARATORY SCHOOL



**RELATIONSHIP AND SEX EDUCATION POLICY  
(INCLUDING EYFS)**

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## Sex and Relationship Education Policy (including EYFS)

### Definition of Relationship and Sex Education

It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

DfEE (2000)

At Blundell's, we believe that PSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, in order to become informed, active and responsible citizens. The work we do in PSHE links directly to the Christopher Winter Project (Appendix 1) for RSE and Drugs/Alcohol Education. PSHE also flows through all other curriculum areas. Under the new guidance issued by the DfE, by September 2020, Relationships Education at primary school will be compulsory.

We believe that to be effective, RSE should always be taught within a broader PSHE education programme (Appendix 2). RSE enhances and is enhanced by learning related to topics including anti-bullying, keeping safe on and offline; keeping physically and mentally healthy, learning about drugs, alcohol and tobacco; and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making.

### Statutory Requirements

At Blundell's, we teach PSHE and RSE as set out in this policy. The Department for Education has introduced compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020. Also, from September 2020 it has also become compulsory for all schools to teach Health Education. Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society. At Blundell's, we have committed to retain our current choice to continue to teach age-appropriate sex education alongside relationships education.

### Policy Formation and Consultation Process

The policy has been written following the Sex and Relationship Education Guidance (2000).

The current statutory provisions on sex education are contained in sections 403, 404 and 405 of the Education Act 1996 as amended. Staff, pupils and parents have all been consulted through an open and transparent information process. Parents have been given the right to withdraw their children from the sex education parts of the curriculum as outlined further on in this policy.

### School Statement

Staff, governors and parents at Blundell's Preparatory School believe that RSE should be part of a broader Personal, Social, Health Education and Citizenship programme designed to develop pupils' self-esteem and their sensitivity and sense of responsibility towards others. RSE must take into account the

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cultural backgrounds of all our pupils and the views of their parents/carers.

### **Aims and Objectives of the Policy**

- To nurture a responsible attitude towards personal relationships including aspects of mutual respect and care.
- To develop sensitivity towards the needs of others.
- To provide knowledge of loving relationships.
- To promote honesty and loyalty in relationships.
- To promote the importance of family life and stable relationships for bringing up children.
- To teach the fundamentals of human reproduction.
- To inform children on matters of personal hygiene and related health issues.
- To educate against discrimination and prejudice.
- To empower children to make informed choices about relationships.
- To protect children from teaching materials that are inappropriate with regard to their age and cultural background.
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

### **Equal Opportunities**

In support of the equal opportunities policy, all pupils will have the same opportunities to benefit from the RSE resources and teaching methods, regardless of age, ability, sex, religion or race. The School recognises that pupils may have different levels of knowledge and understanding in this area and therefore additional provision may be deemed necessary for those pupils. This may include small group discussions or other forums in which these matters can be discussed with honesty and understanding.

### **Organisation of Relationship and Sex Education**

All class teachers may be expected to teach RSE and feel confident to teach this subject. Pupils receive their entitlement for RSE with one timetabled lesson each week and through other lessons where appropriate such as Science. The RSE programme is delivered through a variety of opportunities including:

- designated RSE time
- frequency of sessions
- use of external agencies/services
- school ethos
- small group work
- cross curricular links e.g. science
- assemblies

### **Working with visitors and other external agencies**

Where appropriate, we may use visitors from external agencies or members of the community to support RSE. Working with external organisations enhances delivery of RSE, bringing in specialist knowledge, which gives different ways of engaging with our pupils.

When using visitors, the school's policy on use of visitors will be used. Teachers will be present throughout these lessons. Visitors will be given a copy of this policy, and any other relevant policies, and expected to comply with the guidelines outlined within it. Our partnership with the local community is also a priority, and we recognise and value its contribution to the RSE programme.

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We will ensure that the teaching delivered by the visitor fits with our planned programme and policy. We will discuss the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for our pupils. We will ask to see the materials visitors will use as well as a lesson plan in advance, so that we can ensure it meets the full range of pupils' needs.

Before involving visitors in any aspect of RSE, teachers will ensure that:

- the visitor understands the school's confidentiality policy, values and approach to the educational programme
- there is appropriate planning, preparatory and follow up work for the sessions
- the visitor understands the emotional, intellectual, cultural, religious, social and ability level of the pupils involved, including where there may be a specific issue relating to child protection
- the teacher needs to be part of the experience in order for the pupils to value the lessons and to build on the pupils' learning after the session/s as well as answer any questions the pupils may subsequently have

### **Methodology and Approach**

There will be a whole-school approach from Reception to Year 6. The subject will be taught in a cross-curricular way, encompassing all of the elements within the National Curriculum as well as expanding more broadly into human relationships and human and physical development and reproduction.

All RSE will be developmentally appropriate, taking into account the levels of maturity of individual children as well as the whole class. Teachers will answer children's direct questions in an open and factual way. Staff will not enter into discussions about personal issues and lifestyles.

Certain topics such as homosexual parents and conception may be addressed openly and honestly, and in accordance with the philosophy, aims and objectives of the school.

### **Single-sex/gender groups:**

Our policy is sensitive to the needs of different groups. For some pupils, it may be more appropriate for them to be taught particular topics in single-sex/gender groups. We will consult parents/carers and pupils both on what is included, and on how it is delivered. This will help pupils and their families to establish what is appropriate and acceptable for them. Working in single-sex/gender groups can considerably ease concerns about RSE, and help to ensure that pupils receive the RSE to which they are entitled. Single-sex/gender groups can also help boys and girls to feel safer and less embarrassed about airing issues and discussing relationships. Where single-sex/gender groups are used for pupils, they will always be given time after the sessions to come together in a controlled environment to share and discuss what they have learnt, before leaving the classroom.

### **Resources**

We use primarily the Christopher Winter Project (Appendix 1) and the resources recommended within it. We will focus on the needs of the pupils and our planned learning objectives. We carefully select resources which meet these objectives. We carefully evaluate teacher resources, leaflets, online resources and videos before using them.

Resources we will use for RSE are:

- Christopher Winter Project resources
- Schemes of work and material from the PSHE Association

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### **Curriculum Entitlement**

Due to the cross-curricular nature of the subject, it will be discussed or taught as and when it arises through normal class work. All these lessons will be taught age-appropriately and relative to their needs.

### **How RSE is monitored**

Staff evaluate and discuss the success of the teaching of RSE. The RSE programme is reviewed annually.

### **Working with Parents/Carers**

Parents/carers are informed by letter of the programme delivery and have the opportunity to view the resources being used. Parents/carers are advised of their right to withdraw children from non-statutory RSE programmes, but are nevertheless encouraged to allow them to participate. Parents are supplied with accompanying literature following programme delivery.

Parents/carers have the right to withdraw their children from all or any part of the Sex Education provided, but not from the teaching of the biological aspects of human growth and reproduction necessary under National Curriculum Science. In the event of a child being withdrawn from a lesson, that child must stay in school and will be assigned to another class until the sex education lesson is over. The School aims to minimise the number of withdrawals from sex education by inviting all parents/carers into school to view and comment upon materials on an annual basis.

### **Safeguarding Procedure**

If a child makes a reference to being involved, or likely to be involved, in sexual activity, then the member of staff will take the matter seriously and deal with it as a matter regarding the safeguarding of children.

### **Confidentiality**

Confidentiality must not prevent action if the child is at risk. Staff will listen sympathetically to anything a child tells them in confidence. However, if a member of staff feels that a child is at risk then the appropriate people will be contacted in accordance with the school's safeguarding procedures, a copy of which is available for parents/carers in school.

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## National websites

### Healthy relationships, sexual consent, exploitation and abuse:

- Information about FGM can be found at: [www.forwarduk.org.uk](http://www.forwarduk.org.uk)
- Good practice examples and guidance on consent: [www.pshe-association.org.uk/consent](http://www.pshe-association.org.uk/consent)
- Home Office guidance; this is abuse: <http://thisisabuse.direct.gov.uk/>
- Child Exploitation and Online Protection (CEOP) has produced a series of resources which are available at: [www.ceop.police.uk](http://www.ceop.police.uk) and [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- Brook has produced a Traffic Light Tool to help professionals assess whether children's sexual behaviours are healthy or unhealthy: [www.brook.org.uk/traffic-lights](http://www.brook.org.uk/traffic-lights)
- Ask Brook about relationships, safety and risks, available at: [www.brook.org.uk/shop](http://www.brook.org.uk/shop)
- Alright Charlie - Blast have designed this CSE resource in consultation with CSE professionals, primary school teachers and children in years 5 and 6 in primary schools. This resource is designed for use with children aged 9-11 in primary schools and aims to highlight the warning signs of grooming in an age appropriate way.  
<https://basisyorkshire.org.uk/resource/alrightcharlie-cse-primary-school-resource/>

### Violence within relationships:

- The Against Violence and Abuse Project provides further information, advice and guidance: [www.avaproject.org.uk](http://www.avaproject.org.uk)
- Rape Crisis provides help and advice to those affected by rape, sexual violence and child sexual abuse: [www.rapecrisis.org.uk](http://www.rapecrisis.org.uk)
- Providing support to people in the Leeds District whose lives have been affected by domestic violence and abuse: <http://www.behind-closed-doors.org.uk/>

### Teaching about pornography:

- Growing Up Safe, from Big Talk Education, for primary schools:  
<http://www.bigtalkeducation.co.uk/resources-for-primaries.html>

### Teaching about sexting:

- The NSPCC has produced resources to make it easier for children to get help about sexting: <http://www.childline.org.uk/explore/onlinesafety/pages/sexting.aspx>
- Big Talk has produced resources to help primary school teachers discuss a range of difficult issues – including sexting and explicit images – with children:  
<http://www.bigtalkeducation.co.uk/resources-for-primaries.html>
- CEOP (Child Exploitation and Online Protection) has developed [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk), which contains a number of resources exploring the risks children face online, including two films that address sexting issues: Exposed and First to a Million.
- Brook has produced a leaflet for young people called Ask Brook about relationships, safety and risk, which addresses on and offline safety and is supported by CEOP:  
<http://www.brook.org.uk/shop>

## **Inclusive RSE:**

- Stonewall has produced a series of packs and information for schools. Details are available at: [www.stonewall.org.uk](http://www.stonewall.org.uk)
- Brook has produced packs to help those who work with diverse groups of children, available at: [www.brook.org.uk/shop](http://www.brook.org.uk/shop) including:

## **National sources of support:**

<http://www.nhs.uk/Livewell/Sexualhealthtopics/Pages/Sexual-health-hub.aspx>

<https://www.brook.org.uk/>

<http://www.fpa.org.uk/>

<http://www.sexeducationforum.org.uk/>

<https://www.pshe-association.org.uk/>

<http://www.stonewall.org.uk/>

<http://www.bodysense.org.uk/>

[www.riseabove.org.uk](http://www.riseabove.org.uk)

<http://www.nat.org.uk/>

<https://www.nspcc.org.uk/>

<https://www.childline.org.uk>

## **Local and national references**

[Statutory guidance: Relationships education, relationships and sex education \(RSE\) and health education](#)

[Keeping children safe in Education](#)

[Respectful School Communities: Self Review and Signposting Tool](#)

[Behaviour and Discipline in Schools](#)

[Equality Act 2010: advice for schools](#)

[SEND Code of Practice: 0-25 years](#)

[Alternative Provision](#)

[Mental Health & Behaviour in Schools](#)

[Preventing Bullying \(including cyberbullying\)](#)



[Sexual violence and sexual harassment between children in schools](#)

[The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)

[Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)

[SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

[National Citizen Service](#) guidance for schools

[Brook, the PSHE Association and the RSE Forum \(2014\) RSE \(RSE\) for the 21st Century; Supplementary advice to the RSE Guidance DfEE \(0116/2000\)](#)

[National curriculum in England: framework for key stages 1 to 4](#)

[National Curriculum in England: Science programmes of study key stages 1 - 4](#)

[Education Act \(1996\) Crown copyright](#)

[Education Act \(2002\) Crown copyright](#)

[Education and Inspections Act \(2006\), Section 38, Crown copyright](#)

[Education and Inspections Act 2006, section 40, Crown copyright](#)

[HM government \(2016\) Multi-agency practice guidelines: Female Genital Mutilation, Crown copyright](#)

[Learning and Skills Act \(2000\), Section 148, Crown copyright](#)

[NCB: Assessment, Evaluation and Sex and Relationships Education](#)

[Ofsted \(2013\) 'Not yet good enough; personal, social, health and economic education in schools'](#)

[Writing your RSE policy: guidance from the PSHE Association](#)

[Sex Education Forum \(2013b\): Let's get it right; a toolkit for involving primary school children in reviewing their RSE, NCB](#)

[Sex Education Forum \(2010\) Curriculum design tool – Let's Work Together](#)

Appendix1 Christopher Winter Project – Whole School Overview

<b>Reception Our Lives</b>	Lesson 1: <b>Our Day</b> Lesson 2: <b>Keeping Ourselves Clean</b> Lesson 3: <b>Families</b>
<b>Year 1 Growing and Caring For Ourselves</b>	Lesson 1: <b>Keeping Clean</b> Lesson 2: <b>Growing and Changing</b> Lesson 3: <b>Families and Care</b>
<b>Year 2 Differences</b>	Lesson 1: <b>Differences: Boys and Girls</b> Lesson 2: <b>Differences: Male and Female</b> Lesson 3: <b>Naming the Body Parts</b>
<b>Year 3 Valuing Difference and Keeping Safe</b>	Lesson 1: <b>Differences: Male and Female</b> Lesson 2: <b>Personal Space</b> Lesson 3: <b>Family Differences</b>
<b>Year 4 Growing Up</b>	Lesson 1: <b>Growing and Changing</b> Lesson 2: <b>What is Puberty?</b> Lesson 3: <b>Puberty Changes and Reproduction</b>
<b>Year 5 Puberty</b>	Lesson 1: <b>Talking about Puberty</b> Lesson 2: <b>Male and Female Changes</b> Lesson 3: <b>Puberty and Hygiene</b>
<b>Year 6 Puberty, Relationships and Reproduction</b>	Lesson 1: <b>Puberty and Reproduction</b> Lesson 2: <b>Understanding Relationships</b> Lesson 3: <b>Conception and Pregnancy</b> Lesson 4: <b>Communication in Relationships</b>

## Appendix 2 PSHE Scheme 2021-22 – Whole School Overview

### LONG-TERM OVERVIEW

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise; hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

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