

Winchester House School
RSE Policy
(Relationships and Sex Education)

Version 2

Responsible Governor: Chair of Prep Committee

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21st January 2022 (AL)
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Our Aim

To provide our pupils with the necessary knowledge to ensure that they know how to keep safe and healthy, and are able to manage their academic, personal and social lives in a positive way.

Introduction

This policy sets out how we at Winchester House aim to provide children with the best preparation for their present and future lives in terms of health, relationship and sex education. We strive to have a culture of open discussion and dialogue which is both proactive and preparatory as well as being reactive to trends or issues. Rather than a discrete subject, this policy underpins the way we operate and we seek to promote its importance through our community codes of conduct. In this policy, RE is the Relationship Education curriculum for Primary Pupils and RSE is the Relationships and Sex Education curriculum for Secondary Pupils.

Legislation (Statutory Regulations and Guidelines)

The RE and RSE teaching at Winchester House School has regard to any guidance under section 80A of the Education Act 2002 that applies in relation to the provision of education by maintained schools. Under the *Education Act 2002*, all schools must provide a balanced curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- Prepares pupils at the school for opportunities, responsibilities and experiences of later life

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

- Promote the wellbeing of pupils at the school

Revised *Department for Education statutory guidance* states that from September 2020, all schools must deliver:

- Relationships Education (Primary)
- Relationship and Sex Education (Secondary)
- As well as, Health Education to all age groups

The 2010 Equality Act legally frames this policy to protect all our community from discrimination.

We treat RE and RSE as part of the wider PSHE curriculum (see appendices 1&2). We support equal opportunities in education, seeing it as enabling and encouraging all our pupils to build self-esteem through discussion and activities in a safe environment.

If you would like a copy of this policy free of charge, please contact jenny.blake@winchester-house.org and we will provide it for you.

If you would like more information about statutory Relationships and Health Education, please click the link to read the government guide [“Understanding Relationships and Health Education in your child’s primary school: a guide for parents”](#). [And for secondary aged children.](#)

Roles and responsibilities

PSHE, RE and RSE delivery across the school will be monitored by the Deputy Head - DSL. The Head of PSHE will ensure that content and delivery is appropriate for the age range and have day-to-day oversight of planning.

Teaching of RE and RSE

We encourage active participation and engagement in lessons; pupils will be given plenty of time to discuss and engage in healthy discussion and debate.

Pupils will be taught the anatomically correct names for body parts; slang and everyday terms used in social situations will be discussed. Discussion about what is and what isn’t acceptable language to be used will be explored.

We acknowledge that because of the nature of the subject, sensitive and controversial issues are likely to arise at times. Such topics may include; abortion, emerging gender identity, sexuality and sexual abuse. RE and RSE will often refer to real life situations and scenarios, and therefore it is vital that an environment which has established ground rules is created.

Staff will aim to create a comfortable environment in which pupils feel able to ask questions. Professional judgement will be used when facing a controversial question; opportunities to raise anonymous questions will be provided. There will be times where information which is shared in these sessions will need to be referred in accordance with our pastoral systems or to the Designated Safeguarding Lead, following our Child Protection and Safeguarding Policy.

In our teaching, pupils will learn about:-

- The nature of marriage and civil partnership and their importance for family life and the bringing up of children
- Safety in forming and maintaining relationships

- The characteristics of healthy relationships, and
- How relationships may affect physical and mental health and wellbeing

All our RE and RSE teaching will reflect and be appropriate to the age and the religious background of the pupils.

Definitions of Relationships and Sex Education (RE and RSE)

RE and RSE focuses on the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. The aim of this is to equip children and young people with the information, skills and positive values to have safe, fulfilling relationships and to take responsibility for their sexual health and general well-being.

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

- Be accurate and factual
- Be inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience particularly HIV status and pregnancy;
- Build on skills to have healthy and safe relationships and ensure good communication about these issues;
- Promote a critical awareness of the different attitudes and views on sex and relationships within society. This should also cover those portrayed in the media;
- Ensure children and young people are aware of their rights; including, how they can access confidential advice and health services within the boundaries of safeguarding;
- Be relevant and meet the needs of children and young people
- Be taught by appropriate, competent and confident educators;
- Be delivered within a learning environment which is safe for the children and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

Withdrawal from RE and RSE

The school aims to keep parents informed about all aspects of the RE and RSE curriculum and urges parents to review this policy. Every registered pupil who is provided with primary education at the school will receive Relationships Education. All secondary age pupils will be provided with Relationships and Sex Education. Before any material changes to or revising of the teaching or provision of RE and RSE at Winchester House, parents of registered pupils will be consulted. Age appropriate RE and RSE is a vital part of the school curriculum and supports the whole development of the child.

- Parents **will not** be able to withdraw their children from relationship education or Health Education.
- Where parents of children in years 7&8 request that the pupil is wholly or partly excused from sex education, provided as part of Relationships and Sex Education, the child is so excused until the request is withdrawn unless or to the extent that the Head considers that the child should not be so excused.

If parents wish to withdraw their child, the Deputy Head Pastoral (for Upper School pupils) or the Head of Pre-Prep (for Pre-Prep pupils) will meet with parents and, if appropriate with the child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. If a pupil is withdrawn from sex education, the school will ensure the pupil receives purposeful education during the period of withdrawal. The School will keep a record of all such decisions.

Guest Speakers

We sometimes use outside speakers to complement our teaching of this content, who are asked to work within the framework of the school's Relationship and Sex Education policy and adhere to the policy for Visiting Speakers. A teacher will be present throughout these lessons. Some such visitors include; the local Community Support Officer, staff from Stowe School and It Happens Education.

EYFS and Key Stage One

The RE curriculum is provided by the class teacher.

Children in EYFS develop skills that form a crucial foundation for later teaching of PSHE/RE at KS1. Both curriculums complement each other, providing opportunities for progression throughout the school. The PSHE curriculum in EYFS is largely covered in the following areas: Personal, Social and Emotional Development and Health and Self Care. Personal, social and emotional development is one of the seven areas of the Early Years Foundation Stage and is used to encourage a child's self-confidence and self awareness, how to manage their feelings and behaviour and form positive relationships. Children do this in a range of ways including,

trying new activities, saying when they do or don't need help, how to show their feelings, learn that some behaviour is unacceptable and its consequences, how to play cooperatively and form positive relationships with adults and children. The EYFS area of Health and Self Care teaches children about the importance of physical exercise, and a healthy diet, and talks about ways to keep healthy and safe. Children learn to manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. The Family Links programme in the first term helps to lay the foundations for developing healthy relationships.

The following Early Years goals are prerequisite skills for PSHE in KS1.

Personal, Social and Emotional Development (Making Relationships) Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Physical Development (Health and Self-Care) Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

Understanding the World (People and Communities) Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Personal, Social and Emotional Development (Self-Confidence and Self Awareness) Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Personal, Social and Emotional Development (Managing Feelings and Behaviour) Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Understanding the World (The World) Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Understanding the World (Technology) Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

We continue with the Family Links programme at the beginning of the academic year building on the concept of personal power and managing feelings to aid understanding about growth and respect for one another.

In Year 2 one lesson focuses on using the correct terms for naming the body parts. A week before the lessons with the class teacher, parents are sent a letter informing them of the topics to be covered and offering the chance to opt out should they wish to, though parents rarely do so.

Appendix One - EYFS and Key Stage One PSHE curriculum overview with integrated RE and RSE curriculum

Key Stage 2 and 3

Health, relationship and sex education at Winchester House is taught through our weekly or fortnightly Personal, Social, Health Education lessons in Year 3-8. PSHE is taught by a range of teachers and regularly covers topics to do with keeping healthy (physically and mentally), what healthy and unhealthy relationships look like and when to seek advice if children are worried about something to do with their health and relationships. Some aspects of the Relationships and Sexual Education curriculum are also taught through different curriculum areas, such as Biology as part of the Common Entrance curriculum.

PSHE lessons that cover the emotional and physical changes in puberty and sex education are taught in single-sex groups by Section Heads/our Sister or other appropriate members of staff using a variety of resources, as well as government guidance on the subject. It is age-appropriate, informative, taught within the confines of a classroom (in which ground rules are laid) letting children know it is safe to ask questions and be inquisitive, even if not all questions can be answered within that context. Children are reminded of the need to treat this very sensitive topic seriously, in particular not imparting their new-found knowledge to other children who may be younger and unprepared for such an education. Indeed, providing sex education in school seeks to reduce the chance of children finding out about these important topics through the wrong means.

Prior to these lessons, parents are sent a letter informing them of the topics to be covered and offering the chance to opt out should they wish to, though parents rarely do so. If children or parents have follow-up questions after the sessions they are encouraged to ask one of the medical team in the first instance or the pastoral team, if more appropriate.

It should be noted that the use of technology is covered extensively in every year group as in today's world this often plays such a major role in issues that arise for this age group. If issues arise surrounding the use of technology and social media, additional sessions are provided and parental support is offered.

In Biology children in Year 8 will study the topic of 'reproduction'. This covers fertilisation, sexual reproduction, puberty, menstruation, pregnancy in accordance with the ISEB Common Entrance syllabus. The lessons are taught by a Biology specialist teacher.

Given the depth of issues discussed at senior school age, in years 7 and 8, we use external organisations such as It Happens <http://www.ithappens.education/who-we-are/> who speak to our oldest cohort during their final year/s with us. This allows our oldest pupils to discuss in more detail any questions they might have before they go off into the new world they will inhabit at their Senior Schools.

Topics covered within the RE and RSE curriculum are deliberately repeated; exploring the same topics in more depth as pupils get older. See Appendix 3

We also engage parents in this tricky topic by delivering parent workshops and sharing this policy to inform them of the sorts of work we do with young people to best support our children.

Appendix 1

| Winchester House PSHE Overview – N-Y2 | | | | | | |
|---------------------------------------|--|---|---|--|--|--|
| Themes | ‘Purposeful community’ Rights and Responsibilities/Living in the Wider World | | ‘Warm community’ (Identity, feelings and Friendships/Relationships) | | | |
| | ‘Spirit of resourcefulness’ (money) | | ‘Self-reliance’ (Health and wellbeing, safety and risk) | | | |
| | Michaelmas | | Lent | | Summer | |
| Nursery | <p>g of class – The hester House</p> <p>ring Emotions</p> <p>o are my s and how can good friend?</p> | <p>* Who is in my family? Are all families the same?</p> <p>* Keeping myself safe – road safety, stranger danger. Where can I go for help? Circle of support.</p> | <p>* Keeping myself healthy – sleep, exercise, healthy eating and hygiene.</p> <p>Link to emotions.</p> | <p>g kind to our – looking he World and other.</p> | <p>* What do I like doing and what am I good at?</p> | <p>* Working together – teamwork, helping each other, listening to each other.</p> |

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| <p>Family Links – Early Years</p> | <ol style="list-style-type: none"> 1. Getting to know each other 2. Getting to know each other more 3. Making rules and time to calm down 4. Praise and criticism 5. Personal Power 6. Choices and consequences 7. Managing anger 8. Gentle touch and hurting touch 9. Telling others, keeping secrets 10. Glad to be me | | | | | |
| <p>Reception</p> | <p>Setting of class rules – The Winchester House Way.</p> <p>* What does 'being your best self' mean?</p> <p>* Emotions – how are we feeling and what can we do if we need help? Circle of Support.</p> | <p>* Who is in my family? Are all families the same? Explore the similarities and differences. Who else cares for you?</p> <p>* Keeping myself safe – road safety, stranger danger, hazards in the home.</p> | <p>* Keeping myself healthy – sleep, exercise, diet, hygiene. How can I keep my brain healthy? – link to emotions.</p> | <p>g after our help? – reuse,</p> | <p>* What do I like doing and what am I good at?</p> | <p>* Working together- teamwork and responsibility, negotiate and compromise.</p> |

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| | <p>* Explore relationships including family and friends – what makes a good relationship / friend?</p> | | | | | |
| Year 1 | <p>Setting of class rules – what is different?</p> <p>* Feelings and emotions – fair and unfair and right and wrong. How and when to ask for help.</p> <p>* Caring and respectful relationships – explore different relationships including family, friendships and online. Where can I go for help?</p> | <p>* Everyone is unique - explore similarities and differences.</p> <p>* What groups do you belong to? Friends, family, bubble, class, year, faith, out of school activities.</p> | <p>healthy mind and healthy body. How can I do to my mind and body fit and why?</p> | <p>Looking after the environment – how we can look after our world and each other.</p> | <p>* What are your strengths? Building of self-esteem.</p> | <p>* Warning signs in our body when we feel uncomfortable. Who should we ask for help?</p> |

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| | <p>– Circle of support.</p> | | | | | |
| Family Links | <ol style="list-style-type: none">1. Why we are here2. Praise and criticism3. Personal Power4. Choices and consequences5. Managing anger6. Gentle touch and hurting touch7. Telling others and keeping secrets8. Glad to be me9. Celebrating difference10. Saying Goodbye | | | | | |

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| <p>Year 2</p> | <p>Setting of class rules – what is different?</p> <p>* Feelings and emotions – Recognising how we are feeling and how we respond to feelings.</p> <p>* Caring and respectful relationships including online relationships and safety. Where can I go for help? Circle of support.</p> | <p>Everyone is unique – each family is different – valuing differences, including differences in ideas and views.</p> | <p>Body, mind and health and wellbeing.</p> | <p>Living after and all living things – environment – living climate and what we can do to help.</p> | <p>* Transition and change – how does it feel? Focus on mental well-being.</p> <p>* Correct names for body parts. Our body belongs to us.</p> | <p>* Keeping safe in different situations – listen to our body's warning signs. What can we do to keep ourselves safe?</p> |
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* RSE curriculum link

Characteristics of positive relationships, friendships, family and relationships with adults and children.

Families and People that care for me / Caring Friendships / Respectful Relationships / Online relationships / Being Safe.

Appendix 2

| Winchester House PSHE Overview | | | | | | |
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| Core Themes | 'Purposeful community' Rights and Responsibilities/Living in the Wider World | | 'Warm community' (Identity, feelings and Friendships/Relationships) | | | |
| Term | 'Spirit of resourcefulness' (money) | | 'Self-reliance' (Health and wellbeing, safety and risk) | | | |
| Year 3 | Michaelmas | | Lent | | Summer | |
| Year 3 | Getting to know each other. Making classroom/play ground rules. Responsibilities; respecting jobs children do. Peaceworks Peer Mediation; feelings, friendship, difference. The story of the Good Samaritan. House Shout; team building.* | Caring communities – link to school charity. (Home clothes for charity). To understand why we have Poppy Day; exploring the reasons for Remembrance. People who help in the community. | Turning over a new leaf.Stranger danger; what to do in an emergency. Road safety. Things that influence us; media etc.* | Friends; what makes a good friend? Working together. Peer Mediation; listening carefully to others, choosing solutions to help resolve conflicts. Thinking about the differences between right and wrong choices and how to make positive choices. Considering others' feelings.* | Screening & School Tests Relaxation - how are we coping? Complete Records of Achievement; celebrate work completed during the year. Looking forward to Y4; discuss feelings. Sportsmanship - how to handle Sports Day and Prize Giving. | Growing & changing. Compare photos taken a year ago with now. Achievements so far and looking forward. Compare Michaelmas and Summer Term Learning Journeys. Complete Well being Questionnaire; consider concerns, feelings etc. |
| Year 4 | All about me team building exercise. Discuss the WHS Way. Help children explore their feelings and understand their cause. Encourage children to think about themselves. House Shout; team building. Reinforce the idea that friendship requires making an effort. Encourage children to be sensitive to others' feelings.* | | Learn about ways in which to minimize the spread of germs. Develop the children's understanding of the benefits of exercise. | Explore what influences decision making or choices. Consider the consequences of decisions. Appreciate how other people feel as a consequence of personal choice. To develop decision making skills. Develop an understanding about the meanings of responsible and antisocial behaviour. | Reflect on how we make judgements about people based on surface issues such as appearance.* To recognise that stereotyping can lead to unfair treatment of people.* To understand that good health means mental and physical health. To know where and how to reduce stress. Relate to Summer Assessments. Complete Well being Questionnaire; consider concerns, feelings etc. | To recognise it is normal for people to have different viewpoints. To understand and appreciate that adults have good reasons for insisting on some issues. Review Year 4. Looking forward to Year 5. |
| Year 5 | What makes a community? What it means to be in a community; groups and individuals that support the | What does discrimination mean? Actions can affect self and others; discrimination, teasing | How can we manage our money? About the role of money; ways of managing | What choices help health? What makes a balanced lifestyle; making choices; | How can we be safe online and using social media? Keeping safe and well using a mobile phone; | What makes us enterprising? Different ways of achieving and celebrating personal |

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| | local community; voluntary, community and pressure groups; appreciating the range of identities in the UK; values and customs of people living around the world | and bullying; stereotypes; differences and similarities between people; equalities | money; being a critical consumer; that images in the media do not necessarily reflect reality | what is meant by a habit; drugs common to everyday life; who helps them stay healthy and safe. To include puberty talks from Sister Wendy* | strategies for managing personal safety online; managing requests for images; personal boundaries* | goals; high aspirations; growth mind-set; setting up an enterprise; what enterprise means for work and society |
| Year 6 | What makes a healthy and happy relationship? Different relationships; what makes positive; healthy relationships; recognise when relationships are unhealthy; committed; loving relationships (including marriage, civil partnership); human reproduction*. Staying safe online and on social media* | | What are human rights? Why and how laws are made; taking part in making and changing rules; importance of human rights; rights of the child; right to protect their bodies (including forced marriage); confidentiality and when to break a confidence | How can money affect us? Finance and its role in people's lives; being a critical consumer; what is meant by interest, loan, debt, tax; how resources are allocated and how this affects individuals, communities and the environment; research and debate health and wellbeing issues | How can we stay healthy? What positively and negatively affects health; informed choices; balanced lifestyle; how drugs can affect health and safety; the law and drugs; who is responsible for their health and wellbeing. To include puberty and sex-ed talks from Sister Wendy* | How can we manage risk? Increased independence and responsibility; strategies for managing risk; different influences; resisting unhelpful pressure; personal safety; managing requests for images; how anti-social behaviours affect wellbeing; how to handle anti-social or aggressive behaviours* |
| Year 7 | First aid and personal safety, focusing on road safety, alcohol, tobacco and drug misuse and managing peer influence* | Enterprise skills and introduction to careers Challenging career stereotypes and raising aspirations | Diversity, prejudice and bullying including cyber bullying* Managing on- and off-line friendships* | Managing puberty and the issues of unwanted contact and mental health awareness (Youngminds)* | Self-esteem, romance and friendships* Exploring family life | Making ethical financial decisions Saving, spending and budgeting our money |
| Year 8 | Transition to Senior school Diet, exercise and how to make healthy choices* | Rights and responsibilities in the community Tackling age and disability discrimination | Tackling racism and religious discrimination, promoting human rights Online safety and digital literacy* | Mental health and emotional wellbeing, including body image* Managing change and loss | Introduction to sexuality and consent* Introduction to contraception including condom and the pill* | Evaluating value for money in services Risks and consequences making financial decisions |

RSE content identified with *

| Year Group | RE/RSHE curriculum | Wider curriculum |
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| N | Key Person - Basic hygiene | |
| R | | |
| 1 | Class teacher - Parts of the body | Life cycles |
| 2 | Class teacher - Parts of the body including - penis, testicles, breasts, vulva, anus and bottom. (vagina often confused with the vulva.) | Life cycles |
| 3 | Class teachers - Growing and changing – including body parts | Reproduction in plants and pollination |
| 4 | Puberty with class teachers Hygiene, body changes | |
| 5 | Puberty talk (Sister & section heads) mood swings, periods, biological terms for body parts, body shape changes, feelings, sensitivity, body hair, | Science – Syllabus includes sexual reproduction in animals, main life cycles of humans including physical and emotional changes which take place during adolescence. |
| 6 | Puberty and sex education talk with (Sister & section heads) Emotional changes during puberty Sexual orientation - the LGBT community How babies are made - in biological terms, but also incorporating relationship values Biological terms for body parts Hygiene Physical changes Emotional changes during puberty | Geography – population control |
| 7 | Managing puberty and unwanted contact (Sister/external speaker/tutor) Emotional changes during puberty Physical changes Hygiene Biological terms for body parts Learning about increased responsibility | |

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| | <p>for our own health as we get older - doctors, dentists and opticians</p> <p>How babies are made - in biological terms, but also incorporating relationship values</p> | |
| 8 | <p>Introduction to sexuality and consent</p> <p>Introduction to contraception including condom and the pill (Sister/external speaker/tutor)</p> <p>Correct terminology</p> <p>Pleasure</p> <p>Pornography and sexting</p> <p>Consent and healthy relationships</p> <p>Managing friendships and emotions through puberty</p> <p>Like – lust- love</p> <p>Sexual orientation LGBTQ+</p> <p>Toxic masculinity</p> <p>Confidentiality and where to get help</p> | <p>In Biology children in Year 8 will study the topic of ‘reproduction’. This covers fertilisation, sexual reproduction, puberty, menstruation, pregnancy in accordance with the ISEB Common Entrance syllabus</p> |