



FALCONS PREP  
RICHMOND

## Relationships and Sex Education (RSE) Policy

**Primary person responsible for this policy:** Sophie Wyatt

**Job title:** Deputy Head

**Last review date:** November 2021

**Next review date:** July 2022

**Relevant ISI coding (if applicable):**

**Circulation:** This policy is available to parents on request. It is addressed to all members of staff and volunteers.

## **This policy should be read in connection with the Life Skills (PSHEE) Department Policy Documentation.**

### Introduction

This policy covers FPR's approach to the teaching of sex and relationships within the context of Life Skills (including ICT) and science lessons within the school. It has been drawn up by the Head of Life Skills (Deputy Head Welfare and Wellbeing) in consultation with the following key members of staff:

- Headmistress
- Director of Teaching and Learning
- Head of Science
- Head of ICT
- Head of Upper School

The policy will be reviewed annually by the Life Skills (PSHEE) Coordinator.

This policy forms an appendix to the school's Life Skills Policy and, as such, is available for all parents to inspect at any time. The Life Skills curriculum map is shared on a termly basis with parents, and invites any questions or concerns to be raised. Hard copies are available for inspection, should a parent wish to see a hard copy.

### Aims, Objectives and Outcomes

The aims, objectives and outcomes of the Sex and Relationship education at FPR are intertwined with those of the Life Skills programme as a whole which are stated in the department policy documentation.

We also aim to ensure students learn about:

- Different types of relationships including friendships, family, and strangers
- How to recognise and build healthy relationships, including respect for themselves and others, commitment, tolerance, consent, managing conflict and recognising when a relationship may be unhealthy.
- How relationships can intertwine and impact wellbeing, health and mental health
- Health relationships in relation to safety online

### Statutory Obligations

As an independent school, Falcons Prep, Richmond are now obliged to teach relationships education to all pupils within the school. The government has produced the following statutory guidance (2019) for schools to follow and implement into the curriculum by September 2020. This document can be found [here](#). This document states that Relationships Education is now compulsory within the primary sector (from September 2020), and parents do not have the right to withdraw their child from these lessons. It also states that Relationships and Sex Education is mandatory for secondary aged children, however, parents do have the right to withdraw their child from Sex Education (beyond the Science Curriculum), and the topics that are required to be covered need to be done so before a child leaves secondary school.

The guidance states that 'The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular

reference to friendships, family relationships, and relationships with other children and with adults’.

### Delivery of RSE

- The curriculum is delivered in a sensitive manner and in confidence, however, if a child makes a disclosure of concern, this will be dealt with in line with the safeguarding policy.
- RSE is delivered within our Life Skills (PSHEE) curriculum. Biological aspects are delivered in science as outlined in topics covered below. Please refer to the school’s curriculum maps for more details surrounding delivery of topics.

Pupils will be supported in developing the following skills:

- Communication
- Recognising risk
- Assertiveness
- Seeking help and support
- Informed decision making
- Self respect and empathy
- Reflection
- Managing conflict
- Maximising health and wellbeing

### Topics Covered

Following discussions with the Headmistress, and given the emotional maturity of boys in our school, the following course has been deemed appropriate for the pupils within the School. As a boy’s school, it was decided there is no need to cover the material of puberty any earlier than in year 7 (apart from that covered in the Science curriculum as outlined below). It was felt there is a danger of over-sexualising younger children if the material was introduced at a younger age. It was also deemed unnecessary to broach topics within sexual education before this age. The topic of different types of relationships will be considered and discussions regarding friends and relationships will be broached as and when necessary. This will be individualised for different cohorts of boys, and it is therefore important that their form teacher is aware of their social connections outside of school, particularly in the Upper School.

As you can see from the list of topics below, it is not our intention to raise awareness or educate on the topics of contraception or STD’s. It is not felt that it is appropriate to be raising these issues in open class discussions with boys of this age. If such matters do crop up in discussion then they will be dealt with at an appropriate time, on an individualised basis. Cultural and faith attitudes towards sexual behaviour would need to be considered when considering the approach taken in delivering any lesson with potentially sensitive content.

The lists below provide a snapshot of topics linked to RSE, however the lists is not exhaustive. The provision of RSE is responsive to the needs and question of pupils and to current issues and events affecting our community and beyond.

### Year 3

Recognising feelings and responding to how others feel  
Positive healthy relationships and friendships; maintaining friendships

Appropriate touch  
Collaboration  
Recognising and responding to Bullying  
Respecting other similarities and differences  
Listening to others

#### Year 4

Understanding the difference between confidentiality and keeping a secret  
When to break confidence  
Managing dares  
Acceptable and unacceptable physical contact  
Solving disputes and conflicts amongst peers  
Respectfully challenging others

#### Year 5

Responding to feelings in others  
Understanding that actions have consequences  
Working collaboratively  
Negotiation and compromise  
Understanding different points of view

#### Year 6

Confidentiality and when to break confidence  
Different types of relationships  
Emotional changes at puberty  
Positive and healthy relationships; Recognising when a relationship may be unhealthy  
Acceptable and unacceptable physical touch  
Personal boundaries and the right to privacy  
Challenging stereotype and discrimination/bullying

#### Year 7

Resolving conflict  
The media and its influence on relationships  
Managing online and offline friendships  
Romance and friendships  
Diversity, prejudice, bullying and cyber bullying

#### Year 8

Introduction to consent  
Personal responsibility in relationships (them and parents, them and friends, them and a partner)

### Science Curriculum

#### Year 5 (Summer Term)

Human and other Animals is covered to include stages of the human life cycle, gestation periods of different mammals, growing babies (length and mass changes), features of the life cycle common to all animals.

Pupils are also taught about the principal changes which occur at adolescence.

### Year 6,7,8

Growth and reproduction is taught as part of curriculum B of the CE syllabus. This will include reproduction in humans, structure and function of the reproductive systems, the menstrual cycle, fertilisation, gestation and birth.

Pupils are also taught the principal physical and emotional changes that occur at adolescence and will gain an understanding of why these occur.

### ICT Curriculum

Teachers introduce and/or review online safety matters at the start of each scheme, with regular review of old topics and new topics brought in as below:

#### Year 3

Only talk to people you know online, Let an adult know if anything upsets you, Do not give out any personal information

#### Year 4

Do not download files from an unknown source, Do not join social sites that are too old for you

#### Year 5

Do not respond to messages that are suggestive, obscene, belligerent or harassing

#### Year 6

Do not inadvertently disclose personal information (for instance, from photos that automatically include your location and/or name)

#### Year 7

Be aware that what you are told online may not be true; compare many sources

#### Year 8

Building your online CV: how do you want to present yourself to people for the future?

### Involvement of the Wider School Community

Parents play a key role in the development of the boys' Sex and Relationships Education'. Parents are kept informed of the topics covered within the school community, parents attend our assemblies and prize giving ceremonies, parent talks (FEd Talks) are provided to share relevant up to date information, newsletter notices are used to provide parents with useful information about current trends or issues and our local Police team also share talks for boys and parents throughout the year. Parents are welcome to raise any questions or concerns about the topic areas covered (see parental withdrawal for more information).

## Parental Withdrawal

Parents do not have the right to withdraw from Relationships Education.  
Parents do have the right to withdraw from Sexual Education (other than the material covered in the national curriculum for Science).

Parents are invited to raise any concerns they have on a termly basis with the Deputy Head: Welfare and Wellbeing. The Termly Curriculum Map is shared at the beginning of each term via the newsletter, and parents are invited to raise concerns then regarding the content. Parents would then be invited in to meet, with the Deputy Head and the Life Skills teacher (Form Teacher) to discuss the topic, view the teaching material and the learning objectives. This will allow them to have greater insight into discussing the topic at home with their son. The termly curriculum maps can be found here:

[Curriculum maps\Autumn Term Curriculum Map.docx](#)

[Curriculum maps\Spring Term Curriculum Map.docx](#)

[Curriculum maps\Summer Term Curriculum Map.docx](#)

## At 'Risk' Pupils

As in any other situation, if a teacher or any other adult member of the school community feels that a pupils is 'at risk' then they are obliged (following the School's Safeguarding Policy and the law) to bring it to the attention of the Designated Safeguarding Lead. All adults of the school community are expected to be familiar with the provisions of the School's Safeguarding Policy.