



BCPS Relationships and Sex Education policy

This policy applies to: BCPS, including EYFS.

Policy owner:	Assistant Head (Pastoral)
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Linked policies/documents:	Equal opportunities, Complaints, Anti-bullying, Safeguarding, PSHE procedures.
Key changes to previous version:	A considerable update has been made to this policy, with more detail added for the reader with regards to coverage across the Prep School.

	Name (role):	Signature:	Date:
Policy owner:	David Gaffney (AH Pastoral Years 4-8)	David Gaffney	1.11.23
SMT owner (if different):	Ant Falkus (Years 4-8)	Ant Falkus	9.11.23

Legal Counsel:	M Burgess	M Burgess	21.11.23
Ratified (Governor)	Christina Maude	C Maude	16 th January 2024

BCPS Relationships and Sex Education Policy

1. Basic Information

Policy Aims: To outline the way Relationships and Sex Education (hereafter to be referred to as RSE) is taught at Brighton College Prep School. This policy clearly outlines our approach to all staff, parents, visitors, and pupils.

To have regard to DfE's statutory guidance on '[Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)'

2. Aims of Relationships and Sex Education (RSE)

Brighton College Prep School believes that RSE is an educational entitlement of all pupils and is part of lifelong learning about the emotional, social, and physical aspects of growing up whilst promoting the forming and maintaining of safe relationships. Taught within the personal, social, health and economic (hereafter to be referred to as PSHE) education curriculum, our programme aims to give children and young people essential skills for building positive, enjoyable, respectful, and non-exploitive relationships and the skills to stay safe both online and offline.

We place the utmost importance on sharing equal and joint responsibility with parents for their children's education in this area. Through PSHE, in conjunction with and alongside other lessons, pupils at BCPS are given the knowledge, skills, and understanding they need to lead confident, healthy, independent lives and become informed, active, and responsible citizens.

The policy was created following the latest DfE statutory guidance relating to RSE and aligned with the Independent School Regulations. Provision has been developed in consultation with staff and, where appropriate, with students and parents.

We aim, in partnership with parents, to:

- Offer a well-structured and coherent curriculum that includes Teaching, Learning and Assessment, underpinned by wellbeing.
- Provide a framework in which sensitive discussions can take place.
- Encourage personal responsibility in all forms of behaviour.
- Help students develop feelings of self-respect, confidence, and empathy. To provide support and information for young people and their parents/families
- Deliver an effective RSE curriculum to make an essential and significant contribution to safeguarding children during their school-age years and into the future.
- Enable children to understand their physical and emotional development and to take increasing responsibility for their own health and wellbeing, and that of others.
- Teach students the correct vocabulary to describe themselves, their emotions, and their bodies.
- Prepare students for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help students understand that healthy relationships are an essential part of wellbeing.

- Ensure that our pupils understand how to seek help if they feel at risk or are being harmed.
- Embed in our pupils the values, skills, and knowledge to understand and deal appropriately with social and cultural pressures (including in social media).
- Promote the spiritual, moral, cultural, mental, and physical development of pupils.
- Prepare pupils for the opportunities, responsibilities, and experiences of later life.
- Help pupils develop their own moral values, which may include reflecting on a variety of different issues, beliefs, and viewpoints.

We recognise that schools can play an important role in preventative education concerning safeguarding against sexual violence and sexual harassment. The school's RSE provision is part of a whole school approach to safeguarding. It is not about the promotion of sexual activity, sexual orientation, or a specific sexual identity.

3. Principles underpinning RSE.

RSE can be defined as the emotional, social, and cultural development of students and involves learning about relationships, healthy lifestyles, diversity, and personal identity. At BCPS, we firmly believe that RSE is key in helping children develop the skills to live confident, healthy, and independent lives. It involves sharing information and exploring issues and values, with children acquiring knowledge, developing skills, and forming positive beliefs, values, and attitudes.

Coverage for Relationship Education follows the statutory guidance from the DfE (most recently updated in September 2021), which is found in Appendix 1. This stipulated what students should know by the end of primary school.

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships, including:

- Families and people who care for me.
- Caring friendships.
- Respectful relationships.
- Online relationships.
- Being safe.

The DfE (2021) also recommends that all primary schools should have a Sex Education programme tailored to the age and the physical and emotional maturity of the pupils. As such, our curriculum has been developed by considering the age, needs and feelings of students. The PSHE (Including Relationship and Sex Education) Curriculum Map can be found in the appendices, with topics selected which are developmental and build on learning year by year.

All RSE content is:

3.1 - Factually accurate and evidence-based

Teachers clearly distinguish between factual information and people's views and beliefs. Only the correct biological names for body parts are used.

3.2 - Age-appropriate

Tailored to the age and the physical and emotional maturity of the pupils.

Our RSE programme is underpinned by the following key principles:

3.3 - Sensitivity to all faith and cultural perspectives

We recognise that all faiths and cultural beliefs have an important role in shaping our children's views about sex and relationships. It is right, therefore, that in helping children to make positive and informed choices, faith and cultural perspectives are considered alongside the law and medical facts. Therefore, our teaching includes the views of a range of different religions as part of the context for discussions about sex and relationships.

At the same time, however, RSE is about preparing children for the responsibilities and challenges of adult life, so all children are provided with regular and sustained opportunities to develop the knowledge, skills and values they will need in the future to make safe, healthy, responsible, and caring choices.

3.4 - Promotes equality, inclusion & an acceptance of diversity

We recognise that our RSE programme takes account of and responds to the diverse faith, cultural and family backgrounds of our children alongside aspects of their and their families' abilities, gender, and sexual orientation.

Moreover, our RSE programme promotes awareness, respect and understanding of the wide range of practices and beliefs relating to sex and relationships within our society.

3.5 Promotes solid and stable relationships.

Our programme has been designed to provide sufficient focus on personal and social relationships, which includes helping children understand the importance of stable and loving relationships for family life. We actively help our children to build the resilience they need to cope with change and loss when there is disruption in family structures, for example, due to bereavement or separation.

3.6 Increases awareness of rights and responsibilities.

Our RSE programme provides our children with a clear sense of rights and responsibilities in relation to sex and relationships. This includes an explanation of the law as it applies to relevant issues. This includes, in an age-appropriate manner:

- Informing the children about their right to say no, what consent really means, and the nature of abuse and exploitation.
- Teaching them about the responsibility of not putting others under pressure to engage in sexual activity.
- Clarifying to the children their rights relating to equality and explaining the responsibility not to discriminate or cause others distress based on their sexual orientation, beliefs or personal choices regarding sex and relationships.
- Support children with the skills needed to fulfil their rights and responsibilities, including assertiveness, negotiation and accessing help and advice.

4. Content and definitions.

At BCPS, RSE is part of our PSHE curriculum, intended to provide what children and young people need to know about how to be safe and healthy and manage their academic, personal, and social lives positively. It comprises learning about the nature of marriage and civil partnership and their importance for family life and raising children; safety in forming and

maintaining relationships; the characteristics of healthy relationships and how relationships may affect physical and mental health and wellbeing.

We have developed the curriculum considering the age, needs and feelings of students. It is taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents, whilst aiming to provide pupils with the knowledge they need of the law.

Our RSE programme i.) Considers the ages, aptitudes and needs of all pupils, including those pupils with SEND/ and an EHC plan.

ii.) Does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs; and

iii.) Ensures that discriminatory, extremist opinions or behaviours are challenged as routine.

Elements of the programme are, at times, supported through the bringing in of additional expertise, such as outside speakers (such as It Happens), trained health professionals (including the BC Health Centre nursing team), or the use of teachers with a particular interest or knowledge in a specific area. In addition to these discrete sessions, PSHE is also embedded through the curriculum (e.g., social issues through the teaching of English Literature, Health through Biology and PE, Citizenship through History & RE). There are also centrally organised sessions that supplement in-house delivery.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single-parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example: Looked After children or young carers).

Sex Education, as part of RSE, includes teaching about intimate and sexual relationships. This includes preparing boys and girls in the Michaelmas term of Year 6 for the changes that adolescence brings and how a baby is conceived and born. It also includes what the law says about sex, relationships, and young people, as well as broader safeguarding issues and the use of technology.

a) Knowledge and information – *Topics related to RSE are listed below. For all topics covered in PSHE, please see the PSHE policy.*

RSE Objectives	
Nursery	<ul style="list-style-type: none"> • Friendships- making friends and resolving disagreements. • Feelings. • Dealing with loss. • Mindfulness. • Kindness. • Physical health.
Reception	<ul style="list-style-type: none"> • Families and people who care for me- who is my family? Love within the family. Dealing with loss. • Friendship and relationships. • Feelings. • Mindfulness. • Asking for help. • Physical health- physical activity and teeth brushing.
Year 1	<ul style="list-style-type: none"> • Mental Health and mindfulness- understanding the term ‘mindfulness’. • Physical Health- exploring healthy eating and physical activity. • Respect. • Families and people who care for me. • Online and digital relationships: knowing how to stay safe when using digital equipment. • Feelings and feeling safe- knowing when I feel safe or unsafe and responding to these feelings. • Body Awareness and safe touches- learning the scientific names for the body parts that are private and that no one has the right to touch us in a way that makes us feel unsafe. • Getting help- develop an awareness of trusted adults inside and outside of school that can help you.
Year 2	<ul style="list-style-type: none"> • Mental health and mindfulness. • Physical Health- understanding healthy eating and physical activity. Awareness of first aid and how to make an emergency call. • Friendship- the ups and downs of friendship and repairing friendships. • Respectful relationships in the wider society. • Types of bullying, the effects and how to get help. • Families and people who care for me- celebrating our diverse families. • Online and digital relationships. • Feelings and feeling safe- to learn that children have rights, including the right to feel safe. • Body Awareness and safe touches, e.g., parts of my body are private.

Year 3	<ul style="list-style-type: none"> • Mental health and mindfulness. • Physical health. • Friendship and trust. • Stereotyping- understanding what it is and how it is negative or unfair. • Anti- bullying- the types of bullying and its effects. • Families and people who care for me- recognising what makes us feel safe and loved. • Online and digital relationships -the rights and rules of being a digital citizen. • Feelings and feeling safe- recognising early warning signs of feeling scared and unsafe and how to respond to them. • Body awareness and safe touches- learning the scientific names for the body parts that are private and that no one has the right to touch us in a way that makes us feel unsafe. • Getting Help- develop an awareness of trusted adults inside and outside of school.
Year 4	<ul style="list-style-type: none"> • Building positive relationships and friendships. • Different types of families. • Mindfulness. • Healthy Diets (in Health lessons). • Celebrating Difference. • ‘Understanding Change’ – e.g., changes in our lives such as moving schools. • ‘Love and Loss’ – identifying special people in our lives, such as parents, carers, and friends. How to cope with changing relationships, such as changing friendship groups. • Peer Pressure and how to resolve conflicts. • Recognising inappropriate contact and how to ask for help if we feel uncomfortable. • Feelings and feeling safe- recognising early warning signs of feeling scared and unsafe and how to respond to them.

<p>Year 5</p>	<ul style="list-style-type: none"> • Mental Health and Emotional wellbeing – how do friendships affect our mental health, what does a healthy friendship look like? • Respect and Stereotypes – what are stereotypes, why are they damaging, how can stereotypes affect people’s behaviour. • ‘Understanding Friendships’ – How can we recognise a good friend? How can we recognise an unhealthy friendship? • Bullying – how can we recognise bullying, different forms of bullying, how to ask for help, understand the role of the bystander, how to deal with peer pressure. • Puberty – understanding the process of puberty and how our bodies change during this, how a baby develops in the womb, naming the parts of the body. • Healthy Relationships – family relationships, friendships, adult-child relationships. <p>It Happens RSE ‘All the Relationships’ workshop, Michaelmas:</p> <ul style="list-style-type: none"> • Inclusive families • Being curious about relationships • Getting good answers • Permission seeking and boundaries. • Beginnings of consent • Who to talk to if there is a problem? <p>It Happens RSE ‘medicines’ workshop, Trinity:</p> <ul style="list-style-type: none"> • Medicines and why we use them. • Prevalence • Why some people might use substances. • Legal substances - Caffeine, Nicotine (incl. Vaping), Alcohol • The law • Getting reliable information
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<p>Year 6</p>	<ul style="list-style-type: none"> • Sex Education – Understanding how babies are made, naming parts of the body, and understanding that puberty happens at different times for different people. Talking about heterosexual intercourse in the context of a loving relationship to make a baby. • Personal hygiene. • Understanding Gender – what is meant by the term gender? What is gender stereotyping? How can it be limiting? • Understanding Sexuality – What is meant by the term sexuality? What might different family structures look like? • Personal Identity and Diversity – What makes me ‘me’, likes, dislikes, family, etc. • Bullying – to identify different types of bullying, to understand how to ask for help, to know how to speak out against bullying. <p>It Happens RSE ‘Your Private Body’ workshop, Michaelmas:</p> <ul style="list-style-type: none"> • Being curious about bodies. • Answering your brilliant questions. • Where to get good answers. • Breasts, Genitals & Correct Terminology. • Body image & media pressure. • What to do if you are worried?
<p>Year 7</p>	<ul style="list-style-type: none"> • ‘Forming positive relationships’ – understanding the importance of having lots of different friendships, equality in friendships, understanding how to resolve conflict. • Diversity – valuing friendships, friendships, and diversity. • Recognising prejudice. • Keeping Safe Online – understanding safe boundaries and healthy communication online. • Friendships and Influence – managing peer pressure, how to have challenging conversations. • ‘Positive Relationships’ – understanding the meaning of consent, how to talk about consent, communication in relationships, understanding different types of relationships. <p>It Happens RSE ‘The Adolescent Body – Puberty’ workshop, Michaelmas:</p> <ul style="list-style-type: none"> • Puberty & Change – your questions answered. • Period products, the environment & Menstrual Wellbeing. • Male puberty explained. • Looking after your private body • Touch & Pleasure • Who to ask for help. <p>It Happens RSE ‘Habit & Addiction’ workshop, Trinity:</p> <ul style="list-style-type: none"> • Attitudes towards substances. • Making good choices. • Your Chemical Brain. • Habit Forming and Addiction.

	<ul style="list-style-type: none"> • Cravings, tolerance and withdrawal, lapse & relapse. • How to access support/get help.
Year 8	<ul style="list-style-type: none"> • Friendships and managing influence. • Building positive relationships. • Gender stereotypes. • What does a healthy relationship feel like? • What does an unhealthy relationship feel like? • Consent in relationships. • Mental health and wellbeing. • Cybercrime and Online safety. <p>It Happens RSE Early Digital Relationships workshop.</p> <ul style="list-style-type: none"> • My digital self, consent & friendships. • Sharing & caring. • Victim blaming. • Stumbling into the unknown. • Reality vs Fantasy. • Helpful habits & disrupting your feed.

b) Values and beliefs (linked to Fundamental British Values)

- recognising difference.
- freedom of choice (*related to FBV – individual liberty*).
- respecting equality and diversity in relationships (*link to FBV tolerance for other cultures and beliefs*).
- freedom of expression (*related to FBV freedom of speech*).
- individual liberty.
- respecting the rule of law.
- respect for others.

c) Skills and abilities

Pupils will be encouraged to develop the following skills:

- honest communication, including managing relationships.
- assertiveness.
- informed decision making.
- recognising and using opportunities to build a safe and healthy lifestyle.
- how to ask for help and support.
- how to empathise with others.
- how to identify safe and unsafe relationships.

5. Organisation

a) Relationships and Sex Education is jointly coordinated by the Assistant Head Pastoral (Years 4-8), who, together with the Deputy Head Pastoral (Nursery to Year 3), who leads PSHE in the Pre-Prep and the Head of PSHE (Years 4 to 8) with the relevant Heads of Department, are responsible for the overall planning, implementation, and review of the programme.

When evaluating the use and impact of this policy, our school leaders will determine the extent to which there is evidence of a curriculum which:

- Fulfils the aims of the school.
- Embeds aspiration, attributes, and the expectation to achieve high standards and high rates of progress; and
- Provides engagement and excitement for learning.
- Ensures that RSE is matched to the needs of our pupils by collating pupil voice through questionnaires and scheduled time slots for pupils to submit anonymous questions, which will then be covered in whole class teaching.
- From Nursery to Year 8, RSE is taught in dedicated, timetabled lessons as part of their weekly PSHE sessions. There may also be additional one-off sessions delivered throughout the year.
- Active learning methods will include analysing scenario-based learning, conscience corridors, picture books, debates, paired discussions, group discussions and, where appropriate, outside visitors and agencies.
- Lessons will be differentiated by various teaching strategies, such as questioning to ensure pupils with SEND are catered to, supported, and included.
- High-quality resources will support our RSE provision and will be regularly reviewed. Resources will include a mixture of content developed by teachers and taken from the PSHE Association, as well as those provided by IT Happens through their RSE-themed workshops.
- Pupils from Nursery to Year 3 will take part in pupil conferences facilitated by the Deputy Head Pastoral (Nursery to Year 3)
- Pupils in Years 4 to 8 will be encouraged to reflect on their own learning and progress by completing an end-of-unit reflections sheet and sharing their learning with peers.
- We will also be delivering parent webinars in which we will discuss and detail the content of each year group's learning about RSE.
- There may be occasions within a lesson when aspects of RSE are raised by pupils voluntarily. If any discussion takes place within the context of the subject, it will not be deemed to be part of the Sex Education programmes and, therefore, not subject to the parental right to withdrawal.

a) Teaching approaches

- Various approaches are used to give pupils relevant information, to enable moral issues to be explored through discussion, and to acquire appropriate skills.
- We will ensure a safe learning environment by establishing clear ground rules. These will be generated as a class at the start of each lesson by pupils and facilitated by the class teacher. These ground rules will build on key values, such as: respecting the opinions of others, listening respectfully, and recognising equality in the classroom.
- From Nursery to Year 3, pupils will take part in half-termly pupil conferencing sessions facilitated by the Deputy Head Pastoral Deputy Head Pastoral (Nursery to Year 3)

- From Years 4 to 8, pupils will be able to raise questions by submitting an online questionnaire or by manually submitting a written version to a ‘ask it basket / questions box’ located inside each child’s Form room. These can then be addressed by Form Tutors on an as and when basis.
- All staff teaching RSE will be supported by training sessions if and where appropriate. This includes inviting visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE. The programme of training will continue to be supported and developed by the Head of PSHE and the Assistant Head Pastoral (Yr. 4-8), to ensure it meets the needs of staff.

a) Pupil groupings

Pupils are taught in mixed ability and gender groups where appropriate (usually form groups). When there is a specific need (for example, groups of pupils of a different faith), arrangements may be made to teach pupils in appropriate groupings.

a) Resources

Materials – A wide range of teaching resources are available to teachers and for inspection by parents through the Assistant Head Pastoral (Yr4-8) and the Head of PSHE.

Staff – With regard to Sex Education, it is essential that staff feel comfortable with the subject matter. Only appropriately trained staff will be involved. Support will be offered through ongoing training organised and coordinated by the Deputy Head Pastoral (N-Yr. 3), the Assistant Head Pastoral (Yr4-8) and the Head of PSHE. All staff are required to teach within the school’s Code of Conduct.

Assessment and evaluation

Teachers will use Assessment for Learning strategies before RSE sessions (e.g., questionnaires, group discussions or mind-maps) to gather an idea of what pupils know and what needs to be addressed. As well as testing existing knowledge, this acts as an opportunity for pupils to highlight any areas they believe need to be covered to allow sessions to be tailored to the cohort's needs, as well as covering essential basics.

Following the RSE sessions, pupils may complete a brief assessment of their knowledge of the content delivered to demonstrate progress and understanding. This also offers pupils the opportunity to provide feedback on the sessions delivered and highlight any areas that they felt were missing. Work is also collected by teachers and records of dialogue had in lessons which then inform reporting in PSHE.

a) Time available

RSE forms some part of the curriculum in every year group delivered as part of timetabled weekly PSHE lessons. There may also be workshops throughout the year to provide additional content. Where appropriate, Years 7 and 8 will participate in sessions delivered to the Lower School at the College to greater align provision across the two sites.

6. Specific Issues

The following issues may occur as part of education. Staff, parents, and pupils need to understand the school’s procedures.

a) Confidentiality and advice

Pupils will be made aware that some information cannot be held confidentially and made to understand that if certain disclosures are made, specific actions will ensue (for example, if a pupil is at risk or in danger). The member of staff will consult with the DSL or DDSL before any decision is made and the pupil concerned will be informed, with reasons, that information about them needs to be shared in order to keep them safe. At the same time, pupils will be offered sensitive and appropriate support.

The following procedures will be adhered to by all adults.

i) Disclosure of suspicion of possible abuse

The school's child protection procedures will be invoked. (See Safeguarding policy).

ii) Disclosure of pregnancy

The following procedure will ensure that pupils who are having difficulty know that they can talk to an adult in the school and that they will be supported. Information and guidance will always be sought from a health professional.

The school will always encourage pupils to talk with their parents first:

- Pupils should always be asked whether they can tell their parents(s) and whether they want help. The school will follow up with parents to check whether the child has, in fact, shared this disclosure with parents and to offer support where necessary.
- If pupils refuse to tell their parent(s), the adult should refer them to a health professional via the School's Health Centre.
- The adult should report the incident to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead, who will consult with the health professional about informing the parent(s).

b) Family Life

The value of family life is an important aspect, which will be mainly reinforced through a consideration of the qualities and relationships between people, with an emphasis on stability, respect, caring and support.

c) Healthy relationships

An understanding for all pupils of healthy relationships, acceptable behaviour, and the right of everyone to equal treatment will help ensure that pupils treat each other well and go on to be respectful and kind adults. The school is alive to and addresses issues such as sexual violence and sexual harassment, sexism, homophobia, and stereotypes and takes positive action to build a culture of respect where such issues will not be tolerated, and any incidences are identified and tackled.

d) Parental partnership and right to withdraw

Parents can find more information on RSE for primary-aged children [here](#).

As a school, we will notify parents when Sex Education will be taught via written communication, which will be disseminated by the Assistant Head Pastoral (Yr. 4-8) before the sessions.

- Upon request, we will offer parents the opportunity to view any Sex Education materials before the lessons. Parents will be contacted by the Assistant Head Pastoral (Yr. 4-8) in this instance.

- We work closely with parents to ensure that they are fully aware of what is being taught, offering a parent information session, either in person or online, and providing additional resources and support through parent questionnaires and follow-up webinars, if and where required in these sessions which, we will explain RSE content and clarify the ‘right to withdraw’ guidelines, enabling parents to make informed decisions.

Parents do not have the right to withdraw their children from Relationships Education or Health Education. However, they do have the right to withdraw their children from the non-statutory components of Sex Education within RSE in Year 6; if this is the case, the parents are invited into school to review the materials to be used and the program to be followed, which is in addition to their PSHE program.

If a parent wishes to withdraw a child, we ask that they discuss it with the Assistant Head Pastoral (Year 4-8) and the Head of PSHE in the first instance. Withdrawal requests should then be by email using the form found in the appendix of this policy and addressed to the Head teacher. In keeping with RSE guidance, the Head teacher will then automatically grant a request to withdraw a pupil from any sex education delivered at BCPS, other than as part of the science curriculum.

If a pupil is excused from sex education, we recognise the school’s responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. A copy of withdrawal requests will be placed in the pupil’s CPOMS record, and the school will record all requests and steps taken to meet the parents’ request.

e) Use of Visitors

There are various people who can provide resources and support the school in the delivery of the PHSE programme. These include parents, the school nursing sister, and religious and health professionals. Visitors will be expected to work within the terms of this policy.

7. Monitoring and Review

- RSE will be monitored by the Assistant Head Pastoral, the Deputy Head Pastoral (N-Year 3) and the Head of PSHE.
- b)** A nominated governor will have a link role between the school and the governing body.
- The policy is reviewed annually in August.
- In line with the DfE standards, this policy has been adopted after engagement with the parent body, and the school will continue to afford opportunities for comment and engagement, especially if significant changes to this policy are under consideration.
- Teachers will critically reflect on their work in delivering RSE through moderation with other members of the staff body, through reflecting on outcomes and through dialogue with members of the SMT.
- Pupils will have opportunities to review and reflect on their learning during lessons.
- Pupil voice will influence adapting and amending planned learning activities. We will gather Pupil Voice using questionnaires and discussion following RSE input to understand how valuable and relevant pupils have found this input to be.
- Parent input will be collated throughout the academic year through surveys. These will provide vital input on the efficacy of the RSE provision in school, as parents will understand how embedded their child’s understanding of RSE is, outside of the school environment.

8. Other related policies

- Equal opportunities
- Complaints
- Anti-bullying
- Safeguarding
- PSHE

9. Complaints procedure

Any complaints about the curriculum should be made to the headmaster via prephead@brightoncollege.net who will consider the appropriate means of handling the complaint, according to the Complaints policy.

Appendix 1: Our RSE programme's intended outcomes for Years 1 to 6

Families and people who care for me.	<p>By the end Year 6, students should know:</p> <ul style="list-style-type: none">• that families are important for children growing up because they can give love, security, and stability.• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others, if needed.
Caring friendships	<p>By the end Year 6, students should know:</p> <ul style="list-style-type: none">• how important friendships are in making us feel happy and secure, and how people choose and make friends.• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

<p>Respectful relationships</p>	<p>By the end Year 6, students should know:</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative, or destructive. • the importance of permission-seeking and giving in relationships with friends, peers, and adults.
<p>Online relationships</p>	<p>By the end Year 6, students should know:</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content, and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.

<p>Being safe</p>	<p>By the end Year 6, students should know:</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice, for example family, school, or other sources.
<p><u>Sex Education</u></p>	<p>By the end Year 6, students should learn in their science curriculum, subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.</p> <p>Our RSE curriculum ensures both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.</p> <p>Through their time in the Prep School, pupils’ ongoing emotional and physical development is supported effectively.</p> <p>A graduated, age-appropriate programme of Sex Education is implemented, with teaching considering the developmental differences of children. Materials used are appropriately chosen with regard shown to the age and religious backgrounds of their pupils, as well as the significance of other factors, such as any special educational needs or disabilities of their pupils.</p>

Appendix 2: Our RSE programme’s intended outcomes for Years 7 and 8

<p>Families</p>	<p>Pupils by the end of Year 8 should know:</p> <ul style="list-style-type: none"> • that there are different types of committed, stable relationships. • how these relationships might contribute to human happiness and their importance for bringing up children. • how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others’ relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
<p>Respectful relationships, including friendships</p>	<p>Pupils by the end of Year 8 should know:</p> <ul style="list-style-type: none"> • the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g., how they might normalise non-consensual behaviour or encourage prejudice). • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • what constitutes sexual harassment and sexual violence and why these are always unacceptable.

<p>Online and media</p>	<p>Pupils by the end of Year 8 should know:</p> <ul style="list-style-type: none"> • their rights, responsibilities, and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • what to do and where to get support to report material or manage issues online. • the impact of viewing harmful content.
<p>Intimate and sexual relationships, including sexual health</p>	<p>Pupils by the end of Year 8 should know:</p> <ul style="list-style-type: none"> • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

Appendix 3: DfE RSE Suggested resources. See **Annex B (page 46)** on [Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/Relationships_Education_Relationships_and_Sex_Education_and_Health_Education_guidance_publishing.service.gov.uk)

Appendix 4: Parent form: Withdrawal from Sex Education within RSE

To be emailed to Mr Falkus via prephead@brightoncollege.net			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from Sex Education within Relationships and Sex Education:			
Any other information you would like the school to know relating to this request:			

A copy of this form will be securely stored on CPOMS, the school's pastoral recording system.