WINDERMERE SCHOOL
FOUNDED 1863

RSE Policy – Pre-Prep & Prep School

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Reviewer: SLT

Approval Body: Board of Governors

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Linked Policies:

- Statutory PSHE (Life Skills) Policy
- Senior School PSHE Policy
- Safeguarding and Child Protection Policy
- Curriculum Policy
- SEND Policy

Acronyms

PSHCE - Personal, Social, Health and Citizenship Education

RSE - Relationships and Sex Education

SMSC - Spiritual, Moral, Social and Cultural development

Availability

This policy is available on the School website, the staff shared area, with a printed copy available upon request from the School Office.

Introduction

Definition RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

Recent Changes April 2025 Mental Health Mental Wellbeing Addition of the following:

- Parents will be sent an email, outlining the content of the intended lessons.
- Parents right to withdraw section

Aim

The aims of relationships and sex education (RSE) at Windermere School are to:

• Provide a framework in which sensitive discussions can take place

• Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene

• Help pupils develop feelings of self-respect, confidence and empathy

• Create a positive culture around issues of sexuality and relationships

• Teach pupils the correct vocabulary to describe themselves and their bodies

High quality RSE helps create safe school communities in which pupils can grow, learn and develop positive, healthy behaviour for life.

Our RSE programme will reflect the schools' over-arching aims and demonstrate and encourage the following values:

• respect for self

• respect for others

• responsibility for our own actions

• responsibility for our family, friends, school and wider community

Statutory requirements

As a Prep School we must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017. We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach Science, which would include the elements of sex education contained in the science curriculum.

Curriculum

The RSE curriculum at Windermere School is embedded within the PSHE (Life Skills Policy) but is adapted as and when necessary.

Prep School sex education will focus on:

• Preparing pupils for the changes that adolescence brings

• How a baby is conceived and born

Delivery of RSE

RSE is taught within the PSHE education curriculum. Biological aspects of RSE are taught within the science curriculum. Pupils also receive sex education sessions appropriate to their age and stage of development. 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 relationship

• Being safe

Sex Education

The specific content of RSE is taught through the 'Understanding Myself, My Body and Me'. However, essential work is done in prior lessons to build children's self-esteem, enhance their own sense of self in regard to their body image, how to develop caring and healthy relationships and how to develop assertiveness skills in keeping themselves valued, safe and respected. This work underpins the explicit RSE content and is part of the holistic approach to RSE teaching and learning.

In the Prep School, puberty is covered age-appropriately, prior to onset so that children are prepared emotionally and physically when their bodies change and approach puberty without fear. The names for the main external parts of the body are taught in KS1, developing this in KS2 so children understand the male and female reproductive systems. Growth from birth to old age is taught in each year group, with each year group building on the previous year's knowledge. Conception and childbirth is taught within KS2.

Emotional and mental wellbeing is an underpinning concept in every RSE lesson taught through mindfulness, philosophy, and practice. We aim to empower children to understand and regulate their own emotional states. There is a strong emphasis on providing children with knowledge and skills related to physical and emotional health, so if issues arise, they can recognise them, have strategies to assist, and to seek early help from appropriate sources.

Growth mindset – or resilience-building - is also fully integrated into our RSE lessons. We are passionate that good mental wellbeing underpins everything. In the Prep School, we encourage a safe, open and positive school environment in which to learn and seek help when needed.

Equality

We are fully compliant with the Equality Act 2010 through our inclusive ethos; we are committed towards equal opportunities in all aspects of school life. All resources used will support this commitment. We will respect the ethnic, cultural and religious diversity that different groups may have.

SEND

RSE will be accessible by all pupils. High quality teaching that is differentiated and personalised will help to ensure accessibility for all. Young people with special educational needs will not be withdrawn from RSE but will be given help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are and are not acceptable. Work may be planned in different ways in order to meet the needs of individual young people with special educational needs. Young people working beyond the curriculum will be encouraged to apply their skills, knowledge and understanding in other areas of the curriculum.

Safeguarding

All teachers will be aware that sometimes disclosures may be made during these sessions; in which case, the school safeguarding procedures will be followed immediately, following the Safeguarding Policy.

Assessment

We have high expectations of the quality of pupils' work, in line with other curriculum areas. The curriculum will build on the knowledge pupils have previously acquired, with regular feedback on pupil progress. Lessons are planned to ensure that pupils are suitably challenged. Although there is no formal examined assessment, teachers capture progress via self-evaluations and reflection.

The areas of learning can be found in the Prep School Life Skills policy. 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, LGBT 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)

Roles and responsibilities

Governing Body will approve the RSE policy and hold the Head Pre-Prep & Prep School and Head of Life Skills to account for its implementation. The Head of the Pre-Prep and Prep is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

Staff

Staff are responsible for:

• Delivering RSE in a sensitive way

• Modelling positive attitudes to RSE

• Monitoring progress

• Responding to the needs of individual pupils

• Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE.

Staff

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Head of Pre-Prep & Prep School. Form teachers are responsible for teaching and supporting teaching of RSE in the Prep school, alongside the Head of Pre-Prep & Prep.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parental Engagement and the right to withdraw

We work in partnership with parents to ensure the curriculum reflects our shared values and needs of our pupils.

If parents require more information on RSE for our primary-aged children, this is a useful source of information for them: Understanding Relationships and Health Education - a guide for primary school parents

Parents can withdraw their child from some parts of the primary school curriculum. However, the right to withdraw from lessons depends on the subject matter:

- **Relationships Education** (a statutory part of PSHE) is compulsory for all primary school pupils. Parents **do not** have the right to withdraw their children from these lessons.
- **Health Education** (also a statutory part of PSHE) is compulsory, and parents **do not** have the right to withdraw. This includes learning about the changing adolescent body and puberty.
- **Sex Education** is not compulsory in primary schools, but if a school chooses to teach it, parents **do** have the right to request their child be withdrawn. This

right of withdrawal applies only to sex education that is not part of the compulsory science curriculum.

Requests for withdrawal should be put in writing using the form here. A copy of the Forms link can be found in **Appendix 1** of this policy. There is also an example of the letter shared with parents prior to Sex Education teaching for Year 6 in **Appendix 2.**

Training

Staff are provided with training on the delivery of RSE. The Head of Pre-Prep & Prep School may also invite visitors from outside the school, such as sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring arrangements

The delivery of RSE is monitored by the Head of Life Skills through:

• monitoring the standards of children's work and the quality of teaching

• supporting colleagues in the teaching of RSE

• providing information about current developments in the subject

• providing a strategic lead and direction for the subject Class teachers, as part of our internal assessment systems, monitor pupils' development in RSE.

This policy will be reviewed by the Head of Life Skills and Head of Pre-Prep and Prep

At every review, the policy will be approved by the Board of Governors.

Appendix 1

Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS

Name of child		Date
Name of tutor		
Name of parent		
Reason for withdrawing from sex education within relationships and sex education		
Any other information you would like the school to consider		
Parent signature		

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents	
Staff signature	

Appendix 2

Dear Parents,

Life Skills, Relationships and Sex Education (Year 6, Prep)

In line with our Life Skills teaching, Year 6 pupils will be discussing puberty for girls and boys and lessons on human reproduction, conception and birth. We wanted to make you aware as there may well be questions and conversations that your child wishes to have with you.

The lessons will be led by myself and Mr Dolman with the School Nurse available for small groups to come and talk through any questions they may have. The boys and girls will be taught together. Often Year 6 have several questions related to puberty and our Life Skills lesson become a chance for conversations around the changes that boys and girls experience. The lessons take place in an informal atmosphere with the pupil's understanding that there are no silly questions. We also provide an 'ask it basket' where they can write down questions that they do not wish to ask in front of others.

You have a right to withdraw your child from the sex education element of the teaching, conception to birth. If you wish to do so, I ask that you complete the Form as well as come and speak to me about any concerns you may have. All teaching is age appropriate and sensitively taught.

If you have any queries, then please do not hesitate to get in touch.

With kind regards,

Yours sincerely
Jenny Davies