



Westbourne  
House School

CHICHESTER

## **RELATIONSHIPS & SEX EDUCATION POLICY (*Years 7&8*) WITH RELATIONSHIPS EDUCATION (*Nursery – Year 6*)**

**This is the policy of Westbourne House School, which incorporates the Prep School, Pre-Prep, Early Years Foundation Stage as well as provision for boarding**

### **Policy Statement**

This policy takes into account The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, which make Relationships Education compulsory for all pupils receiving primary education and Relationships & Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools. The policy also takes into account provisions outlined in the Equality Act 2010 and should also be read in conjunction with the school's PSHEE & SMSC Policy.

The school wishes to meet all the needs of all pupils through the provision of a balanced, comprehensive and coordinated curriculum within which teaching about personal and sexual relationships can occur. In this policy Relationships & Sex Education will be known as RSE. Relationships Education will be known as RE.

### **Aims**

- To encourage communication by providing an acceptable vocabulary for discussing sexual matters without embarrassment or offence
- To provide accurate and appropriate information at each stage in a pupil's development and to assist all pupils in understanding their own and other's sexual and emotional selves
- To provide this information within a moral framework
- To inform parents in advance of the content of lessons that will deal with sexual matters so that they may withdraw their child if they so wish.
- To construct the curriculum in consultation with parents, teachers and pupils

### **Practice and Procedure**

Sex education is coordinated essentially by the Head of Learning4Life (PSHCE) in consultation with the Head of Science, Head of Pastoral, DSL, Head of Pre-Prep and Headmaster to ensure the overall planning and implementation of the programme. Parental input is gained through an annual questionnaire which feeds the planning of the curriculum.

Within the younger year groups of the school, matters of sex education are dealt with at an age-appropriate level and children's natural curiosity is addressed. There is a programme of Relationships Education (RE) from Reception to Year 6 which leads naturally into Relationships & Sex Education (RSE) in Years 7&8.

## **Teaching and Learning**

### ***Relationships Education (RE) – Reception to Year 6***

The focus is 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. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them.

From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

We deliver Relationships Education, through our Learning4Life (PSHCE) curricula, to give our pupils the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.

In Relationships Education we try to foster a wider, deliberate cultivation and practice of resilience and character in the individual. These should include character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth. These character traits and personal attributes are reinforced with our whole-school use of HPL and the Westbourne Way.

### ***Relationships & Sex Education (RSE) – Years 7&8***

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.

It should teach what is acceptable and unacceptable behaviour in relationships. In addition to primary years covers; understanding intimate relationships and resisting pressure to have sex (and not applying pressure).

This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

Delivery is through planned aspects within the Learning4Life (PSHCE) curricula and may also come about through the discussion of moral and ethical issues, which may arise from apparently unrelated topics in all academic subjects. As long as discussion takes place within the context of the subject it will not be considered as part of the sex education and therefore not subject to the parental right of withdrawal.

Programmes of teaching prioritise effective delivery of the content, and avoid “one-off” RSE sessions.

With widely differing paces towards maturity, we use the flexibility to cover what is needed when. The personal development sessions for example cannot have a definitive date as the human body doesn't respond to term dates. Personal development sessions are often taught in three groupings, boy alone, girls alone and mixed. This ensures that no subjects are considered to be gender specific and discussion can be engaged openly between girls and boys.

### **Differentiation / Inclusion**

All pupils are included in this policy and the differentiation is carried out in accordance with the school academic policy and that of the Science Department. When pupils are going to be approaching sensitive areas of sex education, parents are informed and given the opportunity to ask for further information and possibly withdraw their child should they wish.

Parents of children in Nursery to Year 6 do not have the right to withdraw their children from Relationships Education.

Parents do have the right to request that their child be withdrawn from some or all of the sex education delivered as part of statutory RSE. Before granting any such request the Head of Learning4Life (PSHCE) discusses the request with parents and, as appropriate, with the child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The Head of Learning4Life (PSHCE) ensures that a record is kept.

SEND pupils are treated in the same way. However, when making this decision and in exceptional circumstances, the Head may take into account a pupil's specific needs arising from their SEND.

In terms of inclusion of the boarding community, special efforts are made to reinforce relationships education within the boarding community, specifically by boarding duty staff,

boarding house parents and ultimately by the head of boarding. This also includes the integration of all boarders, and particularly full-time boarders within the day community. Weekly staff meetings pool day and boarding information about day and boarding perspectives.

**Assessment and Record Keeping**

In Learning4Life (PSHCE) children are required to complete online assessment at the end of each topic. This gauges the confidence the children have in addressing issues which are covered. It also assesses factual knowledge. The scores and feedback from these in Years 5 to 8 are recorded on a whole school spreadsheet. This information is shared and discussed with Heads of Year and the Head of Pastoral who adjust the scheme of work where appropriate, or monitor the progress of individual children or teachers where necessary. Due to the complexity and format of online assessment Years 3 and 4 assess via differentiated methods appropriate to the children. Learning journals are kept, and pupils complete work which allows the Head of Learning4Life to gauge the engagement and level of achievement of the pupils, this is monitored by the form teachers also. All lessons are planned using the HPL behaviours and values. In science lessons the assessment policies and record keeping procedures are followed as set out in the Science Departmental file.

**Staffing and Resources**

All class/subject teachers and tutors/form teachers are involved in the delivery of relationships education. The Senior Nurses are also involved in the delivery of Learning4Life (PSHCE) in the Prep School.

**Associated Documents**

- Relationships Education Leaflet for the Prep School

**Monitoring and review**

The Head of Learning4Life (PSHCE) constantly reviews the curriculum and teaching by observation and regular questionnaires to parents, children and staff. There are reviews with the senior management pastoral committee at least once a term. The School reviews and monitors the effectiveness and compliance of this policy (and appendices – if appropriate). This policy will be kept up-to-date and amended to take account of legislative and regulatory changes.

Last Review Date	Next Review Date	Reviewer(s)
January 2025	September 2025	Head of Learning4Life/PSHE Head of Pastoral Deputy Head Head of Pre-Prep Safeguarding Governor Academic & Pastoral Governor

**Appendix 1 – Material Covered:**

	CHRISTMAS TERM			EASTER TERM			SUMMER TERM		
<b>RELATIONSHIPS EDUCATION</b>									
<b>Year 1</b>	Words to describe feelings	Kind and unkind behaviour		Finding out who to trust			Recognising that our bodies are our own		
<b>Year 2</b>	Permission, where we can go and why	Friendships which make you unhappy		Growing and changing	Young to older	Adult to aged	Good secrets and bad secrets	Yes, no, I'll ask, I'll tell	
<b>Year 3</b>	Talking about emotion	Describing affectionate relationships		All forms of bullying		Friendships changing over time	My body is private		
<b>Year 4</b>	Positive qualities in others	Challenging gender stereotypes		Online/offline relationships		Different types of contact			
<b>Year 5</b>	Friendships as we get older "Going Out"			Managing dares		Responding safely to strangers	Definition of and respect for: gender	Personal development, introduction to puberty	Self-respect and expecting to be treated with respect
<b>Year 6</b>	Lasting friendships	Looking for positive qualities in others	Changing hygiene routines					Emotional, romantic and physical attraction	
<b>RELATIONSHIPS AND SEX EDUCATION</b>									
<b>Year 7</b>	Trusting adults	Features of stable relationships	Being boyfriend and girlfriend	Self-harm	Personal development, hygiene for teens	Physical contact	Making sense of relationships	The language of LGBTQ –	
<b>Year 8</b>	Lasting friendships, respect for all.	NSPCC "Something's not right"		Sexting, body image		Changes according to needs	Respect for gender identity		