



Caversham Preparatory School

Policies and Procedures

133 Relationship and Sex Education Policy

Relationship and Sex Education Policy

This policy is a whole school policy and includes children in the EYFS (Early Years Foundation Stage)

Context

Caversham Preparatory School is a small school with small classes that allow the teacher to give each pupil the individual attention they need. We foster a warm and encouraging atmosphere in which children can learn and develop a tolerance and respect for the views, abilities and needs of others and an awareness of the world around them.

Policy Development

This policy was written with regard to the updated July (2020) [DfE Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#) guidance. This is statutory guidance from the Department for Education issued under Section 80A of the [Education Act 2002](#) and section 403 of the [Education Act 1996](#).

Consultation then took place with the Head Teacher, teaching and non-teaching staff, parents and pupils. This ensured a whole-school approach to the development of the policy where the views of all those involved were considered. Amendments were made where necessary following these consultations.

Aims and Objectives of the SRE Policy

- To provide accurate information about and increase understanding of SRE issues.
- To dispel myths.
- To explore a range of attitudes and values towards SRE issues and help pupils to reach their own informed opinions.
- To develop a sense of mutual respect and care for others.
- To increase pupil's self-esteem.
- To develop skills relevant to managing relationships and sexual situations, such as: communication with others; risk assessment; decision making; assertiveness; conflict management; seeking help and using services; and helping others.
- To provide clear guidance for parents and staff.

Morals and Values Framework

Our approach to SRE will be conducted within a clear morals and values framework based on the following principles:

- The value of stable and loving relationships.
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, religions, sexuality, feelings and views.
- The development of relationships based on mutual consent.
- The right not to be abused by other people or be taken advantage of.

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SRE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The school's approach to SRE will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias. We shall endeavour to have an approach that is educational, rather than one based on propaganda.

Equal Opportunities

SRE is inclusive of all pupils. The curriculum will be delivered in line with the school's Equal Opportunities Policy under the Equality Act 2010, within an atmosphere of mutual respect. The whole school community will support an approach which ensures that no individual will be discriminated against on grounds of gender, race, disability, religion or sexual orientation.

Resources selected to support the programme will be free from cultural bias wherever possible and will avoid gender, race, disability or sexual orientation stereotyping. The curriculum will be sensitive to the needs of all pupils in the school.

Organisation of SRE

SRE is delivered through planned curricula within Science and PSHE.

Normally, male and female pupils will be taught together. However, when deemed appropriate, there may be occasions when pupils are taught in separate gender groups.

Where visitors are invited to deliver aspects of the SRE programme, they will be used to support not replace, the role of the teacher and they will always be accompanied in the lesson by a teacher. Visitors will always be fully briefed on their contribution to the programme and will be given a copy of the current policy beforehand.

The overview and co-ordination of the taught curriculum is the responsibility of the PSHE Co-ordinator and Science Co-ordinator. The Head teacher will always identify staff who have the appropriate skills, qualities and knowledge to teach the more sensitive aspects of SRE. Continuous professional development and training will always be provided to ensure a high level of expertise for teachers involved in delivering the SRE programme in the school.

Curriculum

Our inclusive Relationships curriculum supports the objectives set out by the PSHE Association which meet the statutory requirements for Key Stage 1 and 2. It forms a core part of our comprehensive Personal, Social and Health Education (PSHE) curriculum.

We will teach:

- different types of relationships, including friendships, family relationships, dealing with strangers;
- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent
- how to manage conflict, and also how to recognise unhealthy relationships;



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- how relationships may affect health and wellbeing, including mental health;
- healthy relationships and safety online;
- factual knowledge on 'growing and changing'.

To facilitate pupils learning in SRE:

- the purpose of each lesson is made clear;
- appropriate learning experiences are planned and meet the needs of **all** the pupils in the class;
- learning experiences draw on pupils' own experiences or existing knowledge and provide a range of opportunities for pupils to learn, practise and demonstrate skills, attitudes and knowledge;
- time is given for pupils to reflect and consolidate their learning;
- attention is given to developing a safe and secure classroom environment;
- staff training needs are met.

Working with Parents

The school is committed to working in close partnership with parents and carers who are the key people in teaching their children about sex and relationships. This may periodically include information workshops for parents.

A parent who is concerned about any element of this policy, or is unhappy about their child's participation, should discuss their feelings with the Head teacher. Parents have the right to withdraw their children from Sex Education programme as this is NOT part of the statutory National Curriculum. If children are withdrawn then parents should consult with the Head teacher to discuss alternative arrangements.

We aim to:

- inform parents about the school's SRE policy and practice;
- answer questions that parents may have about SRE;
- take account of parent views;
- encourage dialogue between parents and their children;
- allow parents to view the teaching materials and resources that will be used.

Confidentiality

School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. **Child protection procedures must be followed when any disclosures about abuse are made.**

Where a pupil would benefit from the involvement of a third party, staff should seek the consent of the pupil to do so. If appropriate, staff might inform the third party together with the pupil. Unless clearly inappropriate, pupils will always be encouraged to talk to their parents.

Dealing with questions

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Teachers should establish clear parameters about what is appropriate and inappropriate in a whole class setting.

- If the teacher does not know the answer to a question, this is acknowledged, and it is suggested that the pupil or teacher or both together research the question later.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later, on an individual basis.
- If a teacher is concerned that a pupil is at risk of sexual abuse, they should follow the school's child protection procedures.

Special Educational Needs

All children are included in SRE. It is recognised that some pupils will be more vulnerable than their peers. Teachers ensure that the individual needs of all children are met by careful planning and sensitive questioning.

Monitoring and evaluation

The programme is regularly evaluated by the SRE (PSCHE) co-ordinator. The views of pupils and teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis.

The policy will be reviewed every three years by the Head teacher and PSCHE Coordinator, unless a more immediate response is needed to respond to any new guidance.

Dissemination of the Policy

The policy will be presented to all staff and governors. Parents will be supplied with a full copy on request. All parents will receive a summary of the policy in order for consultation on the content to take place.



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Annex 1 - Relationships and Sex Education Overview

This shows the objectives covered in each unit across year groups 1 to 6. It also shows the Big Questions, which give a clear idea of each lesson's content. The lessons in red are the lessons which cover strands of Sex Education which are not statutory from September 2020 under the new statutory Relationships Education. You have the right to make such a request to remove your child from the lessons Sex Educations highlighted in red but we feel it is appropriate to cover this content in Year 6.

Year 1

Unit and Lesson Title	Objectives Covered	Big Questions
TEAM – Together Everyone Achieves More	To know that they belong to different groups and communities such as family and school. To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.	What does it mean to be part of a team? What teams are we a part of?
TEAM – Listening	To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.	Why is it important to listen to other people? How can we be good listeners?
TEAM – Being Kind	To recognise what is fair and unfair, kind and unkind, what is right and wrong. To offer constructive support and feedback to others.	Why is it important to be kind to our team members? How can we be kind and make people feel good about themselves?
TEAM – Bullying and Teasing	To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say. To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable. To develop strategies to resist teasing or bullying, if they experience or witness it, who to go to and how to get help.	What kinds of unkind behaviour are there? What can we do if we see teasing or bullying or if it happens to us?
TEAM – Brilliant Brains	To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals. To recognise what they like and dislike, how to make real, informed choices that improve	How can we be positive learners?



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	their physical and emotional health, to recognise that choices can have good and not so good consequences.	What can we do if we find something difficult?
TEAM – Making Good Choices	To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences. To recognise that their behaviour can affect other people.	What choices can we make about our behaviour? How might our choices affect the members of our team?

Unit and Lesson Title	Objectives Covered	Big Questions
Be Yourself – Marvellous Me	To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals. To identify ways in which they are all unique; understand that there has never been and will never be another ‘them’.	What makes us special? Why is it important to be kind to ourselves?
Be Yourself – Feelings	To know about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings. To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.	What are our different feelings called? How can we describe them?
Be Yourself – Things I Like	To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences. To identify ways in which they are all unique; understand that there has never been and will never be another ‘them’.	When do we feel happy? What other good feelings do you feel?
Be Yourself – Uncomfortable Feelings	To communicate their feelings to others, to recognise how others show feelings and how to respond. To share their opinions on things that matter to them and explain their views through	What things make us feel unhappy or cross? What can we do when we have uncomfortable feelings?



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	discussions with one other person and the whole class.	
Be Yourself – Changes	<p>To know about change and loss and the associated feelings (including moving home, losing toys, pets or friends).</p> <p>To know about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings.</p>	<p>How does it feel when things change or we lose something precious?</p> <p>What can we do to help ourselves and others when this happens?</p>
Be Yourself – Speak Up!	<p>To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.</p> <p>To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</p>	<p>Why are our feelings and thoughts important?</p> <p>How can we explain our thoughts and feelings to others?</p>

Year 2

Unit and Lesson Title	Objectives Covered	Big Questions
VIPs – Who Are Your VIPs?	<p>To know about people who look after them, their family networks, who to go to if they are worried and how to attract their attention.</p> <p>To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.</p>	<p>Who are our special people?</p> <p>What makes them special?</p>
VIPs – Families	<p>To know about people who look after them, their family networks, who to go to if they are worried and how to attract their attention.</p> <p>To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.</p>	<p>Why are families important?</p> <p>How do the people in our families make us feel?</p>
VIPs – Friends	<p>To offer constructive support and feedback to others.</p> <p>To communicate their feelings to others, to recognise how others show feelings and how to respond.</p>	<p>What makes a good friend?</p> <p>How can we be a good friend?</p>



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VIPs – Falling Out	<p>To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).</p> <p>To recognise that their behaviour can affect other people.</p> <p>To know that people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).</p>	<p>Why is it important to treat people fairly, even when we are cross with them?</p> <p>What can we do about arguments and disagreements?</p>
VIPs – Working Together	<p>To recognise that their behaviour can affect other people.</p> <p>To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).</p>	<p>What does ‘cooperate’ mean?</p> <p>How can we cooperate with others?</p>
VIPs – Showing You Care	<p>To communicate their feelings to others, to recognise how others show feelings and how to respond.</p> <p>To offer constructive support and feedback to other.</p>	<p>Why is it important to let people know that they are special to us?</p> <p>How can we show our special people that we care?</p>

Unit and Lesson Title	Objectives Covered	Big Questions
Growing Up – Our Bodies	<p>To know the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls.</p> <p>To know about the process of growing from young to old and how people’s needs change.</p>	<p>What are the main parts of our bodies?</p> <p>What are the differences between girls and boys?</p>
Growing Up – Is It OK?	<p>To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).</p> <p>To know the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.</p> <p>To understand what is meant by ‘privacy’; their right to keep things ‘private’; the importance of respecting others’ privacy.</p>	<p>What is ‘consent’ and what are the rules for respecting people’s bodies?</p> <p>What should we do if these rules are broken?</p>



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Growing Up – Pink and Blue	To learn about ways in which we are unique. To identify and respect the differences and similarities between people.	What is a stereotype? Can we tell what someone is like depending on if they are a boy or a girl?
Growing Up – Look at Me Now	To know about the process of growing from young to old and how people's needs change. To know about growing and changing and new opportunities and responsibilities that increasing independence may bring.	What can we do now that we couldn't do last year? What will we be able to do next year?
Growing Up – Getting Older	To know about the process of growing from young to old and how people's needs change. To know about growing and changing and new opportunities and responsibilities that increasing independence may bring.	How have we changed since we were babies? How will we change as we grow older?
Growing Up – Changes	To know about change and loss and the associated feelings (including moving home, losing toys, pets or friends). To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.	What are some changes that might happen in people's lives? What feelings can these changes cause?

Year 3

Unit and Lesson Title	Objectives Covered	Big Questions
TEAM – A New Start	To know about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement. To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.	How does it feel to start a new class? What are we looking forward to? Is there anything we will miss?
TEAM – Together Everyone Achieves More	To know that their actions affect themselves and others. To work collaboratively towards shared goals.	What are the features of a good team? How do team members benefit from being in a team?



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TEAM - Working Together	To know that their actions affect themselves and others. To work collaboratively towards shared goals.	How do the actions of our team mates affect us? How is our team affected by our actions?
TEAM - Being Considerate	To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. To recognise and respond appropriately to a wider range of feelings in others.	How can we tell what our team mates are feeling? How can we respond to the feelings of other people?
TEAM - When Things Go Wrong	To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. To know that their actions affect themselves and others. To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.	What happens when we fall out with our team members? How can we solve these problems?
TEAM - Responsibilities	To know that their actions affect themselves and others. To work collaboratively towards shared goals.	Why is it important that everyone on a team fulfils their responsibilities? What are our responsibilities towards our team?

Unit and Lesson Title	Objectives Covered	Big Questions
Be Yourself - Pride	To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals. To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.	What does it mean to have pride in ourselves? Why should we be proud of our achievements?



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<p>Be Yourself – Feelings</p>	<p>To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>To know what positively and negatively affects their physical, mental and emotional health.</p>	<p>What are our main feelings and emotions called? What do they feel like?</p> <p>When might these feelings happen?</p>
<p>Be Yourself – Express Yourself</p>	<p>To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>To recognise that they may experience conflicting emotions and when they might need to listen to or overcome these.</p>	<p>What can we do when we feel unhappy or uncomfortable?</p> <p>Why is it important to tell people how you feel?</p>
<p>Be Yourself – Know Your Mind</p>	<p>To know how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.</p> <p>To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.</p> <p>To recognise and manage ‘dares’.</p>	<p>What is ‘being assertive’?</p> <p>When and how can we be assertive?</p>
<p>Be Yourself – Media Wise</p>	<p>To explore and critique how the media present information.</p> <p>To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.</p> <p>To recognise and challenge stereotypes.</p>	<p>What messages do we get from the media about how people should look, feel and behave?</p> <p>Are those messages realistic?</p>
<p>Be Yourself – Making It Right</p>	<p>To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p> <p>To know that their actions affect themselves and others.</p> <p>To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.</p>	<p>What can we do if we do something wrong or make a mistake?</p> <p>How can this help you in the future?</p>



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Year 4

Unit and Lesson Title	Objectives Covered	Big Questions
VIPs – Making Friends	<p>To recognise and respond appropriately to a wider range of feelings in others.</p> <p>To know that their actions affect themselves and others.</p> <p>To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy.</p>	<p>Why is it a good idea to make new friends?</p> <p>How can we make new friends?</p>
VIPs – Staying Friends	<p>To recognise different types of relationship, including those between acquaintances, friends, relatives and families.</p> <p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p>	<p>How should we treat our friends?</p> <p>Why is it important to be kind to our friends?</p>
VIPs – Is This a Good Friend?	<p>To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy.</p> <p>To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.</p> <p>To know how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.</p>	<p>What makes a good friend?</p> <p>What can we do if someone is not a good friend?</p>
VIPs – Falling Out	<p>To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p> <p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</p> <p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p>	<p>How and why do people fall out with their friends?</p> <p>What can we do when this happens?</p>
VIPs – Bullying	<p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help).</p>	<p>What are the different ways that people can be bullied?</p>



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	<p>To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk.</p> <p>To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.</p>	<p>How can this affect the people involved?</p>
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	<p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help).</p> <p>To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk.</p> <p>To be able to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media).</p>	<p>What can we do if we are being bullied?</p> <p>What can we do if we know someone else is being bullied?</p>
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Unit and Lesson Title	Objectives Covered	Big Questions
Growing Up - Human Reproduction	<p>To know about human reproduction.</p> <p>To know how their body will, and their emotions may, change as they approach and move through puberty.</p>	<p>What are the differences between the male and female bodies?</p> <p>What are the male and female parts of the body for?</p>
Growing Up - Changes in Boys	<p>To know about human reproduction.</p> <p>To know how their body will, and their emotions may, change as they approach and move through puberty.</p>	<p>What changes happen to boys' bodies as they grow up?</p> <p>Why do these changes happen?</p>
Growing Up - Changes in Girls	<p>To know about human reproduction.</p> <p>To know how their body will, and their emotions may, change as they approach and move through puberty.</p>	<p>What changes happen to girls' bodies as they grow up?</p> <p>Why do these changes happen?</p>



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Growing Up – Changes in Boys and Girls	To know how their body will, and their emotions may, change as they approach and move through puberty.	How do feelings change as we grow up?
	To recognise that they may experience conflicting emotions and when they might need to listen to or overcome these.	What is a crush and how does it feel?

Growing Up – Relationships and Families	To know that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.	What are loving relationships like?
	To know that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership.	What kinds of families are there?
	To know that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves.	
Growing Up – Where Do I Come From?	To know about Human Reproduction.	How are babies made? How are babies born?

Year 5

Unit and Lesson Title	Objectives Covered	Big Questions
TEAM – Together Everyone Achieves More	To know that their actions affect themselves and others. To work collaboratively towards shared goals.	Can we think of any teams that we admire? What are the attributes that make a good team?
TEAM – Communicate	To know that their actions affect themselves and others. To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if	How can we make our views heard without falling out with others? How can we respond respectfully to other



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	necessary constructively challenge others' points of view. To recognise and respond appropriately to a wider range of feelings in others.	people's feelings and opinions?
TEAM - Collaborate	To know that their actions affect themselves and others. To work collaboratively towards shared goals.	What does collaborate mean? When have we worked collaboratively?
TEAM - Compromise	To recognise and respond appropriately to a wider range of feelings in others. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.	What is compromise? How can compromising help to resolve difficult situations?
TEAM - Care	To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.	How can we be sensitive to the feelings of others? How can we make other people feel valued?
TEAM - Shared Responsibilities	To know why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.	Why are responsibilities important in a team? What are the most important responsibilities for our team?

Unit and Lesson Title	Objectives Covered	Big Questions
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<p>Be Yourself - You Are Unique</p>	<p>To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p> <p>To recognise that they may experience conflicting emotions and when they might need to listen to or overcome these.</p>	<p>Is it OK to think and feel differently from other people?</p> <p>What does 'being an individual' mean, and why is this a good thing?</p>
<p>Be Yourself - Let It Out!</p>	<p>To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>To recognise that they may experience conflicting emotions and when they might need to listen to or overcome these.</p>	<p>Why is it important to share our thoughts and feelings with those around us?</p> <p>How can we communicate our thoughts and feelings to others?</p>
<p>Be Yourself - Uncomfortable Feelings</p>	<p>To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.</p>	<p>What are some of the uncomfortable feelings that people can feel?</p> <p>What can we do to manage them?</p>
<p>Be Yourself - The Confidence Trick</p>	<p>To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.</p> <p>To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p>	<p>What situations might make us feel nervous or shy?</p> <p>How can we feel and act more confident in these situations?</p>
<p>Be Yourself - Do the Right Thing</p>	<p>To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences and to begin to understand the concept of a 'balanced lifestyle'.</p> <p>To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.</p>	<p>How can we know what to do in a tricky situation?</p> <p>How can we do the right thing even if others do not?</p>
<p>Be Yourself - Making Amends</p>	<p>To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p>	<p>How might we feel if we have made a mistake or done something wrong?</p>



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	To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.	What can we do about it?
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Year 6

Unit and Lesson Title	Objectives Covered	Big Questions
VIPs – Family and Friends	<p>To recognise different types of relationship, including those between acquaintances, friends, relatives and families.</p> <p>To know that their actions affect themselves and others.</p> <p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p>	<p>Who are the important people in our lives? Why are they important?</p> <p>Why is it important to treat them kindly? What can happen if we don't treat your family and friends with respect?</p>
VIPs – Think Before You Act	<p>To know that their actions affect themselves and others.</p> <p>To recognise and respond appropriately to a wider range of feelings in others.</p>	<p>What are the consequences of behaving unkindly to the people around us?</p> <p>How can we calm down when we are feeling angry or upset with other people?</p>
VIPs – It's OK to Disagree!	<p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</p> <p>To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p> <p>To recognise and respond appropriately to a wider range of feelings in others.</p>	<p>Do people who care about each other always have to agree?</p> <p>How can we resolve disagreements without falling out?</p>
VIPs – You Decide	<p>To know how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.</p> <p>To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous,</p>	<p>When might we feel under pressure to do something that we feel unsure about or don't want to do?</p> <p>What can we do when this happens?</p>



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	unhealthy, that makes them uncomfortable or anxious or that they think is wrong.	
	To recognise and manage 'dares'.	

VIPs – Secrets	<p>To understand the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.</p> <p>To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.</p> <p>To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy.</p>	<p>When is it OK to keep a secret?</p> <p>When is this not OK? How can we know when we should break a confidence or tell a secret?</p>
VIPs – False Friends	<p>To recognise different types of relationship, including those between acquaintances, friends, relatives and families.</p> <p>To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.</p> <p>To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy.</p>	<p>What are some of the signs of an unhealthy or risky relationship?</p> <p>When might it be best to end a relationship, and how can we do this?</p>

Unit and Lesson Title	Objectives Covered	Big Questions
Growing Up – Changing Bodies	To know how their body will, and their emotions may, change as they approach and move through puberty.	<p>What are the changes that occur in boys' and girls' bodies during puberty?</p> <p>How can we look after our changing bodies as we grow?</p>
Growing Up – Emotional Changes	<p>To know how their body will, and their emotions may, change as they approach and move through puberty.</p> <p>To recognise and challenge stereotypes.</p>	<p>How might our thoughts and feelings change during puberty?</p> <p>How can we deal with difficult feelings and moods?</p>



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<p>To recognise and challenge stereotypes.</p> <p>To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.</p>	<p>Is there an ideal kind of body?</p> <p>What information can affect how we think and feel about ourselves and our bodies?</p>
<p>To know about the difference between, and the terms associated with, sex, gender identity and sexual orientation.</p> <p>To know that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.</p> <p>To know that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership.</p>	<p>What is a loving relationship?</p> <p>What kinds of loving relationship are there?</p>
<p>To know about human reproduction.</p> <p>To know about the difference between, and the terms associated with, sex, gender identity and sexual orientation.</p> <p>To know about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers.</p>	<p>What is a sexual relationship? Who can have a sexual relationship?</p> <p>What is an STI? How these be prevented?</p>
<p>To know about human reproduction.</p> <p>To recognise different types of relationship, including those between acquaintances, friends, relatives and families.</p>	<p>How is a baby conceived? What is contraception?</p> <p>How does a baby grow? How is it born?</p>



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Policy Administration

Linked Policies

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

- Curriculum Policy
- Teaching and Learning Policy
- Safeguarding Children Policy
- Equal Opportunities Policy
- Science Schemes of Work
- PSHE and Citizenship Schemes of Work

Quoted Legislation and Guidance

- [Relationships and sex education \(RSE\) and health education Guidance](#)
- [Education Act 2002 \(Section 80A\)](#)
- [Education Act 1996 \(Section 403\)](#)

Review Schedule

This policy is subject to annual reviews by the Head Teacher unless circumstances require an earlier review.

Update and Review Log

Updated/ Reviewed By	Date	Notes
Jacqueline Lawson	July 2015	
Jacqueline Lawson	July 2018	
Jacqueline Lawson	Oct 2019	Change in legislation
Andrea Hutchison	23.1.21	Edited and formatted and added curriculum
J Lawson	Sept 2022	Reviewed for Induction CPD