



**THE PERSE**  
SCHOOL  
CAMBRIDGE

# **Relationships Education and, Relationships and Sex Education Policy**

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**The Perse School**

September 2020



## Contents

1	Introduction .....	3
2	Scope and application.....	3
3	Regulatory framework .....	3
4	Publication and availability .....	5
5	Definitions.....	5
6	Responsibility statement and allocation of tasks .....	5
7	Definition of relationships education and relationships and sex education .....	6
8	Curriculum content .....	6
9	Equality .....	7
10	Curriculum delivery .....	8
11	Pupil questions.....	8
12	Safeguarding, reports of abuse and confidentiality .....	8
13	Parents' and carers' participation.....	8
14	Consultation.....	9
15	Training .....	9
16	Record keeping .....	10
17	Monitoring, evaluation and review .....	10
18	Version control.....	11

## Appendix

Appendix 1	Relationship Education and Relationships and Sex Education curriculum map.....	12
Appendix 2	Parents' consultation .....	19

## 1 Introduction

- 1.1 The School believes that effective relationships education and relationships and sex education is essential for young people to make responsible and well-informed decisions about their lives. The aim of relationships education and relationships and sex education is to help prepare pupils for the opportunities, responsibilities and experiences of adult life. The School recognises that to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build self-efficacy. These subjects can support children and young people to develop resilience, to know how and when to ask for help, and to know where to access support.
- 1.2 The School recognises that the role of parents in the development of their children's understanding about relationships is vital. Parents are first teachers of their children. They have the most significant influence in enabling their children to grow to maturity and to form healthy relationships. The School's relationship education and relationships and sex education programme is intended to complement and support the role of parents and carers in educating their children about sexuality and relationships.
- 1.3 The School recognises an aim of this policy is to help to create a culture of safety, equality and protection.
- 1.4 The School value to 'value one another' is an important aspect of PSHE.

## 2 Scope and application

- 2.1 This relationships education and relationships and sex education policy applies to the primary (Pelican Nursery and Pre-Preparatory School and Perse Preparatory School) and secondary (Perse Upper School) age phases of the School.
- 2.2 The policy applies to all staff (including employees, fixed term, part-time, temporary and voluntary staff and helpers) and pupils of the School.

## 3 Regulatory framework

- 3.1 This policy has been prepared to meet the School's responsibilities under:
- 3.1.1 Education (Independent School Standards) Regulations 2014;
  - 3.1.2 *Statutory framework for the Early Years Foundation Stage* (DfE, March 2017);
  - 3.1.3 Education and Skills Act 2008;
  - 3.1.4 Education Act 2002;
  - 3.1.5 Children Act 1989;
  - 3.1.6 Equality Act 2010;
  - 3.1.7 Children and Families Act 2014;
  - 3.1.8 Children and Social Work Act 2017;
  - 3.1.9 Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.

- 3.2 This policy has regard to the following guidance and advice:
- 3.2.1 it is based on statutory guidance from the DfE [Relationships education, relationships and sex education and health education](#) (DfE, June 2019);
  - 3.2.2 [Keeping children safe in education](#) (DfE, September 2019) (KCSIE);
  - 3.2.3 [Working together to safeguard children: statutory guidance on inter-agency working to safeguard and promote the welfare of children](#) (DfE, July 2018);
  - 3.2.4 [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) (UK Council for Child Internet Safety, December 2020);
  - 3.2.5 [Sexual violence and sexual harassment between children in schools and colleges](#) (DfE, May 2018);
  - 3.2.6 [Searching, screening and confiscation: advice for schools](#) (DfE, January 2018);
  - 3.2.7 [Relationships education, relationships and sex education and health education FAQs](#) (DfE, May 2018), the Government response to draft *Relationships education and relationships and sex education (RSE) and health education guidance*; and
  - 3.2.8 [Relationships, sex and health education: guide for schools](#) (DfE, June 2019), DfE guide for parents that schools can use to communicate about teaching relationships and health education.
  - 3.2.9 [Creating an LGBT-inclusive primary curriculum](#) (Stonewall, 2019)
- 3.3 The following School policies, procedures, documents and resources material are relevant to this policy:
- 3.3.1 safeguarding and child protection policy and procedures;
  - 3.3.2 behaviour and discipline policy;
  - 3.3.3 risk assessment policy for pupil welfare;
  - 3.3.4 anti-bullying policy;
  - 3.3.5 disability policy;
  - 3.3.6 learning difficulties policy;]
  - 3.3.7 equal opportunities policy;
  - 3.3.8 online safety policy;
  - 3.3.9 acceptable use of ICT policy for pupils;
  - 3.3.10 curriculum policy;
  - 3.3.11 Pelican School Personal, Social, Health Education and Citizenship Statement;
  - 3.3.12 Prep School Overview of Personal, Social, Health and Economic Education (PSHE) and Spiritual, Moral, Social and Cultural Education (SMSC);

3.3.13 Upper School Handbook on Personal, Social, Health and Economic Education (PSHE), Relationships and Sex Education (RSE), Emotional Wellbeing (EW) and Spiritual, Moral, Social and Cultural Education (SMSC);

#### 4 **Publication and availability**

- 4.1 This policy is published on the School's website and on the parent portal.
- 4.2 This policy is available free of charge in hard copy on request from the School Office.
- 4.3 A copy of this policy is available for inspection from the School Accountant during the School day.
- 4.4 This policy can be made available in large print or other accessible format if required.

#### 5 **Definitions**

- 5.1 Where the following words or phrases are used in this policy:
  - 5.1.1 references to the Head mean the Head of the Perse Upper School, Perse Preparatory School or Pelican Nursery and Pre-Preparatory School as appropriate.
  - 5.1.2 references to Parent or Parents means the natural or adoptive parents of the pupil (irrespective of whether they are or have ever been married, with whom the pupil lives, or whether they have contact with the pupil) as well as any person who is not the natural or adoptive parent of the pupil, but who has care of, or parental responsibility for, the pupil (e.g. legal guardian).

#### 6 **Responsibility statement and allocation of tasks**

- 6.1 The Board of Governors has overall responsibility for all matters which are the subject of this policy including the approval of this policy.
- 6.2 The Board of Governors is required to ensure that all those with leadership and management responsibilities at the School actively promote the well-being of pupils. The adoption of this policy is part of the Board of Governors' response to this duty.
- 6.3 To ensure the efficient discharge of its responsibilities under this policy, the Board of Governors has allocated the following tasks:

<b>Task</b>	<b>Allocated to</b>	<b>When / frequency of review</b>
Keeping the policy up to date and compliant with the law and best practice	Deputy Head (Pupil Development and welfare) – Upper School Deputy Head – Prep School Deputy Head – Pelican School	As required, and at least termly
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	Deputy Head (Pupil Development and welfare) – Upper School Deputy Head – Prep School Deputy Head – Pelican School	As required, and at least termly

Task	Allocated to	When / frequency of review
Maintaining up to date records of all information created in relation to the policy and its implementation as required by the GDPR	Deputy Head (Pupil Development and welfare) – Upper School Deputy Head – Prep School Deputy Head – Pelican School	As required, and at least termly
Seeking input from interested groups (such as pupils, staff, Parents) to consider improvements to the School's processes under the policy	Head of PSHE – Upper School Deputy Head – Prep School Deputy Head – Pelican School	As required, and at least annually
Formal annual review	Board of Governors	Annually

## 7 Definition of relationships education and relationships and sex education

- 7.1 Relationships education for primary education and relationships and sex education for secondary education is part of the PSHE curriculum in the context of a broad and balanced curriculum, intended to provide what children and young people need to know about how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. It comprises learning about the nature of marriage and civil partnership and their importance for family life and the bringing up of children; safety in forming and maintaining relationships; the characteristics of healthy relationships and how relationships may affect physical and mental health and wellbeing. The education provided is age appropriate and developmentally appropriate and is taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents, with the aim of providing pupils with the knowledge they need of the law.
- 7.2 Sex education, as part of relationships and sex education in secondary schools includes also the teaching about intimate and sexual relationships, including sexual health. It also includes what the law says about sex, relationships and young people, as well as broader safeguarding issues and using technology.
- 7.3 Sex education is not compulsory in primary schools. The School science curriculum policy<sup>1</sup> includes reference to the subject coverage in related areas including the main external body parts, the human body as it grows from birth to old age (including puberty) and the reproduction in some plants and animals. In addition, the School delivers sex education for primary age pupils as set out in Appendix 1<sup>2</sup>.

## 8 Curriculum content

- 8.1 By the end of primary education, relationships education will include teaching about families and people who care; caring friendships; respectful relationships; online relationships and being safe. The Pelican School PSHE curriculum and the Prep School PSHE and SMSC

<sup>1</sup> For each school to set out the science curriculum coverage notwithstanding the National Curriculum status.

<sup>2</sup> The DfE guidance requires primary schools that teach additional sex education to define any sex education they choose to teach other than that covered in the science curriculum.

overview detail what each topic covers and when each topic is taught. See Appendix 1 for a broad overview of the curriculum map.

- 8.2 In addition to relationships education, the School will teach sex education including teaching contained in the science curriculum policy about the main external body parts, the human body as it grows from birth to old age (including puberty) and the reproduction in some plants and animals and all aspects of reproductive health education and relevant topics outlined in the Upper PSHE, RSE, EW SMSC handbook.
- 8.3 By the end of secondary education, relationships and sex education will include teaching to develop knowledge on the topics specified for primary education. In addition, the curriculum provision will include teaching about families; respectful relationships, including friendships; issues around being online and the media; being safe and intimate and sexual relationships, including sexual health.

## 9 Equality

- 9.1 The School will ensure that it considers the makeup of the student body, including the gender and the age range of the pupils and take this into account in the design and teaching of relationships education and sex and relationships education. The School will consider whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics.
- 9.2 The School will be alive to issues such as sexual violence and sexual harassment, sexism, homophobia and stereotypes and will take positive action to build a culture of respect where such issues will not be tolerated and any incidences are identified and tackled.
- 9.3 **Students with special educational needs and disabilities (SEND):** relationships education and relationships and sex education will be accessible for all pupils and to ensure this, teaching will be differentiated and personalised. The School is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and will take this into consideration when designing and teaching these subjects.
- 9.4 **Lesbian, Gay, Bisexual and Transgender (LGBT):** The School will ensure that the teaching of relationships education and relationships and sex education is sensitive and age appropriate in content and will consider when it is appropriate to teach pupil about LGBT. This content will be fully integrated into the programmes of study rather than delivered as a stand-alone unit or lesson.
- 9.5 The School is aware of its legal duties, including those pursuant to the Equality Act 2010, which makes it unlawful for the Board of Governors of the School to discriminate against, harass or victimise a pupil or potential pupil in prescribed circumstances, including:
- 9.5.1 in the way it provides education for pupils;
- 9.5.2 in the way it provides pupils access to any benefit, facility or service; or
- 9.5.3 subjecting them to any other detriment.
- 9.6 The School is also aware of its duties to teach about equality issues and to ensure teaching at the School does not discriminate against pupils.

## 10 Curriculum delivery

The content of the relationships and sex education curriculum is delivered through the curriculum areas of science, PSHE and other relevant departments (e.g. Philosophy, Ethics and Religion - PER) and is also delivered in the following ways:

Pastoral programme:

- tutor time delivered by form tutors
- assembly delivered by members of staff and / or external agencies
- collapsed timetable sessions delivered by members of staff and / or external agencies.

The PSHE, science, PER curriculum (see curriculum map at Appendix 1).

## 11 Pupil questions

- 11.1 The School appreciates that pupils may ask their teachers or other adults questions pertaining to sex or sexuality which go beyond the School's curriculum. The School's approach is to ensure that teachers are confident to deal with such questions in an age-appropriate manner, recognising that children whose questions go unanswered may turn to inappropriate sources of information. INSET and other training will seek to include information on how teachers can respond.

## 12 Safeguarding, reports of abuse and confidentiality

- 12.1 The School will follow *Keeping children safe in education (KCSIE)* and will ensure children are taught about safeguarding, including about how to stay safe online. Open forums to discuss potentially sensitive issues will be made available to children. Children will also be made aware of how to raise concerns or make a report and how any report will be handled.
- 12.2 Teachers will follow the School's policy on confidentiality between themselves and students and manage an appropriate level of confidentiality. Students should be reassured that their best interests will be maintained, but teachers cannot offer or promise absolute confidentiality. Teachers will follow the School's safeguarding policy if a child protection issue is raised.
- 12.3 The School will encourage students to talk to their parents or carers and support them to do so. The School will also inform students of sources of confidential help, for example, the School nurse, counsellor, GP or local young person's advice service.
- 12.4 Where the school invites external agencies to support the delivery of these subjects, the School will agree in advance of the session how a safeguarding report will be dealt with by the external visitor.

## 13 Parents' and carers' participation

- 13.1 The School recognises that parents and carers are the first teachers of their children and that they play a vital role in:
- 13.1.1 teaching their children about relationships and sex;
  - 13.1.2 maintaining the culture and ethos of the family;
  - 13.1.3 helping their children cope with the emotional and physical aspects of growing up;



- 13.1.4 preparing them for the challenges and responsibilities that sexual maturity brings.
- 13.2 The School will consult with parents and carers in the development and review of this policy and on the content of the relationship education and relationship and sex education programmes. See Appendix 2.
- 13.3 The School will communicate to parents what will be taught and when in delivering relationships education and relationships and sex education. Appendix 2.
- 13.4 Parents and carers of pupils at the Upper School have the right to request that their child be withdrawn from some or all of sex education delivered as part of relationships and sex education at secondary age except for those parts included in the science curriculum, which cover the biological aspects of human growth and reproduction. The School will make alternative arrangements for students in each case so that they receive appropriate, purposeful education during the period of withdrawal.
- 13.5 Following a request to withdraw in relation to a pupil at the Upper School, the Deputy Head (Pupil development and welfare) will request a discussion with the child's parents or carers, and where appropriate, with the child. Following that discussion, except in exceptional circumstances, the School should respect the parents' or carers' request to withdraw the child, up to three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the School should make arrangements to provide the child with sex education during one of those terms. There may be exceptional circumstances where the Head may want to take into account a pupil's specific needs arising from their special education needs or disability into account when making this decision. Any discussions and decisions will be documented by the School.
- 13.6 Parents and carers of pupils at the Pelican and Prep Schools have the right to request that their child be withdrawn from some or all of sex education delivered as part of relationships and sex education at primary age except for those parts included in the science curriculum. The individual subjects are identified in the overview of the delivery of teaching units coverage across curriculum areas tables included in Appendix 1.
- 13.7 The Head will automatically grant a request to withdraw a pupil from any sex education delivered in the Pelican and Prep Schools, other than as part of the science curriculum (see Appendix 1).
- 13.8 The parents' and carers' right to request that their child be withdrawn from some or all of sex education will be communicated to them by the School. There is no right to withdraw from relationships education.
- 14 Consultation**
- 14.1 This policy has been produced in consultation with parents and carers and seeks to take into account the views of teachers and pupils.
- 15 Training**
- 15.1 The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.
- 15.2 The level and frequency of training depends on role of the individual member of staff and the need for them to complete risk assessments as part of their role.

15.3 The School maintains written records of all staff training.

## 16 **Record keeping**

16.1 All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.

16.2 All matters arising from this policy involving a child protection issue will be recorded and dealt with under the school child protection policy.

16.3 The information created in connection with this policy may contain personal data. The School's use of this personal data will be in accordance with data protection law. The School has published privacy notices on its website which explain how the School will use personal data.

## 17 **Monitoring, evaluation and review**

17.1 The roles with responsibility for PSHE, science and other relevant subject leaders are as follows:

17.1.1 Upper School: Head of PSHE, Head of Biology, Head of PER and Section Heads;

17.1.2 Prep School: Head of PSHE and Head of Science;

17.1.3 Pelican School: Pastoral Lead.

17.2 They will ensure that:

17.2.1 all schemes of work are reviewed on a regular basis to assess the content and that the content as defined within the policy is accurate and conforms to current guidance;

17.2.2 colleagues within their department or staff delivering this curriculum are familiar with this policy and ensure that delivery conforms to the guidelines set down in the policy and its appendices;

17.2.3 staff teaching any part of this programme are asked to review content and delivery. The outcomes of this evaluation are used to inform future amendments to the teaching programme, consultation with parents and any training and development needs;

17.2.4 any review of the programme includes an opportunity for the views of parents to be considered;

17.2.5 the content of all outside agencies' presentations is evaluated to ensure that it is in line with this policy.

**18 Version control**

Date of adoption of this policy	3 <sup>rd</sup> September 2020
Date of last review of this policy	N/A
Date for next review of this policy	September 2021
Policy owner (SMT)	Deputy Head (Pupil development and Welfare)
Authorised by	Jonathan Scott On behalf of the Board of Governors

## Appendix 1 - Relationship Education and Relationships and Sex Education curriculum map

### Overview of the delivery of teaching units coverage across curriculum areas – Upper School.

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Taught in form halves every 2 weeks Including lessons about periods given to whole class by pastoral staff	Taught in form halves every 2 weeks Including outside speaker on social media and the law	Taught in form halves every 2 weeks (approx. 18 lessons) Including visiting speaker on gambling and online addiction Patrick Foster	Taught in form halves every 2 weeks (approx. 18 lessons) Including visiting speaker on mental health	Taught in form halves every 2 weeks (approx. 14 lessons) Including visiting speaker on relationships education	Taught via programme of speakers and taught lessons in year 12 alongside assemblies and tutorial programme  *****Visiting speakers will be dependent on Covid-19 regulations	
Living in the wider world	Health and wellbeing	Relationships	Living in the wider world	Living in the wider world	Living in the wider world	
New School and homework management	Personal identity and diversity of identity	Building healthy friendships	The key features of a positive society and its citizens	Careers Planning  Money management	Time Management and formal communication.  The Law and You – Russell Robinson	Application Forms and outside communication.
Teaching cyber safety and understanding of what to do about cyberbullying and how to prevent it.	Puberty and the changing adolescent body	What is consent and what does informed consent look like, how to give and ask for consent in non-intimate and intimate relationships	The nature of British Society and its values including immigration	Managing social media and social media and the law  Critical approaches to the media including fake news and implicit bias	Managing Risk and Dealing with Consequences - John Hoskinson	Party scene and managing situations.
	My rights over my body (inc. teaching young people to recognise abuse and addressing FGM)		Health and wellbeing	Politics, inclusivity and protest	Social Media and the Law - Dr. Holly Powell-Jones. Assembly – Building a positive online presence  Assembly and tutorial – workplace harassment.	
Healthy Relationships	Healthy Relationships	Health and wellbeing	Mental Health and identifying most common mental health concerns and how to develop mental health resilience	Healthy Relationships	Taught PSHE carousel Lesson 1: Standing against racism  Taught component as Enrichment: Finance	Money+ University – Jo Baldwin Managing debt
Healthy relationships, what different types of family look like. Building and maintaining healthy relationships, conflict resolution.	Challenging stereotypes and discrimination including. ableism, racism, transphobia, homophobia and other protected characteristics.	Building a healthy body image	Gender and Sexual identity	Healthy relationships and recognising and managing abusive relationships	Natasha Devon – Self Esteem	Sexual Health: gap years and university

	Building healthy intimate relationships	Eating disorders, how to identify them and where to get support	Healthy Relationships	Pregnancy choices	Self-harm and Mental Health – Salveer Nijar	Gambling and Addiction – Patrick Foster Jan
	Introduction to safer sex and contraception	Safer online skills – including sexting, nudes, online gaming and gambling, image sharing and the law	Key features of a healthy sexual relationship including the nature of sexual consent and sex and the law	Health and well-being	Taught PSHE carousel Lesson 2: Talking about mental health	
Health and wellbeing	Health and wellbeing	Including social media and the law	Challenging pornography and its stereotypes	Dealing with cancer and self-examination for most common forms of cancer	Assembly and Tutorial: Drugs and managing risks. Where to get help?	
What does good sleep look like	Drugs and their consequences	Alcohol its effects and the law on alcohol	The reasons for contraception, different types of contraception and how to access it	Recognising and accessing help for most common forms of mental health concerns	Assembly and Tutorial: Sexual Health – where to get help and advice	
Road and cycle, water and sun and fire safety	Stress management	Living in the wider world	Sexual health and physical health including: sexually transmitted illnesses.	Building physical and mental resilience for examinations		
Nutrition, hydration and exercise	First Aid	British democracy	Health and well-being	Living in the wider world		
Covered out of lessons in Mich term: Periods	Unifrog – introduction to career life skills	Tax and why it is important	Effects of drug use, drug use and the law and accessing support. Smoking and its consequences	Transition to sixth form life		

### Key

Health and wellbeing	Relationships	Living in the wider world
Physical Health	Relationships education	British democracy, institutions and British values
Mental Health	Intimate sexual relations, Relations and Sex Education including sexual health	Economic education
Changing body		Cyber safety
Sex education		Drug / alcohol awareness
		Managing change

This is a working document that values and requires input from all stakeholders. It is reviewed annually by PSHE coordinator and pastoral staff.

**Overview of the delivery of teaching units coverage across curriculum areas – Prep School.**

Subjects relating to the sex education curriculum are underlined in the table below. Parents have the right to request that their child be withdrawn from any aspect of the sex education curriculum listed under the PSHE and Other columns (see paragraphs 13.6 and 13.7 above).

Year group	Science	PSHE	Other
Year 3	Life cycles & life processes touches on reproduction	E-safety and respectful relationships online Looking after physical and mental health Anti-bullying Managing transition to a new school Friendships and qualities of a good friend, cooperation, being kind, having more than one friend, good to be an individual Recognising strong emotions and exploring strategies for coping and impact on individual and relationships What makes us and others happy Individual and community responsibility for taking care of the planet, the impact on the individual and the community	Annual Mental Health Awareness Week, Anti-bullying Week  Life Education Bus ('It's great to be me' -organs of the body, impact on the body of cigarettes and alcohol)
Year 4		E-safety and respectful relationships online Looking after physical and mental health Anti-bullying Major topic on keeping safe: road, rail, water, emergencies <u>Safe and unsafe touch, understanding consent</u>	Annual Mental Health Awareness Week, Anti-bullying Week

		<p>Healthy eating</p> <p>Germs, coping with illness</p> <p>Strong emotions: worry, anger, sadness, fear, bereavement and loss</p> <p>Positive self-talk</p> <p>Resilience: role models, recognising strengths and weaknesses, setting goals, overcoming obstacles, heroes</p> <p>Coping with change</p>	
Year 5		<p>E-safety and respectful relationships online</p> <p>Looking after physical and mental health</p> <p>Anti-bullying</p> <p>Building healthy friendships, peer pressure, friendship choices, belonging to groups</p> <p>Body image</p> <p>Cigarettes, alcohol and drugs; the law, their effects, consequences, resisting peer pressure</p> <p>Understanding how the brain works and its impact on different types of learner, autism, dyslexia</p> <p>What makes a good learner</p> <p>Desert island topic: resourcefulness, teamwork, decision making, sense of self, compromise</p>	<p>Annual Mental Health Awareness Week, Anti-bullying Week,</p> <p>Life Education Bus ('Decisions' - the human body and the effects of drugs, peer influence and individual choice)</p>

		<p>Conflict and cooperation</p> <p>Losing face</p>	
Year 6	<p>Human reproduction lessons include:</p> <p><u>Adolescence and puberty</u></p> <p><u>Male &amp; female reproductive systems</u></p> <p><u>Intercourse, fertilisation (including IVF)</u></p> <p><u>Implantation</u></p> <p><u>Foetal development &amp; childbirth (briefly)</u></p> <p><u>Menstrual cycle</u></p>	<p>E-safety and respectful relationships</p> <p>Looking after physical and mental health</p> <p>Anti-bullying</p> <p>Discrimination and prejudice: refugees, racism, Martin Luther King, Gandhi, Mandela, scapegoats</p> <p>Prejudice and disability</p> <p>Prejudice and gender</p> <p>Personal finance; money, budgets and taxes</p> <p>Me, my emotional wellbeing and my relationships</p> <p>Being assertive, communication skills</p> <p>Different types of love, consent, self-respect and respect for others</p>	<p>Annual Mental Health Awareness Week, Anti-bullying Week</p> <p><u>Single-sex group talks about growing up, puberty, hormones, self-care, including menstruation</u></p>



**Overview of the delivery of teaching units coverage across curriculum areas – Pelican Nursery and Pre-Prep School.**

Year group	Science	PSHE Units of work	Other e.g. <b>Citizenship</b> <b>Philosophy Education and Religion</b>
Nursery	<ul style="list-style-type: none"> <li>Timeline of growth from baby to present day. Identify changes.</li> </ul>	Michaelmas topic- All about Me Making Relationships Managing Feelings and Behaviour Health and Self Care	Life Education Bus Friendship Week NSPCC ‘The Pants Rule’ Assembly Assemblies and inclusive stories Protective Behaviours scheme of work
Reception		Michaelmas topic- All about Me Feelings Healthy Lifestyle (Health and personal hygiene) Keeping Safe (Esafety and protective behaviours) Making a positive contribution and British Values Medicine and Drugs Relationships (Families and different types of family)	
Year 1 and Year 2		<ul style="list-style-type: none"> <li>identify, name, draw and label the basic parts of the</li> </ul>	

	<p>human body and say which part of the body is associated with each sense</p> <ul style="list-style-type: none"> <li>notice that animals, including humans, have offspring which grow into adults</li> </ul>	<p>hygiene)          Keeping Safe (Esafety and protective behaviours)          Making a positive contribution and British Values          Medicine and Drugs          Relationships (Families and different types of family)</p>	
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## **Appendix 2 - Parents' consultation**

### **General principles**

Teaching about relationships is nothing new for schools – in this School relationships education is already covered through PSHE education, an established curriculum subject.

We will consult with parents when developing and reviewing our policies for relationships education and relationships and sex education, which help inform our decisions on when and how certain curriculum content is covered and how it is delivered. Our consultation will include giving the space and time for parents to input, ask questions, share concerns and for the School to decide the way forward.

We will listen to parents' views, and then make a reasonable decision as to how to proceed. What is taught, and how, is ultimately a decision for the School and consultation does not provide a parental veto on curriculum content or delivery.

As part of our consultation with parents we will provide examples of the resources we plan to use, for example the books we will use in lessons. We may adapt our timescales, process and content to respond to the needs of the School.