

Jack and Jill School: R.S.E. and P.S.H.E. Policy

Applies to:

- Jack & Jill School
- Nightingale House Pre-Preparatory School
- Clarence House Preparatory School

Related Legislation:

- This policy has been written with due regard to [The Equality Act 2010 and schools: Departmental Advice](#).
- This policy has been written with due regard to the statutory [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education Statutory guidance](#)

Related Policies and Documents:

- Safeguarding Policy
- Behaviour Policy
- Anti-Bullying Policy
- Jack & Jill School & Nightingale House Pre-Preparatory School: P.S.H.E. curriculum plan
- Clarence House Preparatory School: Learning for Life curriculum plan

Who is this policy for?

- Staff and volunteers
- Parents
- External agencies

Available from:

- School Office
- SharePoint

Monitoring and Review:

To be continuously monitored and reviewed no later than two years from date below.

References:

- “Parents” refers to parents and guardians.
- “Family” refers to the School’s Management Information System.
- “Staff” refers to employees, peripatetic staff, external providers (e.g., Springboard Swimmers) or specialist staff provided by an external provider.
- The “School” refers to the Jack & Jill Family of Schools (Jack and Jill School Twickenham, Nightingale House Pre-Preparatory School, and Clarence House Preparatory School).
- “EYFS” refers to The Early Years Foundation Stage which is the curriculum for children from birth to aged 5, including the Reception year group.

Reviewer: Designated Safeguard Lead (September 2023)

Effective: September 2023

Next review: September 2024

Proprietor’s signature:



The Jack & Jill Family of Schools is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all the pupils achieve their potential.

The Jack & Jill Family of Schools promotes equality of opportunity and anti-discriminatory practice. We ensure that every child is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender, or ability. We promote the principles of fairness and justice for all through the education that we provide in our School.

1. Introduction

Personal, Social, Health and Economics Education & Relationships, Sex and Health Education put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This sits alongside the essential understanding of how to be healthy. Teaching about mental wellbeing is central to these subjects, especially as a priority for our parents is their children’s happiness. Primarily, these subjects teach pupils how to stay safe; they signpost where pupils can get help, if they need it, and they teach pupils to respect their peers and their fellow citizens.

All content supports the wider work our three schools do to foster pupil wellbeing and develop resilience and character; characteristics that we know are fundamental to our pupils being happy, successful, and productive members of society. Central to this is pupils’ ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will

help them achieve those goals, to show grit, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives.

This is complemented by curricula content that helps engender the development of personal attributes, including kindness, integrity, generosity, and honesty.

Finally, all the above dovetails with our teaching on citizenship and the fundamental British values. Our schools actively promote the fundamental British values. We teach our pupils about their rights and responsibilities, so they learn what it means to be a positive member of a diverse and multi-cultural society.

Due to the intersectional nature of these aims, we have combined the P.S.H.E. & Citizenship and R.S.E. policies to form this single policy.

Our three schools teach pupils:

- How to stay safe.
- Signpost where to get help.
- Respect.

2. Roles and Responsibilities

Who is responsible for this subject area?	
Jack & Jill School	Cara Ventham / Daniela Panniello
Nightingale House Pre-Preparatory School	Martha Robinson
Clarence House Preparatory School	Nick Hitchen

3. Consultation with Parents

Parents are consulted on our curriculum; planning has been shared with parents of children at Jack and Jill School and knowledge books with Reception and Nightingale House Pre-Preparatory parents and parents have been welcomed to discuss the curriculum with school leaders. Parents have also been consulted on Clarence House Preparatory School's curriculum. This consultation process included:

- A public meeting for parents: 'Consultation on Relationships and Sex Education'. This included the Headteacher taking questions from parents.
- Sharing a summary of the meeting with parents who were unable to attend.
- Publishing knowledge organisers for each Learning for Life unit.

This policy is reviewed on an annual basis. Parents will be consulted on any changes.

4. Aims

Our intent is to teach the schools' P.S.H.E. and Learning for Life curricula. How we implement this is our teaching. We assess the impact of the curriculum in the manner described below:

- Pupils are making good progress in P.S.H.E. and Learning for Life if they know and remember the content taught in the schools' curricula.

- How the Policy has been produced, and how it will be kept under review, in both cases working with parents
- All schools must have in place a written policy for Relationships Education and R.S.E. Schools must consult parents in developing and reviewing their policy. Schools should ensure that the policy meets the needs of pupils and parents and reflects the community they serve.
- The Jack and Jill Family of School's P.S.H.E and Clarence House Preparatory School's Learning for Life programme is based on the P.S.H.E. Foundation scheme — but goes beyond it by including additional, ambitious knowledge relating to stoicism, politics, social entrepreneurship, and interviews.

5. How the Delivery of the content will be made accessible to all pupils, including those with SEND

In all three schools, we adapt teaching at the point of delivery: pupils with S.E.N.D. will be supported in the classroom; based on their performance in end of unit assessments and Learning for Life tests and exams, we will provide supplementary teaching, as required.

6. Pedagogy

Learning for Life / P.S.H.E. is an academic subject. It is taught following the Jack and Jill Family of Schools knowledge-led approach: we use direct instruction, identify knowledge components, and make links between this subject and others being taught within the curriculum. We use retrieval practice to ensure that our pupils know more and remember more about P.S.H.E. and R.S.E.

7. Assessment

In Jack and Jill School, class teachers assess children's development and progress in P.S.H.E. by making regular observations of the children in their play and interactions.

At Nightingale House Pre-Preparatory School and in Reception, low stakes cumulative 'quizzing' takes place at the beginning of every lesson and an assessment activity takes place at the end of each unit so that we can assess whether the pupils 'know more' and 'remember more'.

At C.H.P.S. pupils sit quizzes, tests, and examinations in Learning for Life:

- There is a knowledge test at the end of each unit, based on the knowledge organisers for that unit, e.g., Year Four Spring Term test on the Puberty knowledge organisers.
- There is an exam in the Summer Term.
- The exam includes both multiple-choice and short answer questions and essay tasks.
- This exam is cumulative, e.g., Year Four are examined on the units studied in Year Four (Politics: Political Systems; Puberty & Managing Risks) and on the units studied in Year Three (We Are the Stoics; Family & Community; Staying Safe).
- The results of tests and exams are reported to parents in the Summer Term.

8. Defining Relationships Education

Relationships Education teaches the fundamental building blocks of positive relationships, focusing on friendships, family relationships, and relationships with other peers and adults.

We teach relationships in the context of a wider programme of Personal, Social, Health and Economic Education/Learning for Life.

9. Defining Sex Education

Sex education is knowledge about a broad variety of topics related to sex and human reproduction, topics which are taught in the context of committed, loving relationships and mutual consent.

Clarence House Preparatory School teaches a comprehensive sex education as an integral part of its Learning for Life programme. Whilst sex education is not compulsory in primary-aged schools, we believe it is essential to teach this knowledge to safeguard our pupils.

10. Sexual Harassment

We assume that sexual harassment, online sexual abuse (including child-to-child) and sexual violence are happening in the community, and potentially in our schools, even when there are no specific reports.

The schools' relationships, sex, and health education curricula (and wider curriculum) specifically address sexual harassment, online abuse, and sexual violence.

For example, e.g., in the Year Five Relationships, Consent and Sex Education unit, pupils have lessons on 'What is consent?' and 'What is sexual harassment?'; this is then reinforced in the Year Six Preparing for Greater Independence unit.

11. Subject content, how it is taught and who is responsible.

At Jack and Jill School and Nightingale House Pre-Preparatory, Relationships Education is taught as part of a comprehensive Personal, Social, Health and Economic Education. P.S.H.E. is taught weekly through a 45-minute lesson delivered by the class teacher. The lesson is planned through a programme of work that covers aspects of P.S.H.E. Education, emotional literacy, and social skills. The programme is a comprehensive, developmental scheme of learning through which pupils acquire the knowledge, understanding and skills they need to manage their lives now and in the future.

At Jack and Jill nursery and pre-school, teaching strategies are varied and engaging, to ensure the lessons are relevant for the age of the children and help them understand and be equipped to cope with issues of today's world.

The programme is divided into three aspects to cover P.S.H.E. learning (Health & Well-being, Relationships and Living in the Wider World). Each aspect has two learning themes,

appropriate for children in nursery and pre-school. Opportunities for linking aspects of P.S.H.E. will also be identified and developed by class teachers through topic teaching and will appear indirectly through other subjects and parts of our school day. Other aspects of P.S.H.E. can be covered through special theme days, weeks, and assemblies such as Healthy Living week, Road Safety Week, Mental Health Week.

At Nightingale House Pre-Preparatory School and Jack and Jill School, some aspects of P.S.H.E. are taught in other subject areas, including science, computing, and religious education.

12. Science

Nursery and pre-school children learn that animals, including humans, have offspring that grow into adults. Children are taught about the life cycles of humans and animals, and they also learn about the changes that happen to humans from birth to old age. Children participate in group discussions about healthy choices, family, friendships, and community and learn to recognise the characteristics of healthy relationships. Daily story time sessions offer important opportunities to discuss themes relating to community, relationships, and our world in a relevant context for young children.

In Reception and at Nightingale House Pre-Preparatory School, subject content in science lessons includes the main external body parts; the human body as it grows from birth to elderly and reproduction in some plants and animals. Children learn to appreciate the differences between people and how to show respect for each other.

13. Computing

Nursery and pre-school children have limited access to technology at school as a conscious decision to focus on the development of social interactions, rather than spending time using technology. Where it is used, we ensure there is a specific learning outcome from the activity. Online safety and the dangers from the use of computers are included.

Online relationships and internet safety are also taught through our computing curriculum, where girls from Reception onwards receive a half termly ESafety lesson at the beginning of each computing unit.

14. Healthy Living

In nursery and pre-school, healthy living is embedded in the P.S.H.E. curriculum. The programme focuses on healthy eating, mental health, physical activity, and hygiene. The children learn how to keep themselves safe and healthy and are encouraged to become independent in their self-care routines. Pupils participate in 20-minute PE lessons every day with our PE teachers and a weekly dance lesson with our specialist dance teacher.

At Nightingale House Pre-Preparatory School, healthy living is included in the P.S.H.E. programme.

15. Religious Education

Nursery children are introduced to different beliefs through stories and class discussions in their P.S.H.E. lessons. Celebration of religious festivals is shared with families, and they are encouraged to share their traditions with the class. A unit on 'light and colour' and another on 'buildings' offer many opportunities for the children to explore religious festivals and buildings.

In Reception and at Nightingale House Pre-Preparatory School, pupils receive a weekly religious education lesson through which some elements of the P.S.H.E. curriculum are taught. They learn about the importance of respecting others; holding different views or beliefs, non-belief and they are taught about current issues affecting our community, country, and the world, especially within a religious context.

16. Assemblies

At Jack and Jill School, daily group times introduce and reinforce the themes within the programme of study.

In Reception and at Nightingale House Pre-Preparatory School, anti-bullying, mental and physical health, and the fundamental British values are taught in our weekly SMSC assemblies.

Other assemblies explore elements of the P.S.H.E. curriculum such as respect for others different from us; celebrations, traditions, and events in our community and around the world, care for the environment and ESafety.

The chart presents questions central to the theme explored and used to assess children's knowledge at the beginning and end of each unit.

Central enquiry themes for Jack and Jill Nursery:

Knowing P.S.H.E.	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	What makes me feel happy, sad, angry, scared, surprised?	How can we celebrate differences?	How do I keep myself healthy and safe?	What is a family?	Who is in my community?	How do we respect others?
Preschool	How is life in other countries?	How can I be a good friend?	What keeps me safe in school and outside?	What keeps me healthy?	How can I express my feelings without hurting others?	How can I show respect to others?

Central enquiry themes for Reception and Nightingale House Pre-Preparatory School:

	Autumn	Spring	Summer
Reception	How do my choices affect others? How are we different?	What is a community? What does it mean to be healthy?	Who is my friend? How have I changed?
Year 1	What makes a good friend? Is it okay to be different?	What are my rights? What keeps me safe?	Are families all the same? How do I change as I grow?
Year 2	What makes a free and fair society? How can we celebrate differences?	Why is it important to save? How can I manage my feelings when relationships change?	How can we care for our planet? What do we need as we grow and change?

At Clarence House Preparatory School P.S.H.E., citizenship and R.S.E. is referred to as *Learning for Life*.

The Learning for Life curriculum centres on four key concepts:

- staying safe.
- signposting how and where to get help if you need it.
- a diverse Britain.
- respect for those different to us.

Learning for Life is timetabled for 30 minutes every week. Each unit has published knowledge organiser(s); the exceptions are for Puberty and Sex Education, where we send the organisers directly to parents, rather than publish them in a knowledge book.

Year	Autumn Term	Spring Term	Summer Term
Three	We Are Stoics	Family & Community	Staying Safe
Four	Politics: Political Systems	Puberty	Managing Risk
Five	Politics: Lobbying for Change	Respect for All	Healthy Habits
Collapsed curriculum units in Summer Term of Year Five		First Aid	Relationships, Consent & Sex Education
Six	Careers	Social Entrepreneurship	Preparing for Greater Independence

- Cognitive science is taught in our Year Three induction bootcamp and revisited in Years 4-6 in our one-day 'Bootcamp Revisited'.
- Anti-bullying, mental and physical health and the fundamental British values are taught In Learning for Life sections of our Grit Assemblies.
- E-Safety taught the first lesson of each term in Computing; media literacy taught in Computing.
- Money is taught in mathematics, primarily in Year 6 Summer Term.

- Local democracy is taught through the Pupil Parliament (all pupils serve in the Pupil Parliament once during their time at C.H.P.S.).
- Care for the environment is taught through the Climate Crisis Committee (all pupils serve on the Climate Crisis Committee once during their time at C.H.P.S.).

17. Delivery of Relationships and Sex Education

At Jack & Jill School and Nightingale House Pre-Preparatory School, the programme is taught by class teachers.

Sex education is introduced at Clarence House Preparatory School.

At Clarence House Preparatory School:

- Relationships education is taught by the class teacher.
- Puberty and Sex Education is taught by Miss Bassett and Mrs John.

See below (Section 19) for the right to withdraw from sex education.

18. Sex Education and Safeguarding

Teachers conduct Sex Education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will deal with it as a safeguarding issue.

Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency and record the conversation on CPOMS.

For further guidance, please consult the school's Safeguarding Policy.

19. Explanation of the Right to Withdraw

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory R.S.E.

Before granting any such request, the Headteacher of Clarence House Preparatory School will discuss the request with parents. This discussion will include the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead).

The Head teacher will then automatically grant the request to withdraw a pupil from any sex education, other than that which is part of the science curriculum.

A record of withdrawal will be made on CPOMS.

If a pupil is withdrawn from sex education, Clarence House Preparatory School will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

There is no right to withdraw from Relationships Education or Health Education.

20. Equal Opportunities

At Jack and Jill Family of Schools, Relationships and Sex Education will be provided to ensure quality of access for all pupils, regardless of sex, race, disability, religion or belief or gender reassignment, so giving equal opportunities. We will be sensitive to the religious background of all pupils and consider this when planning teaching so that the topics included are appropriately handled. Our teaching of Relationships and Sex Education will also reflect the law (including the Equality Act 2010) as it applies to relationships, so that our pupils clearly understand what the law allows and does not allow.

21. The Role of the Principal

It is the responsibility of the Principal of the Jack & Jill Family of Schools to ensure that both staff and parents are informed about our Relationships and Sex Education policy, and that the policy is implemented effectively. It is also the Principal's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

22. Resourcing of Relationships and Sex Education and P.S.H.E. Policy

A range of high-quality hard-copy and soft-copy resources are used, many drawn from P.S.H.E. Foundation recommendations.

23. Monitoring and Review of Relationships and Sex Education and P.S.H.E. Policy

Respective school leaders monitor the R.S.E. and P.S.H.E. policy annually.

The Headteacher of Clarence House Preparatory School gives serious consideration to any comments from parents about C.H.P.S. Sex Education, recording comments on CPOMS.

As noted above, our schools will consult and inform parents when reviewing and updating the Relationships and Sex Education and P.S.H.E. Policy.