

Relationships and Sex Education Policy

Whole School
Including EYFS & Boarding

Person responsible for this policy:

Alison Eckersley

Assistant Head Welfare & Head of Special Educational Needs

Date of Policy Review:

January 2022

Next Review Date:

January 2023



Dulwich Prep
Cranbrook

This policy covers Dulwich Prep Cranbrook's whole school approach to Relationships Education and Relationships and Sex Education (RSE). We believe that RSE is vital for the personal, social and emotional development of our children.

It equips children and young people with the information, skills and values they need to have safe, respectful and enjoyable relationships and empowers them to take responsibility for their sexual health and well-being.

Dulwich Prep Cranbrook believes that all children and young people have a right to holistic, inclusive and needs led RSE. We believe that through providing high quality RSE, we are upholding the ethos and values of our school and its commitment to equality and celebration of difference.

We seek to provide a co-educational environment that endorses Christian values, is happy, caring and encouraging, where all members of the community are respected.

In the EYFS we focus on the relationships aspect of RSE which forms part of the Personal, Social and Emotional Development (PSED) requirement. This is delivered through daily interaction between children and staff, Circle Times and iSpace.

Children should be given opportunities to learn about issues such as:

- Body confidence
- How to respond to peer pressure
- How to behave in a relationship

All children:

- Have the right to feel safe and healthy
- Have the right to an education that helps them learn and achieve
- Need to understand the ways their bodies and feelings change as they grow and develop

Relationships Education and RSE is a key aspect of Personal, Social Health Citizenship and Economic Education (PSHCEE) at Dulwich Prep Cranbrook.

It is more than, but includes, the biology of reproduction. The Relationships Education and Relationships and Sex Education provided by the school forms a foundation for further work in senior schools, and it is hoped that the skills and attitudes developed will enable the children to lead safe and healthy lives. RSE is taught within the context of caring relationships.

RSE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity. RSE is used to inform children about sexual issues, about matters of morality and individual responsibility in a way that allows children to ask and explore moral questions. It also gives children essential skills for

building positive enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

We will ensure the policy is effectively communicated to staff and parents, including through publishing the policy on our school website.

The information below complies with our statutory obligations to deliver RSE under sections 34 & 35 of the [Children and Social Work Act 2017](#).

This policy will have due regard for the DfE's statutory [Relationships Education, Relationships and Sex Education and Health Education Guidance](#) and other relevant guidance.

We will review the policy on a regular basis to ensure that it is in line with current government guidance and legislation and to ensure that our RSE programme continues to meet the needs of our children.

The policy should be read in conjunction with other relevant whole school policies: Safeguarding and Child Protection, Anti-bullying, Behaviour, Pastoral Care, Behaviour, PSCHEE, Online Safety and the school's Science curriculum.

Equality, inclusion and social justice

We believe that RSE is a key vehicle for promoting equality, inclusion and social justice.

Our RSE is designed to promote gender equality through challenging gender stereotypes and sexism and sexual harassment in schools. We take these issues seriously and ensure that we embed content on gender equality throughout the curriculum.

We are also committed to an RSE that makes every child feel valued and included and is relevant to them. This means we are committed to an LGBT+ inclusive and SEND inclusive curriculum and are mindful of the [SEND Code of Practice 2015](#) when planning for this subject. We will also ensure that we consider the religious and cultural background of all children when teaching RSE.

An inclusive RSE at Dulwich Prep Cranbrook will seek to challenge all forms of discrimination and prejudice between children and promote understanding and respect as outlined under the [Equality Act 2010](#).

Definition of relationships and sex education

We define **relationships education** as learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships, marriage and family life.

We define **sex education** as learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health.

We take the approach that Relationships and Sex Education are best approached in an integrated way and using a gender equity and human rights framework. We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content.

Simultaneously, we will seek to nurture children's curiosity about the world around them, supporting their development and their respect for themselves and each other. RSE is taught in the context of children being encouraged to be kind, thoughtful and respectful of others at all times and to treat other people as they would like to be treated themselves.

To cover the curriculum content outlined in the RSE Guidance, we will equip our children to build positive and respectful relationships online and offline.

We seek to ensure that it gives children the knowledge, skills, attitudes and values that will help them to:

- realise their health (including sexual health), wellbeing and dignity
- build self-esteem and self-worth
- explore and value their personal and sexual identity and the personal/sexual identities of others
- understand family structures, committed relationships and the legal status of different types of long-term relationships
- understand and make sense of the real-life issues they are experiencing in the world around them
- manage and explore difficult feelings and emotions
- consider how their choices affect their own wellbeing and that of others
- develop as informed and responsible citizens
- understand and ensure the protection of their rights throughout their lives.

We believe that high quality, comprehensive RSE does not encourage early sexual experimentation but in fact builds young people's confidence and self-esteem and helps them understand the reasons for delaying sexual activity. Evidence shows that effective RSE plays a role in behaviour change, including reducing unprotected or unwanted sex and reducing harmful behaviour, including sexual harassment and sexual violence.

Subject content

The curriculum programme is developed by the Head of PSCHEE in conjunction with the views of teachers, children and parents.

Dulwich Prep Cranbrook will meet the learning objectives and content outlined in the [Relationships Education, Relationships & Sex Education and Health Education Guidance](#).

All content will be delivered in a timely way and will be age and developmentally appropriate to meet the needs of our children, including those with SEND.

Our scheme of work will be designed around the modules set out in the iSpace and #iWonder programmes of study.

We will use the following resources/ materials to deliver Relationships Education and Relationships and Sex Education:

- Key Stage 1&2 - iSpace
- Key Stage 3 - #iWonder
- Resources made available to teaching staff via the PSHE Association
- Resources from sources as appropriate to the curriculum content and age of the children e.g. CEOP, Thinkuknow, Childnet, NSPCC, Purple Mash

Subject delivery

RSE will be delivered at Dulwich Prep Cranbrook as part of our Personal, Social, Citizenship, Health and Economic (PSCHEE) Education curriculum, which has planned, timetabled lessons across all key stages, using a spiral curriculum approach.

The Head of PSCHEE will work closely with colleagues in related curriculum areas (e.g. Science, Computing, PE, RS) to ensure a holistic and joined up approach to what is taught in RSE.

We also supplement learning through using a whole school approach and utilising time outside of the classroom, such as through topics explored in school assemblies, through art and drama, school celebrations or events

RSE will address aspects of relationships and sex in an integrated way within a single topic. We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content.

We also use external agencies where appropriate to deliver aspects of Relationships and Sex Education. The programme will be delivered in a non-judgemental, factual way, using the correct medical terms where appropriate (for example when teaching about external body parts).

School staff will not express or be expected to express their personal views or beliefs when teaching RSE.

All staff who have responsibility for delivering RSE will undergo training to ensure they are up to date with curriculum requirements regarding RSE. In addition to ongoing training, CPD will also be scheduled in response to updates to our RSE scheme of work and any new development in terms of course content.

Monitoring

The RSE scheme of work is reviewed annually by the Head of PSCHEE to ensure that the quality of teaching is consistent, that the curriculum is meeting the new national requirements under the Relationships Education, RSE and Health Education guidance, and that learning outcomes are reflective of a child's need.

This policy will be reviewed by the school's Senior Management Team in conjunction with the Head of PSCHEE and Governors on a regular basis. Any subsequent changes made will be clearly communicated to the school community.

The School's Management Team monitors the implementation of the programme through:

- Lesson observations
- Planning scrutiny
- Looking at samples of childrens' work

Evaluation

Evaluation of our RSE programme is crucial to ensure that we can continue to improve our provision and teaching effectiveness.

The evaluation process involves structured and informal child and staff feedback including:

- Teacher evaluation of lessons and the overall RSE programme
- Evidence from lesson observations
- Feedback and evaluation by children (for example, using interviews with children, questionnaires/ surveys, focus groups)
- Scrutiny of a child's assessment records
- Sampling children's work and portfolios

Child Assessment

Dulwich Prep Cranbrook uses a range of assessment methods to get regular feedback on a child's progress in RSE. We also use assessment to identify where children need extra support or intervention.

Lessons are planned to ensure that of children of differing abilities, including the most able, are suitably challenged.

Assessment methods used include:

- Project work
- Written assignments
- Students' pre and post unit self-evaluation

Pupil voice

Pupil voice is central to the culture and ethos of Dulwich Prep Cranbrook.

We use pupil voice to evaluate how relevant and engaging RSE is to children's lives.

Throughout our RSE scheme of work we embed pupil voice practices to enable students to express their views on the range of topics and issues that RSE covers and to ensure that they listen to other opinions and evidence, reflect on their own perspectives and take a broader view.

We want to ensure that the voices of all children are heard but that those views that are hurtful, offensive or exclusionary do not dominate and are addressed. We want to ensure a culture where human rights, social justice, inclusion and diversity are promoted.

Answering children's questions

RSE explores a range of issues that may provoke questions from children. We view questions as a positive sign that children are engaged with what is being taught and feel able to express natural curiosities about themselves, their bodies and relationships with others.

As much as possible, where a question is relevant to the whole class, we will answer it to the whole group. There may occasionally be the need to deal with a question outside of the classroom if it is not suitable for the entire class. Any questions of a safeguarding nature will be logged in MyConcern.

Questions will always be answered in an age and developmentally appropriate way and take into account whether a parent/carer has requested their child to be removed from sex education lessons.

School staff will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either party vulnerable.

We believe that an open approach to answering questions prevents children from learning inaccurate or harmful information online or from peers and older students. We believe exploring issues with the whole class helps to reduce the stigma and shame that can surround some of the issues explored in RSE. Importantly, we believe that children are better protected from harm and abuse when they can discuss issues openly with trained professionals and in a safe environment.

Working with parents/carers

We believe that the successful teaching of RSE involves parents/ carers and schools working together. We also believe that parents/ carers can play an important role in the RSE of their children through exploring discussions at home that have taken place in school.

Our RSE policy has been developed through consulting parents and carers. We work to engage with parents/carers to ensure that they are aware of what we teach and when through the following methods:

- Inductions to the school
- Meetings with teaching staff
- Welcome/information packs
- Weekly Newsletter
- Social Media posts
- Parents' evenings
- Coffee mornings
- Craft workshops
- Sharing information in face-to-face meetings and/or through emails
- Letters to parents/carers giving information about when RSE will be delivered and when certain classes (including classes that involve sex education) will take place
- Information made available via the School iNet

If parents/carers have any concerns or special circumstances the school should be aware of, or would like any further information about the curriculum, we will provide a designated time for them to come into the school. We may share examples of some of the key resources we use with parents/carers to reassure them of the content and to enable them to continue the conversations started in class at home.

We provide all children in Years 5 to 8 with 'Growing Up' booklets written by school staff to support aspects of RSE.

Parental right to request their child be excused from sex education

As outlined within the Statutory Guidance;

- Parents/carers have the right to request their child be withdrawn from all or part of sex education lessons that are delivered as part of RSE.
- Parents/carers do not have a right to withdraw their child from Relationships Education (i.e. EYFS, KS1 and KS2)
- Parents/carers do not have the right to withdraw their child from any sex education delivered as part of the Science curriculum.
- Parents do not have the right to withdraw their child from Health Education.

Although parents/carers have the right to request to withdraw their child from any or all of sex education as part of Relationships and Sex Education, it is our aim to encourage parents to see the value of RSE learning and its contribution to keeping children safe, developing their emotional, social and physical wellbeing and for promoting equality and social justice.

Should a parent decide that they do not wish their child to take part in any of these lessons, we would ask that they first speak to the Headmaster to discuss their concerns. The Headmaster will discuss the request with the parent/carer to fully understand and address any concerns/objections to the content of the curriculum.

If parents/carers do decide to withdraw their child, they should inform the Headmaster in writing and the school will keep a record of this.

Working with visitors and external agencies

From time-to-time Dulwich Prep Cranbrook may invite external experts and visitors to deliver parts of our RSE scheme of work.

External visitors will be selected to enrich and supplement our RSE by bringing skills, methods and expertise to the classroom and the whole school. External visitors may include theatre groups, police officers, medical professionals, a member of a charity or organisation that promotes personal safety and wellbeing etc.

A teacher will always be present throughout these lessons to build on the children's learning after the session/s as well as answer any questions the children may subsequently have.

Any external visitor will be expected to comply with this policy and other related policies, including the school's confidentiality and safeguarding and child protection policy.

We will also ensure that:

- There is appropriate planning, preparatory and follow up work for the session.

- The visitor understands the cohort of children involved, including the different ability levels and diversities in identities across protected characteristics.
- They will also be made aware of any specific issues relating to child protection.
-

Safeguarding and Child Protection

Dulwich Prep Cranbrook acknowledges that RSE is crucial for creating a culture of safeguarding within the school and for meeting our statutory obligations as outlined in [Keeping Children Safe in Education](#).

RSE helps children to understand the difference between healthy and abusive relationships and to understand how to get help if they are experiencing abuse, or have experienced, abuse.

We recognise that when discussing some of the issues RSE covers, some children could disclose abuse or other harmful experiences. In cases of a disclosure, all staff have statutory training around child protection and will follow the schools safeguarding policy and procedures.

We also recognise that some children may be vulnerable to some of the content delivered in RSE due to a previous safeguarding concern, ongoing concerns or changes to their personal life. For those children, additional support will be given to prevent them being affected by the scenarios or topics in their planned lessons.

While Dulwich Prep Cranbrook wants to create a learning space that feels safe for children and young people to disclose, we also want to protect children's privacy.

RSE lessons are conducted in a sensitive manner and with consideration for the need for confidentiality. Through the establishment of ground rules, we believe the school can create a supportive environment for discussions that can be sensitive or difficult. Children will be reminded that lessons are not a place to discuss their personal experiences and issues – or to ask others to do so. Should issues of disclosure regarding inappropriate sexual behaviour/activity arise; the teacher will take the matter seriously and deal with it as a matter of child protection. In such cases, procedures as laid down in the school's Safeguarding including Child Protection Policy will be followed.

Statement by the Governing Body

In adopting this policy, the Governing Body recognises its responsibility for ensuring the policy is implemented effectively, including that the subjects are resourced, staffed and timetabled in a way that ensures that the school fulfils its legal obligations.

The policy will be reviewed annually.