



RSE Policy Education

Purpose of the Relationships and Sex Education Policy

Address the new mandatory teaching of Relationships Education and a Relationships and Sex Education Policy which is required in all schools (as set out in DFE legislation Summer 2021).

Give information to staff, parents and carers, governors, pupils and outside visitors about the content, organisation and approach to teaching RSE

Enable parents and carers to support their children in learning about RSE

Give a clear statement on what the school aims to achieve from RSE, the values underpinning it and why it is important for primary school pupils.

Definition of RSE

We define RSE (within PSHE) as being part of lifelong learning about the emotional, social, physical and healthy aspects of growing up, which including relationships and sex education. It aims to give pupils essential skills for building positive, enjoyable, respectful and non-exploitative relationships and to stay safe on and offline. It enables exploration of attitudes and values, helps builds self-esteem and confidence to view their sexuality positively.

Aim

Every child at Dulwich Wood is entitled to receive healthy relationships education regardless of ethnicity, gender, religion, age, cultural heritage, disability, sexuality, language needs or special educational needs.

Relationships and Sex Education is not just learning about growing up, changes and reproduction. It is also about enabling children to make and maintain relationships with others, to understand about human sexuality and to feel good about themselves and the choices they make. This involves helping children to gain knowledge, develop skills and form positive beliefs and attitudes.

1. **Knowledge and understanding** including emotional, social and physical aspects of growing up, puberty, reproduction and pregnancy, similarities and differences between males and females, parts of the human body including the male and female reproductive parts, gender stereotyping and discrimination, different families, different types of relationships, healthy and unhealthy relationships and where to get help if needed.

(some of this knowledge and understanding will also be taught in science, through quality texts in literacy and via the history curriculum).

2. **Personal and Social skills** including talking and listening to others, managing emotions, making friends and managing friendships, forming and maintaining loving, caring and respectful relationships, developing self-respect and empathy for others, respecting the differences between people, resilience to cope with change, making responsible and safe decisions, including online

(all these skills are taught across the curriculum and underpin our school values and are explicitly taught in RE, PSHE and PE lessons and in Assemblies, all year groups cover internet safety and cyberbullying).

3. **Attitude and values** including feeling positive about growing up, the importance of respect, care and love, the value of family life, the importance of stable and loving relationships, including marriage and civil partnerships, respect for rights and responsibilities in relationships, understanding that exploitation and violence in relationships is unacceptable, acceptance of difference and diversity of family groups, sexuality and promoting gender equality.

(these values underpin our school values of caring, collaboration, community and creativity as well as how we promote British values around tolerance and respect).

Why we believe relationships and sex education is important at Dulwich Wood

(from DFE statutory guidance - Sex and relationships education (SRE) for 21st Century)

High quality SRE helps create school communities in which pupils can grow, learn and develop positive, healthy behaviour for life. It is essential for the following reasons:

- Children have the right to a good quality education as set out by UN convention on the Rights of the Child.
- Children want to be prepared for the physical and emotional changes they undergo at puberty and want to learn about relationships. Older pupils frequently say that sex and relationships education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 Not Good Enough Yet report.
- RSE plays a vital role in meeting safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing and, under the Education Act (1996) to prepare children for the challenges, opportunities and responsibilities for adult life. A comprehensive RSE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve and play a crucial part in meeting these obligations

What we do at Dulwich Wood to ensure our relationships and sex education is high quality

- Ensure it is a partnership between home and school and Parents/carers are aware of why and what we are teaching
- Actively seek children's views and consider their prior knowledge to influence lesson planning and teaching
- Start the programme in early years and continue to the end of Y6 to ensure issues re addressed and the curriculum is relevant at each stage of the child's development and maturity.
- Use a recognised scheme to teach about relationships (Coram Scarf) and sex education (the Christopher Winter's lessons) which ensure progression and age appropriacy. These schemes ensure Teachers:

have the appropriate materials to enable them to feel confident in what they are teaching

know that their content is medically and factually correct

know that criteria set out in the schools identified RSE aims is being systematically and fully covered.

Content and organisation

RSE will be taught through a planned programme in PSHE as well as in Science. This will ensure it covers the statutory biological aspects as well as the social and emotional aspects.

RES contributes to PSHE and Citizenship by ensuring that all children

- develop confidence in talking, listening and thinking about feelings and relationships
- are able to name body parts and describe how their bodies work
- can protect themselves and ask for help and support
- are prepared for puberty

We have a statutory duty to teach the RSE elements of the Science National Curriculum.

KS1

That animals including humans move, feed, grow, use their senses and reproduce

To recognise and compare the main external parts of the bodies of humans

That humans and animals can produce offspring and these grow into adults

To recognise similarities and differences between themselves and others and treat others with sensitivity.

KS2 (Lower)

That the life processes common to humans and other animals include nutrition, growth and reproduction

The main stages of the human life cycle

KS2 (Upper)

Recognise that living things produce offspring of the same kind but normally offspring vary and are not identical to their parents

Understand the role of evolution and inheritance in the development of the human race as well as understanding how physical characteristics may become more or less developed through reproduction over time.

What is taught in each year group and how will Parents/Carer know?

The RSE curriculum is an integral part of the whole school PSHE education provision which is based on the Coram SCARF scheme of work. SCARF is an online resource for early years to year 6, it is broken down into suggested half-termly units, taught for 1 hour a week and covers knowledge and understanding, personal and social skills and attitudes and values.

The SCARF materials will be complemented by materials provided by the Christopher Winter Project which are aligned to the Science National Curriculum.

For consistency these specific lessons are usually taught in the Summer term and parents in KS2 are informed prior to the lessons being taught. Parents are invited to come into school and view the scheme of work their child will be taught and, should they wish to, are given the opportunity to view any videos in advance.

Reception Our Lives	General Themes Our day Keeping ourselves clean Families
Year 1 Growing and caring for Ourselves	General Themes Keeping Clean Growing and changing Families and Care
Year 2 Differences	Lesson 1: Differences: Boys and Girls Lesson 2: Differences: Male and Female Lesson 3: Naming body parts
Year 3 Valuing difference and keeping safe	Lesson 1: Differences: Male and Female Lesson 2: Personal Space Lesson 3: Family differences
Year 4 Growing Up	Lesson 1: Growing and changing Lesson 2: What is puberty? Lesson 3: Puberty changes and reproduction
Year 5 Puberty	Lesson 1: Talking about puberty Lesson 2: Male and Female changes Lesson 3: Puberty and hygiene
Year 6 Puberty, Relationships and Reproduction	Lesson 1: Puberty and reproduction Lesson 2: Understanding relationships Lesson 3: Conception and Pregnancy Lesson 4 : Communication in Relationships

NB: Teachers in UKS2 are offered support in delivering these lessons and how to ensure they keep themselves safe, all lessons follow the same sequence of establishing ground rules at the beginning of each session, children are reminded that if the teacher has a safe guarding concern it will be acted upon in the normal way. The welfare of our children is always central to our policy and practice and any disclosures made will be reported via CPOMs.

Given our educational and safeguarding duties, teachers may find that they discuss certain topics as and when they arise through children's questioning and comments. For example, in a literacy lesson where the text alludes to certain issue such as gender identity or in a history lesson where a specific theme such as race relations or gender inequality may be being explored. Teachers will not be expected to exclude children from these incidental moments of learning if they arise but will answer any questions in age appropriate and sensitive ways.

Children cannot withdraw from all of the Christopher Winter's lessons but only those elements of the lessons that fall outside of the statutory science curriculum.

At Dulwich Wood we aim to work collaboratively with parents and carers and where a request for withdrawal is insisted upon, even after materials have been shared and a discussion had with the Head Teacher or a Senior Leader, then a decision will be made on a case by case basis.

Parents/carers will know in advance of what is being taught in SRE, and for home learning children will bring home a RSE reflection booklet where they will be asked to write about what they have learnt and to share any questions that they may still have. This will be another opportunity for Parents/carers to talk to their children and support them with their knowledge and understanding, as well as a way for Teachers to know what follow-up is necessary.

Management, Monitoring and Evaluation of RSE

The PSHE coordinator with the support of Senior Leader link person in consultation with the school staff will manage this subject.

Overall responsibility for this policy is with the school Leadership team and the Governing body.

The PSHE subject lead with Senior Leader support will:

- Monitor and evaluate the RSE programme and feedback to SLT and Governors
- Liaise with whole school community
- Update and evaluate resources
- Assess staff training needs
- Keep up to date with current legislation
- Discuss with any interested parents/carers the content of the RSE programme

This policy is a working document and has now been shared with the RSE working party which will be made up of interested Parents/carers and the PSHE staff team (1.12.21).

Amendments have been made.