Sydenham & Dulwich Girls

GDST
GIRLS' DAY SCHOOL TRUST

Relationships and Sex Education (RSE) Policy
Junior School: EYFS, Pre-Prep and Prep

1 Aims and objectives

1.1 We teach children about:

- the physical development of their bodies as they grow into adults;
- the way humans reproduce;
- respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
- consent;
- the importance of family life;
- moral questions;
- relationship issues;
- respect for the views of other people;
- sex abuse and what they should do if they are worried about any sexual matters.

1.2 Relationships Education

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Relationships unit in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in PSHE e.g. the Flourishing Fairly unit helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

1.3 Health Education

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', Physical health and fitness', Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

The expected outcomes for each of these elements can be found further on in this policy.

It is important to explain that whilst the Flourishing Healthily unit covers most of the statutory Health Education, some of the outcomes are taught elsewhere in PSHE e.g. emotional and mental health is nurtured every lesson, social skills are grown every lesson and respect is enhanced through the use of the Class Charter.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught here at Sydenham and Dulwich Girls as part of the Flourish and Grow. unit.

1.4 **Sex Education**

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

However, 'Sex Education is not compulsory in primary schools'. (p. 23)

Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

At Sydenham and Dulwich Girls, we believe children should understand the facts about human reproduction before they leave primary school so we define Sex Education as understanding human reproduction.

We teach this *as part of PSHE.*

2 Context

2.1 We teach RSE in the context of the school's aims and values framework. While RSE in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all our work in school. In particular, we teach RSE in the belief that:

- RSE should be taught in the context of long term partnerships/marriage and consenting relationships, and family life;

- RSE is part of a wider social, personal, spiritual and moral education process;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect;
- children need to learn the importance of self-control.

3 Legislation

3.1 It is compulsory to teach relationships education as outlined by the Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education published by the Department of Education (DfE) in June 2019, where it also outlines what schools need to cover within their curriculum from September 2020. Sydenham and Dulwich Girls has already been teaching RSE as part of the wider PSHE program of study for many years and so we are already implementing such guidance at school. Although sex education is not compulsory at primary education, the Department for Education 'continues to recommend that all primary schools should have a sex education programme tailored to the age and physical and emotional maturity of the pupils'.

3.2 Statutory Relationships and Health Education

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education…They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education(PSHE) continues to be compulsory in independent schools."

DfE Guidance p.8

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

"This is why we have made Relationships Education compulsory in all primary schools in England…as well as making Health Education compulsory in all state-funded schools."

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts,

including online. This will sit alongside the essential understanding of how to be healthy."

"These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society."

Secretary of State Foreword DfE Guidance 2019 p.4-5

"Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons."

DfE Guidance p.8

"All schools must have in place a written policy for Relationships Education and RSE." DfE Guidance p.11

4 Organisation

4.1 We teach RSE through different aspects of the curriculum. While we carry out the main RSE teaching using the Jigsaw curriculum, we also teach some sex education through other subject areas (for example, science), where we feel that they contribute significantly to a child's knowledge and understanding of her own body, and how it is changing and developing.

4.2 We include the statutory Relationships and Health Education within our whole-school PSHE Programme. We implement a spiral curriculum, drawing upon a range of resources and tailor them to the children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements. This programme's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

4.3 Through PSHE we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty. We encourage the children to ask for help if they need it.

4.4 In Early Years we help pupils talk about their family relationships, daily routines and keeping themselves clean.

4.5 In Pre-Prep we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other.

4.6 In Lower Prep, we further develop learning on individual differences, family differences and begin to talk about the physical changes they may experience through puberty.

4.7 In Upper Prep, we ensure that girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children (as stated earlier in this policy), the importance of consent and who to talk to if there is a problem.

4.8 We take a whole-school approach. Jigsaw covers all areas of statutory Relationships and Health Education. The table below shows the two RSE units and these are taught across the school; the learning deepens and broadens every year.

4.9 **Pupils with special educational needs and disabilities (SEND):**
We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary. All RSE is inclusive and the school recognises that SEND pupils are more vulnerable to exploitation, bullying and other issues and our programme of study is designed with this in mind. PSHE and RSE encourages every pupil to respect other people, with particular regard to the protected characteristics under the Equality Act 2010 age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation.

Summer 1:	**Flourish Socially**	**Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss**
Summer 2:	**Flourish and Grow**	**Includes Relationships and Sex Education in the context of coping positively with change**

5 The role of parents

5.1 The school acknowledges that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of

children at our school through mutual understanding, trust and cooperation. In promoting this objective we:

- inform parents about the school's RSE policy and objectives;
- answer any questions that parents may have about the RSE of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school;
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

5.2 Parents have the right to withdraw their child from all or part of the RSE programme that we teach in our school. We inform parents of when the lessons explicitly teaching RSE will be taught and of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Flourish and Grow unit.

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17

If a parent wishes their child to be withdrawn from RSE lessons, they should discuss this with the Head of Junior School, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

6 The role of other members of the community

6.1 We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our RSE programme.

7 Confidentiality

7.1 Teachers conduct RSE 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 take the matter seriously and deal with it as a matter of safeguarding. 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. If the teacher has concerns, they will draw their concerns to the attention of the DSL. The DSL will then deal with the matter in consultation with health care professionals.

8 Monitoring and review

8.1 It is the responsibility of the PSHE Lead to ensure that both staff and parents are informed about our RSE policy, and that the policy is implemented effectively.

8.2 The Head of Junior School and PSHE Lead share responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

8.3 The Head of Junior School liaises with external agencies regarding the school RSE programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

8.4 Jigsaw regularly updates in line with the latest statutory developments and requirements. The Head of Junior School and PSHE Lead will be responsible for ensuring staff and parents are aware of any updates as they arise.

9 Miscellaneous

9.1 We advise our pupils where they can go for help if they have any worries.

- Close family
- Extended family
- Friends
- Friends' families
- Teachers
- Faith Leaders
- Leaders from clubs or other groups that children might go to
- Doctors or people at hospital
- Childline
  0800 1111 (24 hours)
  www.childline.org.uk
- The Hideout
  www.thehideout.org.uk
- NSPCC
  0808 800 5000 (for adults)
  www.nspcc.org.uk
- NSPCC helpline for sexual abuse in education
  0800 136 663 help@nspcc.org.uk

Review and evaluation:
The educational and personal needs of our pupils develop in line with varying societal

pressures and other changes. For this reason, we regularly review our RSE curriculum.

The Head of Junior School, Senior School Deputy Head Pastoral and the Lead Team from the GDST, work in conjunction with government guidelines, to ensure the programme is up to date.

All pupils complete a pre-RSE 'knowledge harvest' and 'worries and questions box' with the class teacher delivering the RSE for that specific year group. This is used to gauge current knowledge and understanding to support sessions being taught. Following the sessions, another survey is used. This indicates levels of engagement and enjoyment, whether the sessions were relevant and thought provoking, whether new information was given and learnt. There is the opportunity for pupil feedback listing topics they would like to cover more in future. This is then used for future planning and shaping of the curriculum map.

This policy will be reviewed annually by the Head of PSHE and Head of Junior School.

The Senior School Deputy Head Pastoral and Head of Junior will report on PSHE / RSE to the School Governing Board.