Dulwich Hamlet Junior School

Relationships and Sex Education Policy

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Dulwich Hamlet Junior School
Relationships and Sex Education Policy

This Relationship and Sex Education Policy aims to encapsulate our school vision:

to provide Outstanding Learning, within a Glittering Curriculum where Everyone Matters.

1. Aims

The aims of Relationships and Sex Education (RSE) at Dulwich Hamlet Junior School are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Safeguard pupils by educating them about their own bodies and about appropriate and inappropriate behaviour within relationships

2. Statutory requirements

As a primary academy school we must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017. We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach Science which would include the elements of sex education contained in the Science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. At Dulwich Hamlet Junior School we teach RSE and Health Education in accordance with the statutory guidance on *Relationships Education, Relationships and Sex Education (RSE) and Health Education* and as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents/carers (autumn 2020). The consultation and policy development process involved the following steps:

- Review – members of staff pulled together all relevant information including relevant national and local guidance

- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

- Parent/carer/stakeholder consultation – parents/carers and any interested parties were invited to give feedback on the policy

- Ratification – once any amendments were made, the policy was shared with governors for review and approval

Information on policy review is contained within Section 10 (Review and monitoring arrangements).

4. Definition

The statutory guidance on *Relationships Education, Relationships and Sex Education (RSE) and Health Education* makes Relationships Education and Health Education compulsory in all primary schools. The curriculum includes key facts about puberty and the changing adolescent body, covering emotional and physical changes including menstruation.

Sex Education is not compulsory in primary schools, although the statutory Science curriculum includes the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. The statutory guidance on *Relationships Education, Relationships and Sex Education (RSE) and Health Education* also highlights the importance of the transition to secondary school and, "continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It 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."

4.1 At Dulwich Hamlet Junior School, we provide sex education in order to

• Ensure that our pupils are accurately informed and do not seek answers online

• Safeguard our pupils by educating them about their own bodies and about appropriate and inappropriate behaviour within relationships

4.2 Sex education at Dulwich Hamlet Junior School focuses on

• Preparing children for the changes that adolescence brings

• How a baby is conceived and born

RSE is part of the emotional, social and cultural development of pupils. It is not about the promotion of sexual activity. RSE and Health Education involve learning about healthy relationships, the human body, physical and emotional changes during puberty, human reproduction including conception and pregnancy, healthy lifestyles, sexuality, diversity and personal identity. RSE and Health Education involve a combination of sharing information and exploring issues and values.

5. Curriculum

RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum, which is set out in Appendix 1 (Dulwich Hamlet PSHE Curriculum Including RSE). The specifics of this curriculum and its delivery may be adapted as and when necessary, provided that changes do not negate the information provided in this policy. The content of the RSE and PSHE curriculum is delivered using a combination of plans and resources from the Jigsaw programme of study and the Christopher Winter Project.

We have developed the curriculum in consultation with parents/carers and staff, considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are sufficiently informed and do not seek unreliable answers online.

6. Delivery of RSE

In addition to teaching within the PSHE curriculum, which is delivered as part of the weekly timetable by the class teacher, some biological aspects of RSE are taught within the Science curriculum and other aspects may be included within the Religious Education (RE) curriculum.

6.1 Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships:

- Families and people who care for me

- Caring friendships

- Respectful relationships

- Online relationships

- Being safe

6.2 Health Education focuses on teaching the characteristics of good physical health and mental wellbeing:

- 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

6.3 Sex education focuses on changes during adolescence and how these are linked to reproduction:

- Preparing children for the changes that adolescence brings

- How a baby is conceived and born

For more information about our curriculum, see Appendix 1 (Dulwich Hamlet PSHE Curriculum Including RSE) and Appendix 2 (Statutory Relationship Education and Health Education in Primary Schools).

In accordance with the relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst the protected characteristics, these areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances. Families may include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures, and some children – such as looked after children and young carers – may have a different structure of support around them.

In accordance with the statutory guidance on *Relationships Education, Relationships and Sex Education (RSE) and Health Education* content relating to LGBT is taught at a timely point and fully integrated into the programme of study rather than delivered as a standalone unit or lesson.

7. Roles and responsibilities

7.1 The Local Governing Body

The Local Governing Body (LGB) will approve this policy, and hold the Headteacher to account for its implementation.

7.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

7.3 Staff

RSE is taught by the class teacher, who is best placed to deliver the content in an appropriate way given the needs of the children in their class. Where required, support may be provided by other members of staff within the year group, including team leaders, other teachers or members of support staff.

Staff responsibilities are as follows:

• Delivering RSE in a sensitive way

• Modelling positive attitudes to RSE

• Monitoring progress

• Responding to the needs of individual pupils

• Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8. Parents' and Carers' right to withdraw

Parents/carers **do not** have the right to withdraw their children from Relationships Education or Health Education. This includes the emotional and physical changes during puberty, including menstruation (see Appendix 2).

Parents/carers **do** have the right to withdraw their children from the non-statutory components of sex education within RSE. This includes how a baby is conceived and born (covered in Year 6).

If a parent/carer wishes to withdraw their child from the non-statutory components of sex education within RSE, requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher. Requests should be made in good time, following review of this policy and the invitation to review relevant teaching materials/resources which will be made prior to the delivery of sex education. Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSE during their first year and it is included in the school's continuing professional development calendar. The Headteacher may also invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching RSE.

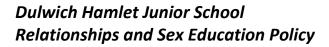**10. Review and monitoring arrangements**

The delivery of RSE is monitored by Victoria Begley, Wellbeing Lead, through staff training, planning and book reviews, and lesson observations. Pupils' development in RSE is monitored by class teachers as part of the school's internal assessment systems.

This policy will be reviewed every two years and at any point when the statutory guidance is changed. At every review, the policy will be approved by the LGB.

Appendix 1: Dulwich Hamlet PSHE Curriculum Including RSE

	Year 3		Year 4	Year 5	Year 6
Autumn 1: Being Me in My World	Self-worth and personal goals Managing feelings, worries and fears Rights, rules and responsibilities Actions, choices and consequences Working in a group and welcoming others Seeing others' perspectives	Autumn 1: Being Me in My World	Becoming a class team Being part of the school community Rights, responsibilities and democracy Actions, choices and consequences Working together effectively Class charter	Goals for the year ahead Being a citizen Rights and responsibilities Actions, choices and consequences Class charter Respecting the rights of others	Goals for the year ahead Global citizenship Class charter Anti-social behaviour Actions, choices and consequences
Autumn 2: Celebrating Difference	Different families Managing family conflict Witnessing bullying Bystanders and upstanders Words that hurt Words to be kind	Autumn 2: Celebrating Difference	Judging by appearance Understanding assumptions Understanding bullying Online bullying Valuing self and others First impressions	Conflict and difference Racism Rumours and name-calling Types of bullying Material wealth and happiness Respecting other cultures	Perceptions of normality Difference and equality Power imbalance Understanding bullying Celebrating difference Difference, conflict and empathy
Spring 1: Dreams and Goals	Overcoming challenges Dreams and goals Working as a team – Motivation, Budgeting Overcoming obstacles, Managing feelings, Evaluating learning	Spring 1: Changing me	Changes – life cycles Body parts and changes during puberty Healthy relationships – friendships and online relationships	Self and body image Talking about puberty Male and female changes Hygiene and getting support Change – responsibility and becoming a teenager	My self-image Puberty Behaviour, communication and respect in relationships Conception and pregnancy Online relationships Boyfriends and girlfriends Real and ideal self Power and control – assertiveness
Spring 2: Healthy Me	Healthy balance – exercise Healthy balance – diet Smoking Medicines Personal safety and identifying risks Healthy and safe choices	Spring 2: Dreams and Goals	Hopes and dreams Managing disappointment Creating new goals Resilience – trying again Working as a team Evaluating and celebrating	Aspirations Careers and money Achieving career ambitions Charitable support	Personal learning goals Steps to success Aspirations for the world Charitable support Celebrating achievement
Summer 1: Relationships	Family roles and responsibilities Friendship and negotiation Online interactions Global relationships Rights of the child Appreciating others	Summer 1: Healthy Me	Friendship groups Friendship dynamics Smoking Alcohol Peer pressure and assertiveness Personal strength	Smoking and vaping Alcohol and related behaviour Legal and illegal drugs First aid Body image Influences on healthy lifestyles	Taking responsibility for health and wellbeing Healthy relationships with food Illegal drugs and getting help and support Gangs and exploitation Emotional and mental health Managing stress and pressure
Summer 2: Changing me	Body differences – male and female bodies Personal space –	Summer 2: Relationships	Jealous feelings Love and loss	My identity and self-esteem	Mental health Taking care of mental health

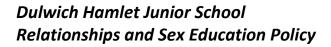|				
	appropriate touch Help and support – different families Family stereotypes Transition		Remembering loved ones Changing friendships Transition to upper school	Safer online communities Rights and responsibilities online Online gaming and gambling Screen time Are they who they say they are? SMARRT rules	Loss and grief Online – safe or unsafe SMARRT rules

Appendix 2: Statutory Relationship Education and Health Education in Primary Schools
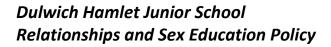
Relationships Education: by the end of Primary School pupils should know:

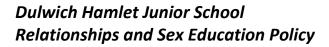| TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	● That families are important for children growing up because they can give love, security and stability ● The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives ● That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care ● That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up ● That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong ● How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	● How important friendships are in making us feel happy and secure, and how people choose and make friends ● The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties ● That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded ● That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right ● How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	● The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs ● Practical steps they can take in a range of different contexts to improve or support respectful relationships ● The conventions of courtesy and manners

	● The importance of self-respect and how this links to their own happiness ● That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority ● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help ● What a stereotype is, and how stereotypes can be unfair, negative or destructive ● The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	● That people sometimes behave differently online, including by pretending to be someone they are not ● That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous ● The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them ● How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met ● How information and data is shared and used online
Being safe	● What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) ● About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe ● That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact ● How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know ● How to recognise and report feelings of being unsafe or feeling bad about any adult ● How to ask for advice or help for themselves or others, and to keep trying until they are heard ● How to report concerns or abuse, and the vocabulary and confidence needed to do so ● Where to get advice e.g. family, school and/or other sources

Health Education: by the end of Primary School pupils should know:

TOPIC	PUPILS SHOULD KNOW
Mental wellbeing	- That mental wellbeing is a normal part of daily life, in the same way as physical health. - There is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. - How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. - How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. - The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. - Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. - Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. - That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. - Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). - It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	- That for most people the internet is an integral part of life and has many benefits. - About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. - How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. - Why social media, some computer games and online gaming, for example, are age restricted. - That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.

	● How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. ● Where and how to report concerns and get support with issues online.
Physical health and fitness	● The characteristics and mental and physical benefits of an active lifestyle. ● The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. ● The risks associated with an inactive lifestyle (including obesity). ● How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	● What constitutes a healthy diet (including understanding calories and other nutritional content). ● The principles of planning and preparing a range of healthy meals. ● The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	● The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	● How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. ● About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. ● The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. ● About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. ● About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. ● The facts and Science relating to allergies, immunisation and vaccination.
Basic first aid	● How to make a clear and efficient call to emergency services if necessary. ● Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

| Changing adolescent body | ● Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. |
| | ● About menstrual wellbeing including the key facts about the menstrual cycle. |

Appendix 3: Parent/Carer form: withdrawal from non-statutory components of sex education within RSE

Requests should be made in good time, following review of this policy and the invitation to review relevant teaching materials/resources which will be made prior to the delivery of sex education.

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within RSE			
Any other information you would like the school to consider			
Parent/carer signature			

TO BE COMPLETED BY THE SCHOOL
Notes from discussion with parents/carers and agreed actions to be taken: