DUMPTON SCHOOL
17 - RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

Person(s) responsible:	**Head of PSHE & RSE**
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1. Definition

Relationships and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality, sexual health, healthy lifestyles, diversity and personal identity. When we use the term 'relationships' in this policy we refer to both online and offline relationships. It involves a combination of sharing information and exploring issues and values. Some aspects are taught in science, and others are taught as part of PSHE provision. This policy should be read in conjunction with our PSHE Handbook as well as our Safeguarding and Child Protection, Behaviour Management and Anti-Bullying policies. This policy relates to all sections of the School including our Pre-Prep and EYFS setting.

The Department of Health set out its ambition for all children and young people to receive high quality relationships and sex education in its statutory guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (DfE 2025), while the Department for Education's paper The Importance of Teaching (2010) highlighted that 'Children need high quality relationship and sex education so they can make wise and informed choices'. This policy also reflects guidance given under the Children and Social Work Act 2017.

RSE is <u>not</u> about the promotion of sexual activity.

2. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussion can take place
- Develop positive values and a moral framework that will guide the pupils' decisions, judgements and behaviour, ensure that pupils have the confidence and self-esteem to value themselves and others, to respect individual conscience and to develop the skills required to judge what kind of relationship is desirable
- Help pupils to understand the consequences of their actions and behave responsibly within sexual and non-sexual relationships

- Develop the pupils' knowledge to avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex
- 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 relationships and sexuality; challenge sexism and prejudice, foster LGBTQIA+ and gender equality and consider issues surrounding gender identity
- Teach pupils the correct vocabulary to describe themselves and their bodies and to develop the appropriate terminology for relationship and sex issues

3. Statutory requirements

Relationships and sex education is now statutory in all secondary schools in England. Relationships education is statutory in all primary schools. In line with statutory guidance *Relationships Education, Relationships and Sex Education (RSE) and Health Education* it is recommended that age-appropriate sex education is also taught in all primary schools.
In accordance with the Children and Social Work Act 2017, relationships and sex education should have regard to the age and religious background of the pupils and must include:

(i) safety in forming and maintaining relationships,
(ii) the characteristics of healthy relationships, and
(iii) how relationships may affect physical and mental health and well-being

Documents that inform the school's RSE policy include:

- *Education Act (*1996)
- *Learning and Skills Act* (2000)
- *Education and Inspections Act* (2006)
- *Equality Act* (2010)
- *Supplementary Guidance SRE for the 21st century* (2014)
- *Keeping children safe in education – Statutory safeguarding guidance* (2025)
- *Children and Social Work Act* (2017)
- *Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance* (DfE 2025)

At Dumpton we teach RSE as set out in this policy.

4. Delivery of RSE

4.1 **Overview**

At Dumpton we believe that RSE should be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life. RSE is taught within the PSHE curriculum. Biological aspects of RSE are taught within the Science curriculum and other aspects may be discussed during various subjects such as Religious Education, History and English, as well in school assemblies, when appropriate. It will be predominantly taught in class groups by Form Teachers in EYFS, the Pre-prep and Year 3-5, with more specialist staff delivering lessons to Years 6-8. RSE is delivered using externally validated schemes of work and resources from Coram SCARF. Support from outside professionals and visiting speakers will be used as appropriate. Any external provider will be quality assured by the school and their materials reviewed in advance.
Specific RSE lessons delivered throughout the year are set within the wider context of the PSHE curriculum and address the emotional aspects of development and relationships and the physical aspects of puberty and reproduction. The Science

curriculum is delivered in KS1 by form teachers and in KS2 and KS3 it is delivered by science teachers. These lessons are more concerned with the physical aspects of development and reproduction although the importance of relationships is not forgotten.
Any RSE lesson may consider questions or issues that some children will find sensitive. Before embarking on these lessons, ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When pupils ask questions, teachers will aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would provide information at a level inappropriate to the development of the rest of the pupils, the question may be dealt with individually at another time. There is no expectation that any teacher delivering RSE will automatically answer pupil questions, as this may infringe personal boundaries.
Any situation which indicates knowledge about sex or sexual activity which is inappropriate for the pupils' age should be addressed and any concerns emerging from conversations should be shared with the Designated Safeguarding Lead. There may be times when a question raised by a pupil should be referred to a parent or carer. It is good practice to talk to the pupil(s) concerned before involving a parent or carer - to explain that it is in their best interests to talk to their parent(s) or a trusted adult. If a child feels that they do not want their parent or carer to be spoken to, then this should be taken seriously and discussed with the Designated Safeguarding Lead. It is important to note that a disclosure regarding sexual orientation or gender identity is not, in itself, a safeguarding concern. Such disclosures will be treated sensitively and in accordance with the school's safeguarding, confidentiality and welfare procedures. Where there are concerns relating to a pupil's safety or wellbeing, appropriate safeguarding procedures will be followed. Teachers ensure that RSE lessons are taught in an environment where questions and discussions on sexual matters can take place without any stigma or embarrassment.
We recognise that parents are key in teaching their children about relationships, sex and growing up. As such, we aim to work in partnership with pupils and parents. Parents are consulted in developing and reviewing this policy. Prior to any lessons on puberty or reproduction taking place, for example, parents are written to with an outline of the content of the lessons.

This policy has been developed through consultation with staff, parents and governors and is reviewed annually.

RSE has three main elements:

Attitudes and Values

- Learning about the values of family life and stable relationships.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.
- Learning the importance of values, individual conscience and moral choices.
- Learning about the nurture of children.
- Challenging myths, misconceptions and false assumptions about 'normal' behaviour.

Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices based on the understanding of differences and with the absence of prejudice.
- Providing opportunities for young people to develop the ability to understand the consequences of their decisions and actions and to manage conflict.
- Empowering pupils with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter).

Knowledge and Understanding

- Information about healthier, safer lifestyles
- Understanding the importance of appropriate, respectful and consensual relationships
- Learning and understanding physical development at appropriate stages.
- Understanding human emotions, relationships, reproduction and sexuality.
- Learning about and understanding the importance of staying safe online and of developing healthy, consensual online relationships.

4.2 **Curriculum Content**

<u>EYFS and Key Stage 1 (school years 1 and 2 - normally between the ages of 5 and 7)</u>

- Maintaining personal hygiene
- The process of growing from young to old and how people's needs change
- The names of the main parts of the body
- To identify and respect the differences and similarities between people
- That family and friends should care for each other
- Notice that animals, including humans, have offspring which grow into adults

<u>Key Stage 2 (school years 3, 4, 5 and 6 - normally between the ages of 7 and 11)</u>

- To recognise their worth as individuals
- To recognise and challenge stereotypes
- To recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use and judging what kind of physical contact is acceptable or unacceptable
- Be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships
- Where individuals, families and groups can get help and support
- To recognise, as they approach puberty, how people's emotions change at that time and how to deal positively with their feelings towards themselves, their families and others
- Learn about how the body changes as children approach puberty
- That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know and how to ask for help and use basic techniques for resisting pressure to do wrong
- To understand adult relationships and the human life cycle
- To understand human reproduction (how a baby is made and how it grows)

<u>Key Stage 3 (school years 7, 8 and 9 – normally between the ages of 11 and 14)</u>

- Dealing with growth and change as normal parts of growing up

- Reflect on feelings and identify positive ways of understanding, managing and expressing strong emotions and challenging behaviour
- Physical and emotional change and puberty
- Understand that relationships affect everything we do in our lives and that relationship skills have to be learnt and practised
- Use social skills to build and maintain a range of positive relationships
- Understand what the expectations might be of having an intimate relationship.

- Understand that a person consents if they agrees by choice and has the freedom and capacity to make that choice. About the law in relation to consent (including the legal age of consent for sexual activity)
- Sexual activity, human reproduction, contraception, pregnancy, and sexually transmitted infections and how high risk behaviours affect the well-being of individuals, families and communities
- How to manage or deal with the breakdown of a relationship and the effects of change, including loss, separation, divorce and bereavement
- To recognise that there is diversity in sexual attraction and developing sexuality
- The terms associated with sex, gender identity and sexual orientation and to understand accepted terminology
- The safe and responsible use of information communication technology (including safe management of own and others' personal data including images)
- To establish clear personal boundaries around those aspects of their lives they wish to be private, shared only with specific people; to understand their right to privacy

4.3 **Assessment**

A range of assessment methods is used to get regular feedback on pupil progress in RSE. We also use pupil assessment to identify where pupils need extra support or intervention. Lessons are planned to ensure that pupils of differing abilities, including the most able, are suitably challenged.

4.4 **Children with SEND**

Teaching, learning and resources will be adapted and differentiated, where appropriate, to meet the needs of all pupils, including those with Special Educational Needs and Disabilities (SEND), ensuring that every child can access and engage fully with the PSHE and Relationships and Sex Education (RSE) curriculum. A range of teaching approaches, adapted resources and targeted support will be used to enable pupils to understand and participate in learning at an appropriate level. Alternative methods of recording and demonstrating understanding may be provided where required. Class teachers will work in consultation with the SENDCo, parents/carers where appropriate, and other relevant professionals to ensure that provision is tailored to meet individual needs and that all pupils are able to develop the knowledge, skills and understanding necessary for their age and stage of development. The school recognises that some pupils with SEND may require content to be revisited, pre-taught or presented in smaller steps to support understanding and retention.

4.5 **Equal opportunities**

The provision of RSE complies with relevant requirements of the Equality Act 2010. All pupils aged three and above are entitled to receive relationships and sex education regardless of ability, gender, race, or religious belief. Through relationships and sex education we seek to develop a positive view of female and male sexuality. It is our intention for pupils to have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development, with differentiated provision if required. We will provide equality of opportunity between persons who

share a relevant protected characteristic and persons who do not share it. The relevant protected characteristics are: sex, race, disability, religion or belief, sexual orientation, pregnancy and maternity, gender reassignment and age. Through the RSE curriculum, pupils learn about protected characteristics in an age-appropriate manner which promotes respect and understanding.

4.6 **Safeguarding**

Teachers are aware that effective relationships and sex education, which brings an understanding of what is and is not acceptable in a relationship, may lead to a disclosure of a safeguarding nature. Under common law, young people are entitled to the same duty of confidence as adults. Personal information about them should not be shared without their permission except for the purposes of child protection as detailed in the Safeguarding and Child Protection Policy.

5. Roles and responsibilities

5.1 **The Governors**

The Education Committee will approve the RSE policy annually. The Governors delegate the responsibility for implementation of this policy to the Headmaster.

5.2 **The Headmaster**

The Headmaster 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 6).

5.3 **Staff**

Staff are responsible for:

- 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 wish them to be withdrawn from the non- statutory/non-science components of RSE

5.4 **Pupils**

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

6. Parents'/Primary Carers right to withdraw

Parents do not have the right to withdraw pupils from relationships education.
Parents/carers have the right to withdraw their children from some or all sex education within RSE and should in the first instance contact the Headmaster in writing to request withdrawal. This does not include what is taught as part of the science curriculum.
All children have the right to comprehensive sex education, tailored to their age and their physical and emotional maturity and most parents support the teaching of sex education in schools.
Schools should engage with parents and have a clear policy in place which explains the value of and importance of school-based RSE.

Where a parent exercises their right to withdraw their child from the non-statutory sex education elements of RSE, the school will make appropriate alternative arrangements. This will usually involve the child joining another class for the duration of the RSE lesson. The parent/carer will be advised that they have an obligation to provide the information at home using information available from the DfE. Parents/carers are encouraged to discuss such a decision with staff at the earliest opportunity and are welcome to view any RSE resources the school uses.
Parents may view curriculum overviews, schemes of work and teaching resources by contacting the Head of PSHE & RSE.

7. Training
We acknowledge that the effective teaching of RSE, within the PSHE framework, requires particular skills and expertise. Those staff with specific responsibility for delivering the programme will be consulted as to their particular training requirements and suitable training will be made available where required. It is essential that those teachers delivering the programme are confident in their abilities and in the support offered by this policy.

8. Monitoring arrangements
The delivery of RSE is monitored by the Head of PSHE & RSE, the Deputy Head Academic and, where appropriate, the member of SLT responsible for pupil development and wellbeing. This will take place through a variety of means which may include:

- Work scrutiny
- Learning walks
- Departmental meetings
- Informal meeting with individual teachers delivering the programme