

## RELATIONSHIPS AND SEX EDUCATION (RSE)

At DVIS our vision of flourishing with God in love, life and learning is key to all aspects of the curriculum. We want to ensure that the broad and balanced curriculum is delivered in a nurturing and safe environment where children are free to ask questions and think about issues relevant to their stage of development.

We define *Relationships and Sex Education* as lifelong learning of physical, moral, spiritual and emotional development. It is about understanding the importance of stable and loving relationships, marriage, respect, love and care. It is also about the teaching of health education to ensure children are fully equipped to manage risks and to stay safe.

*"In Church of England schools, and in all schools, we want young people to flourish and to gain every opportunity to live fulfilled lives. For Church schools, RSE is about the emotional, social and physical aspects of growing up, healthy relationships, sex, human sexuality and sexual health. It is also about the spiritual and moral aspects of relationships within a context of a Christian vision for the purpose of life."* (Church of England Education Office Response to a Call for Evidence on RSE Curriculum p1).

At DVIS we fully agree with this statement and aim to deliver RSE education that keeps children informed, happy, safe and healthy.

As part of being an infant's school, we primarily focus on relationships education where pupils will be taught about the significance of healthy, loving, safe environments as key building blocks for communities and society. We will also demonstrate to the children that there are many types of families in order to show an accurate representation of society.

Parents are the key people in teaching their children about sex, relationships and growing up. At DVIS we will always work in partnership with parents, consulting them regularly on the content and approach of this curriculum. Others in the wider community, such as, health professionals, social workers etc, will also have a valuable part to play.

### Aims

The aim of relationships and sex education (RSE) is to help and support young people through their physical, emotional, social and moral development. It involves learning over time (from primary school to secondary school) about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

*"Good schools foster confidence, delight and discipline in seeking wisdom, knowledge, truth, understanding, know-how and the skills needed to shape life well."* (Church of England Vision for Education p7)

#### **RSE is not about the promotion of sexual activity.**

A successful programme, firmly embedded in the school's curriculum and values, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

At DVIS our aim is to help our children to understand:

- The importance of stable and loving relationships
- The importance of respect for self and empathy for others, regardless of gender, religion, culture or sexual orientation
- About physical, moral and emotional development
- How to protect themselves by asking for help or support if needed

At DVIS RSE relates to the school values of love, kindness, faithfulness, self-control and joy. All aspects of these values can be found in relationships that are healthy and strong and will be discussed alongside all RSE topics.

Under current arrangements there are a number of statutory requirements on schools in respect of RSE.

Headteachers and governing bodies are required by law to have regard to this guidance as follows:

- The Education and Inspections Act 2006 places schools under a duty to promote the well-being of their pupils.
- The Education Act, 1996, as amended by the Learning and Skills Act 2000, requires headteachers and governing bodies to ensure that pupils learn of the nature of marriage and the importance it may form for family life and the bringing up of children, and that they are protected from unsuitable teaching and materials.
- Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017.
- Schools must teach the statutory requirements of RSE within the National Curriculum Science Order for all phases. This includes the biological aspects of naming body parts, puberty, and reproduction and infection avoidance.
- All primary and secondary schools are required by section 404 of the Education Act 1996 to have an up-to-date policy for RSE.
- Section 405 of the Education Act 1996 provides the right of parental withdrawal from all or part of RSE provided at school except for those parts included in the National Curriculum.
- Revised Department for Education statutory guidance states that as of September 2020, all schools must deliver relationships education (in primary schools).
- The Equality Act 2010, including the Public Sector Equality Duty (PSED)

At Dulwich Village C of E Infants' School we teach RSE as set out in this policy and in line with the EYFS curriculum, Science KS1 curriculum and our PSHE policy.

## **Delivery of RSE at DVIS**

At DVIS RSE has three main elements:

### **1. Values and Attitudes**

- Learn the value of respect, love and care
- Learn to value and respect ourselves and others
- Develop an understanding and valuing of diversity
- Promote a positive attitude to healthy lifestyle and keeping safe
- Develop an understanding of the value of family life and an appreciation of the many different types of family

### **2. Knowledge and Understanding**

- To begin to recognise and name the main external parts of the body
- To begin to know the basic rules for keeping themselves safe and healthy
- To begin to know about human life processes such as birth
- To begin to know who can provide help and support
- To begin to understand their emotions

### **3. Personal and Social Skills Values and Attitudes**

- Learn how to identify and manage emotions confidently and sensitively
- Develop self-respect and empathy for others
- Develop communication skills with peers, school and family
- Learn how to assess risk and to develop strategies for keeping safe
- Develop the confidence and ability to give and ask for help
- Develop an understanding of difference and an absence of prejudice

During their time at DVIS the children may talk about all of the above, as questions are often raised by the children, but they will all be dealt with sensitively and honestly, at a level appropriate to the children's age and understanding.

The Relationships and Sex Education Curriculum RSE is firmly rooted in our school's Science and PSHE curriculum (Personal, Social, Health and Emotional). Aspects of the RSE curriculum may also be covered through assemblies with outside agencies (e.g. NSPCC).

The RSE programme includes these elements of the statutory Science curriculum.

### **National Curriculum Science Key Stage 1.**

1. That animals including humans, move, feed, grow, use their senses and reproduce. Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense- head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth.

2. To recognise and compare the main external parts of the body.

3. Notice that animals, including humans, have offspring which grow into adults.

NB the guidance says that they should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

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

The Headteacher will also invite visitors from outside the school, such as school nurses or health professionals, to provide additional support for teaching of the science curriculum where appropriate and also training to staff teaching RSE.

## **Roles and responsibilities**

### **The governing body**

The Learning and Inclusion Governors committee will approve the RSE policy, and hold the Headteacher to account for its implementation.

### **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 'Parent's right to withdraw').

### **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 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.

## Parents' right to withdraw

In line with the Education Act (1993), parents have the right to withdraw their children from any of all parts of the school's programme of Relationship and Sex Education, other than those elements which are required by the National Curriculum. As we do not introduce any concepts that are either sensitive or outside those within National Curriculum requirements it should not, at our school, be necessary for parents to withdraw their children from the aspects of RSE we cover. However, parents are always welcome to discuss any reservations with the class teacher(s) concerned or the Headteacher.

*"The role of parents and carers in the development of children's understanding about relationships is vital and they hold the responsibility of ensuring their children grow and mature into healthy relationships."* (Church of England Education Office Response to call for evidence on RSE curriculum)

## Child Protection

As a general rule staff will maintain a child's confidentiality, however on occasions, a child may make a disclosure that raises concerns around their safety. If this happens the member of staff should report this immediately to the Headteacher who is the schools Designated Safeguarding Lead (DSL). The DSL may decide to talk to the child's Parents/Carers, but if she believes the child to be at risk she will contact the Local Authority Multi Agency Safeguarding Hub (MASH) immediately without referral to the child's Parents/Carers.

## Monitoring arrangements

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Headteacher and PSHE and Science Leaders. At every review, the policy will be approved by Learning and Inclusion Governors committee.

