



# DURLSTON

PREP & SENIOR SCHOOL

## **6.20b Relationships and Sex Education Policy**

### **Aims**

The aims of Relationships and Sex Education (RSE) at Durlston Court 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
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships, including the importance of family for children
- To be able to recognise unsafe situations, protect themselves and ask for help and support

Durlston Court believes that the Relationships and Sex Education (RSE) is an integral part of the Personal, Social, Health and Economic (PSHE) Education. We aim to offer pupils a carefully planned programme within a safe and comfortable atmosphere. The programme taught will match the age and maturity of the pupils and will be set within a moral framework. It will complement topics taught in KS 1-3 in Science.

### **Statutory Requirements**

As an independent school we must provide RSE in accordance to Part 1 Section 2.12 of the Independent School Standards (DofE April 2019)

As an independent school we must provide RSE in accordance to Part 1 Section 2d of the Independent School Standards as set out in the Education (Independent School Standards) Regulations 2014

<https://www.legislation.gov.uk/ukxi/2014/3283/schedule/made>

### **Policy Development**

This policy has been developed in consultation with SLT, staff, pupils and parents. The draft policy was written, reviewed by SLT and the Education Committee. Once amendments were made, it was shared with parents and they were invited to give feedback about the policy.

### **Definition**

- RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- RSE involves a combination of sharing information, and exploring issues and values.
- RSE is not about the promotion of sexual activity.

## **Curriculum**

Our RSE curriculum is set out as per Appendix 1. This is subject to review and amendment where necessary. The DfE requirements are set out in Appendix 2. These are reviewed annually.

We have developed the curriculum taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner to guide the pupils so they can be fully informed and don't seek out inappropriate or inaccurate answers online, unless directed to appropriate sources of information and support.

## **Delivery of RSE**

RSE is taught within the personal, social, health and economic education (PSHE) education curriculum in PSHE lessons. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in other subject areas such as IT, PE and TPR. Pupils also receive stand alone relationships and sex education lessons with Mrs. Sam Blay (pastoral care manager). Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. All staff have the responsibility to implement this policy when dealing with children.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds.

KS1 and 2 (Year 1 to Year 6) will focus on:

Families and people who care for me

Caring relationships

Respectful relationships

Online relationships

Being safe

KS3 (Year 7 and 8) will focus on:

Families

Respectful relationships, including friendships

Online and media

Being safe

Intimate and sexual relationships, including sexual health

\*These topics will be introduced and delivered to pupils with full awareness that our pupils are in Year 7 and 8.

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 can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a structure of support around them (for example: looked after children or young carers).

For more information about our curriculum see our curriculum map in Appendix 1.

## Science Curriculum

### *KS1 (Year 1 and 2) children learn:*

- To identify, name and draw and label the basic parts of the body and say which part of the body is to do with each sense
- To notice that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of food, and hygiene

### *KS2 children learn:*

#### *Year 3*

- The life processes common to humans and other animals include nutrition, movement, growth and reproduction
- The life processes common to plants include growth, nutrition and reproduction
- The names and location of major organs
- The need for food for activity and growth, and the importance of an adequate and varied diet for health
- Humans and some other animals have skeleton and muscles to support and protect their bodies and help them move
- Observe and compare the movement of animals with and without skeletons

#### *Year 4*

- The functions and care of teeth
- The main kinds of teeth (incisors, canines, premolars and molars) and their functions
- About the effect of bacteria (plaque), fluoride and diet and dental decay
- The importance of dental care and hygiene
- The simple functions of the basic parts of the digestive system in humans
- How the ear works; that sound causes the eardrum to vibrate and that different people have different audible ranges
- Some effects of loud sounds on the ear (e.g. temporary deafness)
- That loud sounds can cause temporary or permanent damage to hearing
- The importance of working safely with electricity; identifying common appliances which run on electricity
- How to identify common dangers encountered when using electricity and how such dangers are avoided by, for example, the use of insulating materials and fuses

#### *Year 5*

- How to have a healthy diet and the effect of exercise on pulse rate
- How the growth and reproduction of bacteria and the replication of viruses can affect health; how the body's natural defences may be enhanced by medicines
- To learn that microorganisms are living organisms which are often too small to be seen, and that they may be beneficial (e.g. in the breakdown of waste, in making bread) or harmful (e.g. in causing disease, in causing food to go mouldy)

#### *Year 6*

- The life processes common to plants include growth, nutrition and reproduction
- The content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water
- The value of a balanced diet; foods which are good sources of nutrients
- The consequences of imbalances in the diet, including deficiency diseases, obesity and starvation
- Irreversible changes - fire safety and the fire triangle

#### *KS3 children learn:*

#### *Year 7*

- The heart acts as a pump to circulate the blood through vessels round the body, including through the lungs
- The structure of the heart through the use of appropriate models or diagrams; that the heart forces blood round the body to the organs through arteries and that blood returns to the heart through veins
- That nutrients, water and other substances are transported by the blood

#### *Year 8*

#### *Reproduction*

- The physical and mental development which take place at puberty
- Names, locations and roles of parts of male and female reproductive systems
- Process of fertilisation and development of the embryo
- Labour and birth
- Formation of identical and fraternal twins
- Ethics of genetic modification or cloning of humans

#### *First Aid (post CE - time permitting)*

- Principles of basic first aid - DRABC
- Use of recovery position
- Cardio pulmonary resuscitation
- Simple bleeds
- Nose bleeds
- Choking

## **SEND**

The teaching of RSE will comply with the schools wider SEND policies.

## **Roles and Responsibilities**

- The **Governing Body** will approve the RSE and hold the Headmaster to account for its implementation.

- The **Headmaster** is responsible for ensuring that RSE is taught consistently across the school and is able to delegate this to the Pastoral Deputy/Head of PSHE who will also use the knowledge and experience of Head of Senior School, Head of Pre-prep and Pastoral Care Manager. The Headmaster is also responsible for managing requests to withdraw pupils from some or all of the sex education lessons of RSE, in conjunction with the Deputy Head, Head of Senior School and Pastoral Care Manager (see section “Parents’ Right to Withdraw”).
- The **Pastoral Deputy/Head of PSHE**, on instruction from the Headmaster, is responsible for ensuring that RSE is taught consistently across the school
- **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 some or all of the sex education lessons 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 Head of PSHE and the Pastoral Care Manager.

The teaching of RSE will be carried out by the Pastoral Care Manager and other members of staff where appropriate.

Thorough training will be provided to all staff delivering the RSE programme.

### **Pupils**

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

### **Parents’ Right to Withdraw**

Parents do not have the right to withdraw their children from relationships education. Parents do have the right to request that their child be withdrawn from some or all of the sex education delivered as part of the statutory RSE (see points 41 and 45 of the DfE document - Relationships Education, Relationships and Sex Education and Health Education). The sex education taught within the RSE curriculum at Durlston is highlighted (in purple) in the curriculum map.

The science curriculum in our prep school includes content on human development, including reproduction, from which there is no right to withdraw.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headmaster.

Alternative work will be given to pupils who are withdrawn from sex education.

### **SEND**

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons; a differentiated programme will be provided if necessary, to ensure that all pupils gain a full understanding.

## **Equal Opportunities**

RSE will be given to ensure the quality of access for all pupils regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination.

## **Further Policies**

In conjunction with this policy, also see:

- Behaviour (Rewards and Sanctions) Policy
- Safeguarding (Child Protection) Policy
- Child Protection - E-safety Policy
- Anti-Bullying Policy
- Positive Mental Health Policy

*Reviewed by SLT: November 2022*

*Approved by the Governors: November 2022*

## Appendix 1: Curriculum Map

### **Relationships and Sex Education Curriculum Map**

This curriculum map covers the topics which relate to Relationships Education (KS1/2) and Relationships Sex Education (KS3), as well as the PSHE curriculum. PSHE topics are also taught in usual daily/weekly PSHE curriculum which is more flexible, depending on which topics form teachers and other staff feel are relevant, appropriate and topical. E-safety is included as part of this plan but will also be taught in IT lessons, other curriculum and PSHE lessons, etc. (see Section 4a in the Staff Handbook, Safeguarding (Child Protection) Policy and E-safety Policy - including EYFS).

Please follow this link for the [PSHE RE/RSE Curriculum Map](#)

Appendix 2: By the end of primary school (Year 6 - KS2) pupils should know:

Topic	Pupils should know
Families and people who care for me	<ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or</li> </ul>

	<p>uncomfortable, managing conflict, how to manage these situations and how to seek help or advice if needed.</p>
Respectful relationships	<ul style="list-style-type: none"> <li>• 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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> <li>• 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.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not</li> </ul>



	<p>know.</p> <ul style="list-style-type: none"> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>
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By the end of secondary school pupils should know:

\*Durlston Court will only cover some of this content as we start KS3 (see curriculum map)

Topic	Pupils should know
Families	<ul style="list-style-type: none"> <li>• that there are different types of committed, stable relationships.</li> <li>• how these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>• what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</li> <li>• why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>• the characteristics and legal status of other types of long-term relationships.</li> <li>• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li> <li>• how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> </ul>

	<ul style="list-style-type: none"> <li>• how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</li> <li>• 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 people in positions of authority and due tolerance of other people’s beliefs.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>• what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>• the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</li> </ul>
Online and media	<ul style="list-style-type: none"> <li>• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>• about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</li> <li>• not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>• what to do and where to get support to report material or manage issues online.</li> <li>• the impact of viewing harmful content.</li> <li>• that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</li> <li>• that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>• how information and data is generated, collected, shared and used online.</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based</li> </ul>

	<p>violence and FGM, and how these can affect current and future relationships.</p> <ul style="list-style-type: none"> <li>• how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</li> </ul>
<p>Intimate and sexual relationships, including sexual health</p>	<ul style="list-style-type: none"> <li>• how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</li> <li>• that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</li> <li>• the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li> <li>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>• that they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>• the facts about the full range of contraceptive choices, efficacy and options available.</li> <li>• the facts around pregnancy including miscarriage.</li> <li>• that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</li> <li>• how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</li> <li>• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• how the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>

Appendix 3: Parent Form: withdrawal from sex education within RSE



**TO BE COMPLETED BY PARENTS**

Name of Child

Form

Name of Parent

Date

Reason for withdrawing from sex education within relationships education

Any other information you would like the school to consider

Parent signature

**TO BE COMPLETED BY SCHOOL**

Agreed actions from discussions with parents	Date