DULWICH PREP LONDON
Values & Academic Excellence since 1885

PSHCE, RELATIONSHIPS AND SEX EDUCATION POLICY

This is a whole school policy which applies to all sections of the School, including Early Years.

Persons responsible for this policy:

Designated Safeguarding Lead

Head of Life Skills

Date of last policy review:

September 2022

<h1 style="text-align:center">PSHCE AND RELATIONSHIPS AND SEX EDUCATION POLICY</h1>

1. POLICY CONTEXT AND RATIONALE

This policy covers the School's approach to Personal, Social, Health, Citizenship and Economic Education (**PSHCE**) and Relationships and Sex Education (**RSE**) and the development of pupils through the whole curriculum and whole school experience. This policy has been developed in consultation with staff and parents. Pupils have also been involved in the creation of this policy through conversation and surveys. During the consultation process, all staff staff were given the opportunity to look at the policy and make recommendations. Following this, parents were informed about the curriculum content and this policy via the school mailings, with opportunities for queries and comments.

This policy will be reviewed in September 2023.

2. POLICY AVAILABILITY

This policy will be used by (i) teachers teaching PSHCE throughout Dulwich Prep London; (ii) other professionals such as visiting speakers, who will want and need to know the aims, objectives and values that the School has in relation to our PSHCE programme; and (iii) parents, who will look to see both the PSHCE and RSE curriculum content and values that the School is promoting. It is available to parents and carers through the school website.

3. POLICY AIM AND OBJECTIVES

Wellbeing and happiness is at the core of what we do and through PSHCE we aim to develop children with values and the character needed to succeed and become responsible world citizens. Our PSHCE education programme is underpinned by the School Values of Courage, Gratitude, Humility, Honesty, Justice, Love, Service, Self-Discipline.

4. PSHCE

We teach PSHCE to underpin children's development as people and because we believe that this also supports their learning capacity. Please note that Personal, Social and Emotional Development (**PSED**) is taught in Early Years, however, we will refer to this as part of PSHCE throughout the rest of this policy.

N.B. For the purposes of this policy, we will use the name "PSHCE", however, for the benefit of our pupils' understanding, we refer to this subject as "<u>Life Skills</u>".

We value PSHCE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice, and to equip them for life and learning.

We include the statutory Relationships and Health Education, within our PSHCE Programme, in accordance with the Department for Education (**DfE**) Relationship and Sex Education guidance.[1]

To ensure progression, we follow the Jigsaw Programme[2], a mindful approach to PSHCE, as our chosen teaching and learning programme and tailor it to our pupils' needs. This programme's complementary update policy ensures we are always using the most up-to-date teaching materials and that our teachers are well-supported.

The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this important curriculum area. It also contributes to the School's Safeguarding (Child Protection) Policy and Equality and Diversity Policy, the Government's British Values agenda, and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

The Jigsaw Early Years programme follows the new statutory PSED guidance (effective from September 2021) and contributes to:

- Physical Development;

- Personal, Social and Emotional Development; and

- Understanding the World.

The Jigsaw Programme is aligned to the PSHE Association[3] Programmes of Study for PSHCE.

5.   **DEFINITION OF RELATIONSHIPS AND SEX EDUCATION**

We define relationships education as learning about the physical, social, moral, legal and emotional aspects of human relationships including friendships, sexual and committed relationships and family life.

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https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1019542/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf

[2] https://www.jigsawpshe.com/home
[3] https://pshe-association.org.uk

We define sex education as learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, the Changing Me Puzzle covers much of the Sex Education and the Healthy Me Puzzle covers much of the Health Education, some of the outcomes are also taught elsewhere in Jigsaw. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

6.   MORALS AND VALUES FRAMEWORK

Relationships and Sex Education should contribute to the promotion of spiritual, moral, social and cultural development of pupils. Teachers of RSE, including visitors, are expected to be guided by the following values framework, which represents the values held in common by the whole school community. The teaching of RSE will:

- help and encourage pupils to respect and value themselves and others;

- support and encourage pupils to take responsibility for their actions; and

- provide a friendly and supportive environment, in which pupils are able to share their opinions, ask questions openly, and develop their understanding.

The personal beliefs and attitudes of teachers will not influence their teaching of RSE. Teachers of RSE and visitors are expected to teach, following the agreed values framework, as per the School's policy.

7.   THE ORGANISATION OF TEACHING AND LEARNING

RSE is taught within the PSHCE programme, during the two weekly 25 minute PSHCE lessons for pupils in Years 1 to 8 and one weekly lesson for pupils in Early Years. Biological aspects of RSE are taught within the Science curriculum. All of the material included in the RSE curriculum has been designed for each year group, to ensure all of the content is age-appropriate and developmentally-appropriate. These lessons are reinforced and enhanced in many ways including through the School Values, use of Excellent Learning characteristics and in assemblies.

In order to ensure that the needs of pupils with Special Educational Needs are met, teaching and resources are differentiated, where appropriate, in order for pupils to fully access the content taught in the RSE programme.

The RSE Programme is led by the Head of Life Skills. A class teacher delivers the weekly lesson to their class in Nursery and Reception and a specialist teacher delivers the weekly lesson to each class in Year 1 and Year 2. In Years 3-8, these lessons are taught by Heads

of Year, form tutors and specialist teachers. Where appropriate, external speakers are also used to enhance our pupils' RSE learning. Teachers responsible for teaching RSE will receive training to enhance teaching and learning of this subject and to share good practice and resources throughout the School.

Before starting PSHCE lessons, the Jigsaw Charter is discussed and agreed by the pupils. The establishment of these ground rules will help the teacher to create a safe environment for open class discussions. Distancing techniques (such as stories and role-playing characters) are also used in the delivery of RSE content, in order to avoid embarrassment and to protect privacy.

We use a range of assessment methods to get regular feedback on pupil progress in RSE lessons. 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.

Jigsaw covers all areas of PSHCE including statutory Relationships and Sex Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society

Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

8.   DEALING WITH QUESTIONS

Clear boundaries for questioning are established and ground rules set in place, determining what is appropriate and inappropriate; personal questions will not be answered. Pupils are allowed to ask questions anonymously through a question box. Where possible (and appropriate), teachers will endeavour to answer pupils' questions honestly and openly. However, if a pupil asks a question that a teacher is not comfortable with answering, then a provision will be made to ensure the needs of that pupil are met. If a pupil asks a question that raises a safeguarding concern, the teacher will report this to the Designated Safeguarding Lead, via CPOMS (as per the School's Safeguarding (Child Protection) Policy).

9.   PUPIL VOICE

Pupil voice is central to the culture and ethos of Dulwich Prep London. We use pupil voice to evaluate how relevant and engaging RSE is to children's lives. Throughout our RSE scheme of work we embed pupil voice practices to enable students to express their views on the range of topics and issues that RSE covers and to ensure that they listen to other opinions and evidence, reflect on their own perspectives and take a broader view. We want to ensure that all pupil voices are heard but that those views that are hurtful, offensive or exclusionary do not dominate and are addressed. We want to ensure a culture where human rights, social justice, inclusion and diversity are promoted.

10. **USE OF VISITORS**

Visitors to the School, such as parents, health professionals and members of voluntary organisations, may be invited to plan and contribute to RSE lessons. When using external speakers to deliver aspects of our RSE programme we will ensure that these speakers enhance, not replace, our teaching throughout the year. They will be given a copy of this policy and will be expected to work within the values framework described within (see 'Morals and Values Framework' section in this policy).

The School will ensure that the visitors' contributions to lessons are in line with the learning outcomes of the School's RSE programme, and the learning objectives of their presentation will be agreed in advance and checked prior to their visit. Staff will be present to manage the learning and ensure that it is safe. They will be briefed and taught how to 'stop' the presentation if at any point they deem it inappropriate.

11. **EQUALITY, INCLUSION AND SOCIAL JUSTICE**

We believe that RSE is a key vehicle for promoting equality, inclusion and social justice. Our RSE is designed to promote gender equality through challenging gender stereotypes and sexism and sexual harassment in schools. We take these issues seriously and ensure that we embed content on gender equality throughout the curriculum.

We are also committed to an RSE that makes every pupil feel valued and included and is relevant to them. This means we are committed to an LGBTQ+ inclusive and SEND inclusive curriculum and are mindful of the SEND Code of Practice 2014 when planning for this subject. We will also ensure that we take into account the religious and cultural background of all pupils when teaching RSE.

An inclusive RSE approach at Dulwich Prep London will seek to challenge all forms of discrimination and prejudice between pupils and promote understanding and respect as outlined under the Equality Act 2010.

12. **CONFIDENTIALITY AND CHILD PROTECTION**

Teachers are aware that relationships and sex education may lead to the disclosure of a child protection issue. The teacher will report this to the Designated Safeguarding Lead, in line with the School's Safeguarding (Child Protection) Policy. All teachers have up-to-date safeguarding training and cannot promise confidentiality if there are concerns about a pupil.

13. **LINKS WITH OTHER DOCUMENTS AND POLICIES**

This policy should also be read in conjunction with the following documents:

- SMSC Policy

- Science – Growing and Changing unit of work

- Safeguarding (Child Protection) Policy

- Anti-Bullying Policy

- E-Safety Policy

- Equality and Diversity Policy

14. PROCEDURE FOR WITHDRAWAL OF PUPILS FROM RSE LESSONS

Our curriculum overview (see Appendix 1) shows which term each theme is taught. Parents will also be informed of which theme is being taught in the parent mailings. Parents have the opportunity to speak to the Head of Year and Head of Life Skills to discuss the content taught and view the resources that will be used to deliver this information to pupils.

Nursery to Year 5: Parents do not have the right to withdraw their children from relationships education.

Years 6 to 8: Parents have the right to withdraw their child (following discussion with the School) from any or all aspects of Sex Education, other than those which are part of the science curriculum.

In these cases, we will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. If a parent has opted to withdraw their child, they can reverse their decision at any point, if they wish to do so.

If a parent or carer is considering withdrawing their child from the non-statutory Sex Education aspects of our RSE programme, then they are encouraged to contact the Head of Life Skills, in order to discuss the opt-out procedure.

Procedure: Meeting with the Head of Life Skills to discuss reasons for withdrawing your child from RSE lessons. If a child is withdrawn from RSE lessons, resources will be sent home to parents to ensure boys have the opportunity to learn topics from home, where appropriate. The Head Master, Head of Section and Head of Year will be notified of any withdrawal.

15.   MONITORING AND EVALUATION OF THIS PROGRAMME AND POLICY

This policy will be reviewed annually. This policy and the delivery of the RSE programme are monitored by the Head Master, Head of Life Skills, Pastoral Team and the School's Safeguarding Governor.

The effectiveness of the RSE programme will be evaluated through the assessment of pupils' learning, undertaking audits and lesson observations. Changes will be implemented, where required.

Appendix I
Curriculum Overview

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Nursery and Year R	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Year 1	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of Success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Year 2	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Year 3	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing Feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 4	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First Impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Year 5	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Year 6	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behavior Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Year 7	Unique Me Differences and conflict My influences Gateway emotions Belonging to a Group Peer pressure Peer-on-peer abuse Online Safety Sexting Consequences Online Legislation	Bullying Prejudice & discrimination (positive and negative) Equality Act Bystanders Stereotyping Challenging influences Negative behaviour and attitudes Assertiveness	Celebrating success Identifying goals Employment Learning from mistakes Overcoming challenges Planning skills Safe & unsafe choices Substances Gangs, Knives Exploitation Emergency first aid	Stress and anxiety Managing mental health Physical activity and mental health Effects of substances Legal consequences Nutrition Sleep Vaccination and immunisation, Importance of information on making health choices	Characteristics of healthy relationships Consent Relationships and change Emotions within friendships Peer on peer abuse Rights and responsibilities Being discerning Assertiveness Sexting	Puberty changes Reproduction facts FGM Breast flattening/ ironing Responsibilities of parenthood IVF Types of committed relationships Media and self-esteem Self image Brain changes in puberty Factors affecting moods Sources of help and support

Year 8					
Self-identity Influences Family and identity Stereotypes Personal beliefs and judgements Managing expectations First impressions Respect for the beliefs of others Marriage Protected characteristics Active listening	Positive change made by others How positive behaviour affects feelings of wellbeing Social injustice Inequality Community cohesion and support Multiculturalism Diversity Race and religion Stereotypes Prejudice LGBT+ bullying Peer on peer abuse Hate crime Fear & emotions Stand up to bullying The golden rule Organ and blood donation	Long-term goals Skills Qualifications Careers Money and happiness Ethics and mental wellbeing, Budgeting Variation in income Positive and negative impact of money Online safety and legal responsibilities Gambling issues	Long-term physical health Responsibility for own health Dental health Stress triggers and help tips Substances and mood Legislation associated with substances Exploitation and substances County lines Medicine Vaccinations Immunisation	Positive relationship with self Social media and relationship with self Negative self-talk Managing a range of relationships Peer on peer abuse Personal space Online etiquette Online privacy Bullying and personal safety Social media issues and the law Coercion Unhealthy balance of power in relationship Sources of support	Types of close intimate relationships Physical attraction Love Legal status of relationships Behaviours in healthy and unhealthy romantic relationships Pornography Sexuality Alcohol and risky behaviour