



**DEAN CLOSE**  
PREPARATORY SCHOOL  
CHELTENHAM

**Independent, Co-educational, Day and Boarding  
Preparatory School**

**DCPS Relationships and Sex Education Policy  
(P210)**

Registered Charity No: 1086829

Date of Issue: May 21  
Review Date: May 22  
Owner: DCPS Head of Safeguarding / Head of PSHCE

## **DEAN CLOSE PREPARATORY SCHOOL**

### **RELATIONSHIPS AND SEX EDUCATION POLICY**

Updated after government advice September 2018

#### **What is sex and relationships education?**

Sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and citizenship economic education (PSHCE).

A comprehensive programme of SRE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

#### **Why is sex and relationships education in schools important?**

High quality SRE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life. It is essential for the following reasons:

- Children and young people have a right to good quality education, as described in the United Nations Convention on the Rights of the Child.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that sex education was 'too little, too late and too biological.'

Ofsted reinforced this in their 2013 Not Yet Good Enough report.

- SRE plays a vital part in meeting schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive SRE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

#### **Sex and relationships education:**

- is a partnership between home and school
- ensures children and young people's views are actively sought to influence lesson planning and teaching
- starts early and is relevant to pupils at each stage in their development and maturity

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- is taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender identity, sex and consent
- includes the acquisition of knowledge, the development of life skills and respectful attitudes and values
- has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills, and accessing services
- helps pupils understand on and offline safety, consent, violence and exploitation
- is both medically and factually correct and treats sex as a normal and pleasurable fact of life
- is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience
- uses active learning methods, and is rigorously planned, assessed and evaluated
- helps pupils understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media
- teaches pupils about the law and their rights to confidentiality even if they are under 16, and is linked to school-based and community health services and organisations.
- promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs

**In relation to this, the findings in March 2021 on the social media platform #Everyone's Invited reflect the need for clear instruction about respectful attitudes to everyone regardless of their sex. A number of reports suggested a culture of objectifying girls by boys in particular, and disrespectful behaviour and comments towards girls, both on and off a number of school sites throughout the country. That said, it is important to emphasise in lessons how girls can treat boys in the same way on occasions, and boys may feel less inclined to report it for male, macho reasons, such as a fear of appearing weak.**

It contributes to:

- a positive ethos and environment for learning
- safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school
- a better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships
- helping pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice
- reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying

Why do children, young people and parents think SRE is important?

Children and young people

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- want to learn about issues such as body confidence, love and sexual attraction, how to respond to peer pressure, and how to behave in a relationship
- have a right to feel safe and healthy, and a right to education that helps them learn and achieve
- want parents and carers to talk to them about growing up and sex, and to learn about other people's views and opinions in school
- need help to understand the way their bodies and feelings change as they grow and develop, and to develop skills and confidence

**The law in relation to SRE states:**

- a. The governing bodies of schools are required to keep an up to date SRE policy that describes content and the organisation of SRE provided outside the Science National Curriculum.
- b. Parents/Guardians have the right to withdraw their children from SRE lessons.
- c. The SRE programme must include (as a minimum) information about STIs and HIV/AIDS

Further recommendation from the DFE:

- a. Schools should set SRE within a broader base of self-esteem and responsibility for the consequences of one's actions.

Update: September Education Act 2020: Relationships Education must be taught in all Primary Schools and Relationships and Sex Education must be taught from the age of 11 in all secondary schools. Dean Close has prepared a curriculum which is in line with the new requirements, using resources from the Gloucestershire Local Authority PINK curriculum.

**Aims and Objectives**

Dean Close Preparatory School aims to:

- a. inform and prepare pupils for adult life and relationships in an age appropriate way
- b. provide a Christian moral framework as the context for future choices
- c. provide a safe and secure environment within which personal matters relating to their own bodies, and development into young adults, can be discussed openly and honestly
- d. encourage high self-esteem, self-awareness and emotional health
- e. encourage pupils to understand personal responsibility in all matters of relationships – mental and physical
- f. encourage pupils' sensitivity to the needs and situations of others
- g. give pupils the skills to make informed choices (that reduce risk)
- h. develop pupils' understanding of their own bodies and of the rights they have over their own body

Sex and relationship education is mainly delivered through the PSHCE and Science curriculum

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## **Content of SRE within the PSHCE (Personal Social Health and Citizenship Education) curriculum**

In Key Stage 2 and 3 pupils learn:

- a. How thoughts and feelings can affect behaviour
- b. To maintain positive relationships
- c. To build self-esteem and develop resilience
- d. To recognise healthy lifestyle choices
- e. How to cope with body changes
- f. How to manage the physical and emotional challenges of puberty (Year 4 onwards)
- g. To respect the views of others and to challenge stereotypes
- h. How to access sources of advice and support and when and where to get help

In Key Stage 3 pupils specifically learn:

- a. About managing their own health and hygiene: including body changes and puberty
- b. About the law relating to sexual behaviour and age of consent, and how to recognise when a relationship is not healthy
- c. About Christian values regarding sexual relationships (though this is presented in a balanced way acknowledging that it is a particular religious viewpoint.)
- d. How to develop positive body image
- e. About the risks of sexting and pornography, and digital resilience
- f. How to be sure of their own values in relationships and how to end an unhealthy relationship
- g. About sexual orientation and gender identity, and how to challenge homophobic behaviour
- h. About their rights in the eyes of the law to refuse to consent to a sexual relationship
- i. How to be a good parent and what this means

All staff seek to respond sensitively to the questions and concerns raised, being well aware that home situations may be complicated.

Parents/guardians of pupils at Dean Close Prep School will be informed of the content of the PSHCE curriculum including SRE and given the opportunity to withdraw children from SRE lessons following a discussion with the Head of PSHCE and Wellbeing or the Head of Pastoral.