

# RELATIONSHIPS AND SEX EDUCATION

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## 1. AIMS

The aims of Relationships and Sex Education (RSE) at the College 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
- Help pupils develop feelings of self-respect, confidence, and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Ensure students cover the Statutory RSE Curriculum through high quality lessons
- Respond to pupil voice and trends in pastoral support

This curriculum policy has been informed by the National Curriculum and the Statutory Framework for the Early Years Foundation Stage (2017), the SEND Code of Practice 2015, the Equality Act 2010, and Duty to Prevent (2015).

## 2. STATUTORY REQUIREMENTS

The College provides Relationships and Sex Education as described in the statutory guidance [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#).

### *Junior School*

The Junior School provides relationships education to all pupils as per section 34 of the Children and Social work act 2017.

RSE is taught primarily through our Stuart Additional Curriculum. In the Junior School, Stuart Additional Curriculum lessons are taught through one timetabled session with specialist teachers per week. Please see the PSHEE and Stuart Additional Curriculum Policy for further details. This incorporates the relationship aspects of the RSE curriculum. Although we do not have to follow the National Curriculum, we do offer all pupils a curriculum that is similar to, and informed by, the National Curriculum, including the teaching of Science, which incorporates the elements of sex education contained within the National Science Curriculum.

### *Senior School*

RSE is taught through the Stuart Additional Curriculum, which combines RSE and elements of the PSHEE programme alongside further content. In the Lower School and Middle School, Stuart Additional Curriculum lessons are taught through one timetabled session with specialist

or senior teachers per week. In the Sixth Form, students have regular drop down afternoons focussing on RSE, which are delivered by specialist Relationships Teachers or the Sixth Form Pastoral Team. These sit alongside the Sixth Form tutorial programme, which is delivered through tutor times and a weekly timetabled lesson. Please see the PSHEE and Stuart Additional Curriculum Schemes of Work Policy for further details. This provision is augmented across a range of other curriculum subjects, including Science, RPE, Computer Science, English, and Global Perspectives, and is also supported through our Usherwood programme.

Although the statutory requirement to provide Health Education does not apply to independent schools, we choose to provide it through PSHEE, complying with the Independent School Standards Regulations 2014.

### *Junior School and Senior School*

For full details of “What Pupils Should Know” at different stages, please see the statutory guidance in [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#) . The guidance for the Junior School is in paragraph 62, and for the Senior School in paragraph 81.

St Dunstan’s College meets the requirements and expectations of the Equality Act 2010. We do not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). We also make reasonable adjustments to alleviate [learning and physical difficulties pupils may have](#) and are mindful of the SEND Code of Practice when planning for the needs of all pupils admitted to the College, including those with protected characteristics. Teachers of students with SEND refer to Learning Support Profiles (LSPs) and liaise with the SEND department where a student may need additional support to ensure that the teaching of the RSE Statutory content is appropriate for each individual.

### **3. POLICY FORMULATION**

The formulation of this policy has included consultation with parents, staff, and pupils. Any future changes to the policy will similarly involve consultation. The consultation and policy development process involved the following steps:

1. Review – in the Senior School, the Deputy Head Academic and in the Junior School the Junior School Deputy Head Academic collated relevant national and local guidance and reviewed existing provision of RSE.
2. Staff consultation – all school staff were given the opportunity to review at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and carers were invited to look at the policy and make recommendations
4. Pupil consultation – pupils were invited to look at the policy and make recommendations
5. Ratification – once amendments were made, the final policy was ratified by the Governing Body

## 4. DEFINITION

The purpose of Relationship and Sex Education (RSE) is to:

- teach the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships, and relationships with other children and with adults.
- involve a combination of sharing information and exploring issues and values.
- explore and educate 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.

## 5. CURRICULUM

The curricula for both the Stuart Additional Curriculum and PSHEE in the Junior and Senior Schools are set out in the annual PSHEE and Stuart Additional Curriculum Scheme of Learning and Assessment. The aspects of RSE taught in other subjects are set out in the Schemes of Learning and Assessment for those subjects. These will be adapted as and when necessary to meet legitimate need.

We have developed the curriculum in consultation with parents, pupils, and staff, considering the age, needs and feelings of pupils. There is an annual Stuart Curriculum event in Michaelmas Term where planned curriculum content is outlined to parents and they have an opportunity to respond and ask questions. All students have an opportunity to regularly feedback on the curriculum through end of unit feedback forms, which are reviewed by the Director of the Stuart Additional Curriculum. We regularly hold consultation groups where students can share their views with the Director of the Stuart Additional Curriculum. Input in the curriculum is also provided by the Pastoral Leadership Team, and the Director of the Stuart Additional Curriculum attends Pastoral Leadership Team meetings each term to ensure the curriculum addresses the current needs and trends in student relationships. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and do not exclusively seek answers online.

The curriculum focuses on providing pupils with the life skills necessary to develop positive relationships, promote physical and mental health and wellbeing, reflect on themselves as well as their strengths and weakness, and develop a greater understanding of the wider world. The school is a member of the PSHE Association, and we regularly use their resources and attend their training sessions.

### *Junior School*

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me

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- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

### *Senior School*

Relationships and sex education focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe

For full details on further RSE topics taught within the Stuart Additional Programme, please see the PSHEE and Stuart Additional Curriculum Scheme of Learning and Assessment.

Sex education will focus on:

- Intimate and sexual relationships, including sexual health
- The options available if pregnancy occurs
- The impact of watching pornography

For further details on other Sex Education topics, please see the PSHEE and Stuart Additional Curriculum Scheme of Learning and Assessment.

## **6. DELIVERY OF RSE**

### *Junior School*

In the Junior School, RSE is taught primarily through our Stuart Additional Curriculum. Units of work are categorized under the following topics; physical health, relationships, perspective, strengths and meaning and purpose. Stuart lessons are delivered once a week to all pupils from Year 1 to Year 6.

The sex education components of the curriculum are taught through the Science curriculum by the Form Teacher. In Year 5 pupils begin to learn about puberty, changes to their bodies and human reproduction, and a medical professional is invited in as a guest speaker to support the delivery of this curriculum. Pupils also receive stand-alone relationships and sex education sessions delivered by a trained health professional in the “Big Talk” in Nursery to Year 6.

### *Senior School*

In the Senior School, RSE is taught within the Stuart Additional Curriculum. It is supported and reinforced in the Usherwood Curriculum. The Stuart Additional Curriculum is delivered in a weekly timetabled lessons for students in Lower School and Middle School. In the Sixth Form, RSE is delivered as part of the Sixth Form tutorial programme, which includes 1

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timetabled lesson each week alongside tutor time. In the Sixth Form, students also have regular drop down afternoons focussing on RSE. The RSE Statutory Content is taught by senior or specialist teachers and regular training is given to all staff who teach the Stuart Additional Curriculum. Biological aspects of RSE are taught within the Science curriculum. It is also integrated into other subjects such as RPE, Computer Science, English, and Global Perspectives. Our teaching of RSE is supported further by the Usherwood Programme, assemblies and visiting speakers. Its consistent integration into routine pastoral and tutorial time supports the pastoral care and personal development of each pupil as they learn about health and wellbeing, relationships, and living in the wider world in an environment where they are already understood and accepted.

### *Junior School and Senior School*

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

## **7. ROLES AND RESPONSIBILITIES**

### **7.1 The Governing Body**

The Governing Body will approve the RSE policy and hold the Head to account for its implementation.

### **7.2 The Head**

The Head is responsible for ensuring that RSE is taught consistently across the College, and for managing requests to withdraw pupils from non-science components of RSE (see section 8).

### **7.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way, in line with their ongoing training of specialist RSE delivery
- Teaching high quality, engaging lessons that allow student to progress their knowledge
- Modelling positive attitudes to RSE
- Monitoring progress
- Reporting on students' engagement with RSE and how they can develop their knowledge and skills further
- Responding to the needs of individual pupils
- Liaising the SENDCo and differentiating on an individual basis so all students with SEND can access RSE lessons
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-science components of RSE (see section 8).

- Collecting and responding to pupil voice and feedback

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 or Head of Junior School.

### *Junior School*

The Junior School Deputy Head Academic is responsible for overseeing the RSE curriculum and the delivery of it through the Stuart programme, as well as the Science curriculum.

### *Senior School*

The Deputy Head Academic has overall responsibility for the Academic Life and Culture of the College and has oversight of RSE given its high status. The Director of the Stuart Additional Curriculum is responsible for overseeing RSE and assisting the Deputy Head Academic with the audit of where PSHEE is taught across the curriculum. The Director of the Stuart Additional Curriculum is also responsible for monitoring the quality of the RSE curriculum, which is carried out in the following ways:

- Learning Walks and Lesson Observations
- Book Looks
- Student Voice
- Monitoring of Student Assessment Data

## **7.4 Pupils**

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

## **8 PARENTAL RIGHT TO WITHDRAW**

Requests for withdrawal should be addressed to the Head (Senior School) or the Head of Junior School (Junior School) and parents should expect to be asked to complete an RSE Parent Withdrawal Form, available for the Head's PA. For pupils with SEND, there may be exceptional circumstances where the Head may want to take a pupil's specific needs arising from their SEND into account when making this decision. Please see the appendix for the withdrawal form.

### *Junior School*

Parents do not have the right to withdraw their children from relationships education. Parents do have the right to withdraw their children from the non-science components of sex education within RSE.

For parents wishing to withdraw their child from non-science components of sex education within RSE, a meeting will be arranged to discuss this with the Head of Junior School and/or Junior School Deputy Head Academic to plan for the most suitable arrangements to be put in place.

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

### *Senior School*

Parents have the right to withdraw their children from the non-science components of sex education within RSE only up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

The Head, or a member of staff this role is delegated to, will discuss the request with parents and take appropriate action.

Students who are withdrawn from Sex Education will be given high quality alternative work to complete based on other aspects of the Stuart Additional Curriculum.

Copies of any withdrawal request will be kept by the school as part of a child's educational record.

## **9 TRAINING**

Timetabled Stuart Additional Curriculum lessons will be taught by trained members of staff. The carousel format of our lessons allows for students to be taught each strand of the course by a different specialist. To ensure high quality teaching, regular meetings take place between the teachers of the Stuart Additional Programme, where teaching and learning is discussed, and the Director of the Stuart Programme conducts regular learning walks to monitor the delivery of lessons.

Staff training on the delivery of RSE will be included in our continuing professional development calendar for all.

The Head may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## **10 MONITORING ARRANGEMENTS**

The delivery of RSE is monitored by the Junior School Deputy Head Academic in the Junior School and the Director of the Stuart Additional Curriculum in the Senior School by oversight and annual review of this policy and the curricula as set out in the annual PSHEE and Stuart Additional Curriculum Schemes of Learning and Assessment.

At every review, the policy will be approved by the governing body.

Pupils' developing understanding of RSE will be monitored by teachers and tutors. At the end of each year, students will take a test to ensure that they have learnt and understand all elements of the statutory content and that any gaps are addressed. Students are given regular opportunities to engage in student voice discussions to ensure that the content of the lessons is relevant, timely and challenging.