DULWICH COLLEGE
THE JUNIOR SCHOOL

JUNIOR SCHOOL RELATIONSHIPS AND SEX EDUCATION POLICY

Introduction and Aims

It is our intention that all pupils can experience a programme of Relationships and Sex Education (RSE) at a level that is appropriate for their age and physical development, with differentiated provision if required. The teaching of RSE in the Junior School is an important aspect of pupils' education. RSE includes supporting young people in developing self-confidence in preparing for physical and emotional changes into adulthood.

RSE promotes an understanding of the range of family types and other people who contribute to providing children with the care, love and support they need to grow and develop.

RSE relates to learning about physical, moral and emotional development. It is about understanding the importance of family life, stable and loving relationships, respect, consent, love and care and promoting British values, especially of tolerance. Teaching reflects that families can take many forms and pupils are taught to respect differences in family life and relationships.

Related document(s)

This document should be read in conjunction with the Junior School Wellbeing Policy.

The Moral and Values Framework

Relationships and Sex Education is required to be taught within a moral framework. Pupils will learn about moral values through all aspects of school life and in all curriculum areas, not just in RSE.

We aim to:

- Help pupils develop sensitivity and respect for themselves and others;
- Provide a friendly and caring environment in which pupils can ask questions and further their understanding;
- Support pupils in taking responsibility for their actions and the consequences of their actions;
- Provide equality of opportunity for all pupils in a caring community in which everyone is encouraged to make a valuable contribution.

Taking account of the age, maturity and needs of the pupils, we aim to:

- Provide the knowledge and information to which all pupils are entitled;
- Help children to develop feelings of self-respect, self-esteem, self-confidence, sympathy and empathy;

- Provide the confidence to be participating members of society and to value themselves and others;
- Prepare pupils for puberty and encourage them to take responsibility for their own actions;
- Give them an understanding of reproduction and sexual development;
- Give them an understanding of the importance of health and hygiene;
- Develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- Develop pupils' understanding of healthy boundaries, privacy and consent, and how to recognise when a relationship or interaction may be unsafe;
- Help pupils to behave safely and respectfully online, and to know how and where to seek help or report concerns;
- Respect and care for their bodies;
- Answer pupils' questions honestly and sensitively (referring the children to parents where appropriate);
- Give them information on where individuals and families can get help and support.

Context

We teach RSE in the context of the Junior School's aims and values framework. Whilst we give children information about sexual behaviour, we do this with an awareness of the moral code and values, which underpin all work in the Junior School. We teach RSE with the belief that:

- RSE should be taught in the context of loving relationships and family life;
- RSE is part of a wider personal, social, spiritual and moral education process;
- Children should be taught to have respect for their own bodies, and for others;
- Children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- It is important to build positive relationships with others, involving trust, respect and consent;
- Children need to learn the importance of self-control.

Teaching and Learning including Delivery of the Curriculum

We teach RSE discretely, but it is also integrated within the curriculum across the rest of the College. Relationships Education is taught throughout the Junior School, with a great deal covered through our Wellbeing curriculum, while some biological aspects are covered in Science. This includes family relationships, friendships, respect, boundaries, privacy, consent, online relationships, bullying and knowing how and where to seek help. Most of the specific RSE content is taught in Years 5 and 6. In Year 5, this covers the changes both physically and emotionally that occur at puberty for both boys and girls. This is built upon in Year 6 with a programme that covers sex within the context of a positive, healthy relationship, pregnancy and birth.

Teaching about puberty and developing bodies uses correct anatomical terms and helps pupils understand personal boundaries and the difference between appropriate and inappropriate contact.

All material used for this are designed for primary schools to ensure all the content is age appropriate and recommended by the PSHE Association. Parents may request to see the curriculum materials used in RSE.

The pupils are encouraged to ask questions and always share their thoughts during these sessions.

Staff delivering this topic are all comfortable with doing so and are professional, positive and sensitive in their approach.

Pupils' questions are answered honestly and sensitively, taking account of their age, maturity and the planned curriculum. Where a question goes beyond the Sex Education content covered by the Junior School, or relates to content from which a pupil has been withdrawn, staff will use their professional judgement in deciding the most appropriate response. This may include answering the question individually or encouraging the pupil to discuss it with adults at home.

Linked with Religious Studies and Wellbeing, pupils reflect on family relationships, different family groups, friendship and consent. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

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, assemblies and the rest of the curriculum. It is important then that all staff understand that they have a responsibility to implement this policy and promote the aims of the Junior School at any time they are dealing with children.

The Role of Parents

We understand the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with parents through mutual understanding, trust and co-operation. Parents are

consulted when this policy is developed or reviewed and are informed in advance about the Sex Education content taught. In pursuing this objective, we:

- Inform parents about the Junior School's RSE Policy and practice;
- Make curriculum materials available to parents on request;
- Answer any questions that parents may have about the RSE of their child;
- Take seriously any issue that parents raise with teachers about this policy or the arrangements for RSE in the school.

The Role of the Head of the Junior School

It is the responsibility of the Head of the Junior School to ensure that both staff and parents are informed about our RSE policy, and that the policy is implemented effectively. It is also the Head's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity. The Head monitors and reviews this policy on a regular basis.

The Role of the Junior School and other Members of the Community

We encourage other valued members of the community to work with us to provide advice and support to the pupils regarding health education. Any external providers are expected to work within the school's RSE policy and on the instructions of the Head of Junior School, and to have the knowledge and skills needed to work safely and sensitively with pupils.

Confidentiality

Teachers conduct RSE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, or indicates that they may have been a victim of abuse, this will be dealt with in line with the College's Safeguarding (Child Protection) Policy.

Answering Difficult Questions

If a pupil asks an explicit or difficult question, the staff will use their professional judgement in deciding the best way to answer it, taking account of the pupil's age, maturity and the planned curriculum. .This may be through individual work or discussion with the pupil. Where a question relates to sex education content that the Junior School does not cover, or from which the pupil has been withdrawn, staff will respond sensitively and appropriately. If the staff member is concerned, they can refer to the Head of Junior School who can discuss the matter with the parent or follow other appropriate procedures.

Procedures for Withdrawal of Pupils

Parents and carers have the right to withdraw their child from some or all of the sex education delivered as part of RSE, except for content taught as part of the Science curriculum. There is no right to withdraw a child from Relationships Education or Health Education.

Before making a request for withdrawal, parents and carers are encouraged to discuss their concerns with their child and their child's class teacher. If they then wish to proceed, they should submit a written request to the Head of the Junior School.

Pupils with Special Educational Needs and Disabilities (SEND)

We need to ensure that the needs of pupils with SEND are met and that RSE is accessible to all pupils. This may mean additional support within lessons, small group or individual lessons and an adapting of resources to enable access. Parents may need to be consulted individually regarding pupils with SEND.

Monitoring and Evaluating the Policy

Teacher assessment will inform discussion about the successful implementation of the policy. Judgements about the success of the policy can also be made through gathering evidence from staff about how the policy supports them, from parents about the clarity of the information provided, and from pupils about how RSE provision is meeting their needs.

Policy Owner:	Head of Junior School
Last Reviewed:	August 2026
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