

<b>Date of last review</b>	September 2020
<b>Date of next review</b>	September 2021

### **Aims**

The aims of relationships and sex education (RSE) at our school are to:

- To have the confidence and self-esteem to value themselves and others
- To understand about the range of relationships, including the importance of family for the care and support of children
- To develop confidence in talking, listening and thinking about feelings and relationships
- To be able to name parts of the body and describe how their bodies work
- To be prepared for puberty
- To understand the consequences of their actions and behave responsibly within relationships
- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support
- To understand the role the media plays in forming attitudes
- To understand how safe routines can reduce the spread of viruses

### **Statutory requirements**

As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#). We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach Science which would include the elements of sex education contained in the Science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Oyster Park Primary Academy we teach RSE as set out in this policy.

### **Policy development**

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parents were informed of the new guidance around RSE and how it will be taught in age appropriate ways across school
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

### **Definition**

Children can become aware of sexual matters from an early age: they receive information (either explicitly or implicitly) from family, peers, the media and the general values and attitudes they encounter in society. This approach can lead to misconceptions. There are many advantages of school-based RSE. It provides a structured programme matched to the ages and development stages of pupils. It can combat ignorance and fear and clarify existing knowledge by providing accurate information. It can provide opportunities to discuss feelings, emotions and attitudes in a safe, non-threatening situation. It can also help to create a natural, positive attitude towards sexuality and to develop the skills needed to manage relationships. By providing opportunities to exchange ideas, it can promote tolerance and understanding of others. The sharing of ideas can contribute to the development of values and a personal sense of morality.

We are fully aware of the moral, legal, cultural and ethnic dimensions of the subject. Equally, we understand the importance of parents' / carers' views in relation to RSE. Information regarding the structure of sex education lessons and materials available and the school's policy is always available for any parent to view.

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 should teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

- **physical development** - how our reproductive systems work
- **emotional development** – our feelings and how they might change as we grow older; we consider how to manage feelings
- **social aspects** – the positive and negative influences from friends
- **healthy relationships** – the different types of relationships we experience, such as those with parents / carers, siblings, friends and – as we get older – with partners; we consider healthy and unhealthy relationships

### Curriculum

RSE is taught within Oyster Park Primary Academy's Social Skills Curriculum.

Pupils within Year 6 also receive stand-alone sex education sessions delivered by a trained health professional.

Relationships education focuses on teaching the fundamental building block and characteristic of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

We also teach RSE through other subject areas (eg Science, Computing, PE and R.E.), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Linked with R.E. children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. Since SRE 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. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

### Roles and responsibilities

#### The Academy Council

The Academy Council will approve the RSE policy, and hold the Headteacher to account for its implementation.

#### The Headteacher

It is the responsibility of the Head of School to:

- Ensure that parents and staff are informed about our RSE policy
- The policy is implemented effectively.
- Ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- Monitor this policy on a regular basis and reports to governors on the effectiveness of the policy.

#### Staff

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 the (non-statutory/non-science) components 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 Headteacher.

### **Parents**

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents about the school's RSE policy and practice
- Answer any questions that parents may have about the RSE of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school
- If parents/carers do request their child be removed from the non-statutory components of RSE lessons, then that child will be provided with alternative work, linked with the Social Skills curriculum, and be invited to join another class for that session. A register of any such pupils will be kept and distributed to all teachers involved.

### **Language**

Children should be introduced, at appropriate stages, to the correct terminology in their programme of sex education. It is important that acceptable and unacceptable terminology is clarified. After initial discussion, correct biological terms will be used at all times for teaching.

### **Pupils' Questions**

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions. Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context. Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

### **Visiting speakers**

Any visiting speakers to the school should be familiar with the Relationship and Sex Education Policy. All sessions run by a visiting speaker will also be attended by a teacher familiar with the policy.

### **Special Needs**

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

### **Equal Opportunities**

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

### **Monitoring and Evaluation**

This policy scheme of work will be regularly reviewed and any feedback from teachers, parents/carers and pupils will be considered.