

RELATIONSHIPS AND SEX EDUCATION POLICY

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SECTION 1

AIMS

The aims of Relationships and Sex Education (RSE) at Oyster Park Primary Academy are to:

- Empower all pupils to grow up happy, healthy and safe
- Nurture tolerance and respect for others
- Keep children safe, both on and offline
- 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 pupils will not exploit or be exploited
- Know how to seek help, when, and who to seek it from
- Help children make their own healthy choices
- Develop an understanding of the law and what the law allows and does not allow
- To know there are wider legal implications of the decisions they make.

Oyster Park Primary Academy is a diverse community and we value our mix of cultures, languages, background and talents. We are committed to inclusion and this is at the heart of our intent for an RSE curriculum which will meet the needs of all of our children.

Section 2

Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the [Children and Social Work Act 2017 \(legislation.gov.uk\)](https://www.gov.uk/government/consultations/relationships-and-sex-education-and-health-education). However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum. In teaching RSE, we must have regard to guidance <https://www.gov.uk/government/consultations/relationships-and-sex-education-and-health-education> issued by the secretary of state as outlined in section 403 of the Education Act 1996. <https://www.legislation.gov.uk/ukpga/1996/56/contents>

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

Section 3

Consultation process

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

1. Review – our staff working party pulled together all relevant information including national and local guidance
2. Senior staff consultation – the school leadership team were given the opportunity to look at the consultation plans and make recommendations.

3. Parent consultation – information was shared with all parents and they were given opportunities to ask any questions or raise any concerns they may have.
4. Staff consultation – all teaching staff were given training from CWP and the opportunity to look at the new RSE curriculum and resources, make recommendations and share feedback and ideas for delivery.
5. Ratification – this policy was shared with governors and ratified.

Section 4

Definition for Relationship Education and Health Education

Relationships Education:

“Relationships Education is learning about the physical, social, emotional and legal aspects of human relationships. These include friendships, family life and relationships with other children and adults. Relationships Education supports our children to be happy, healthy and safe in their connections and interactions with others, now and in the future.”

Health Education:

“Health Education is learning about the characteristics of good physical health and mental wellbeing and the equally important role that each of these play in our everyday lives. It explores the important role that physical health has on our mental health and vice versa. Health Education supports our children to be happy, healthy and safe in their health-related choices and behaviours, both physically and mentally, now and in the future.”

Section 5

Curriculum

Our curriculum is set out as per Appendix 1. We have developed the curriculum taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

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

For more information about our curriculum, see our curriculum map in Appendix 1.

Section 6

Delivery of RSE

RSE at Oyster Park Primary Academy will be delivered using Teaching RSE with Confidence in Primary Schools by the Christopher Winter Project (CWP). We believe this spiral curriculum suits our diverse community and encourages respect and tolerance for other cultures, beliefs and backgrounds, whilst ensuring all children from Reception to Year 6, are prepared for adult life. CWP have been awarded the PSHE Association Quality Mark for this resource.

RSE is taught within Oyster Park's bespoke Personal, Social, Health and Economic education (PSHE) curriculum. Careful consideration has been taken to ensure the RSE lessons fit within the appropriate PSHE themes - see appendix 1. Biological aspects of RSE are taught within the science curriculum.

Year 6 pupils also receive a stand-alone sex education session delivered by their class teacher. This consists of one lesson - Year 6 Lesson 2.

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

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

For more information on our RSE curriculum, see Appendices 1 and 2. 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).

At Oyster Park we are committed to inclusion and will ensure the content of the curriculum is accessible to all pupils with Special Educational Needs and Disabilities. This will include prior teaching and differentiating resources as appropriate. We understand and acknowledge that pupils with SEND can be more vulnerable to exploitation, bullying and other issues. We take into consideration the 'Preparing for Adulthood' Outcomes from the SEND code of practice. Staff who require help with planning for pupils with SEND can seek support from Mrs Bodycombe or Mr Forsyth.

Section 7

Roles and responsibilities

7.1 The Academy Council

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

7.2 The governing body

The governing body will approve the RSE policy and hold the headteacher to account for its implementation. The governing body has delegated the approval of this policy to the Curriculum and Achievement Committee Chairperson.

7.3 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

7.4 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 excused from the non-statutory 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 and RSE subject lead. They can provide additional support and training as appropriate.

Staff are reminded that it is okay to admit to not knowing answers to questions and that it is sometimes appropriate to find out the answer later. If they deem a child's question inappropriate they are to agree to discuss it later with the child individually, rather than with the whole class. We also encourage open dialogue between staff and parents. Teachers are aware that they can discuss religious and cultural beliefs with pupils, whilst avoiding making assumptions. They will talk about sexuality without promoting any one kind of relationship.

7.5 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Oyster Park will ensure each class develops ground rules for RSE, which are referred to regularly. Teachers will use distancing techniques such as pupil questions, case studies and problem pages to help pupils avoid personalising issues. Each class will agree not to ask personal questions. All classes will have an RSE question box, in which they can put any questions they have, both named and anonymously.

Section 8

Specific Issues Related to Sex Education

We are fully complying with the Department for Education recommendations for all primary schools to have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. In addition to statutory Relationships, Science and Health Education, we have chosen to deliver further lessons in year 6 which go beyond the science curriculum and look in more detail at how a baby is made. We feel these lessons are important as they address many of the questions that children have and are taught in the context of healthy adult relationships. We will make it clear to Year 6 parents which lessons sit within sex education and outline the right to withdraw your child from these specific additional lessons, as outlined below.

8.1 Definition of Sex Education

Sex Education is learning about the physical, social, emotional and legal aspects of human sexuality and behaviour, including human reproduction. Aspects of sex education are covered in the context of learning about lifecycles in science,

8.2 Engaging Parents/Carers and the Right to Withdraw from Sex Education

On entry to the school, parents are invited to read the PSHE policy, including specific references to our additional Sex Education provision within PSHE. We place the utmost importance on sharing equal and joint responsibility with parents/carers for their children's education, including sexual matters, and as such we do our best to find out from them any religious or cultural views they may have which may affect the Sex Education they wish to be given to their children. We always carefully consider any request that compromises our equal opportunities policy. This helps to establish a consultation process and partnership with parents, who we regularly keep informed about content of the sex education programme and it is made clear to them that they are invited to view resources and address any questions or issues they have in relation to the content of these additional lessons.

From September 2020 parents have the right to withdraw their child from Sex Education, but not the right to withdraw their child from any lessons that are in the statutory Relationships, Science and Health Education Curriculum. In accordance with this, it is made clear to parents of year 6 children that they can withdraw their children from the additional sex education lessons we deliver in Year 6.

If a parent wishes to withdraw their child from Sex Education we ask that they discuss it with the Head Teacher and then complete a 'Request for Withdrawal from Sex Education Lessons' form, Appendix 4 of this policy, and send this to the headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

8.3 Answering Pupils' Sex Education Questions

We encourage curiosity in children as it is an important part of their learning and children ask questions related to sex education, both in and outside of lessons. This means that children who are withdrawn from a lesson may also ask a question in relation to sex education outside of the lesson time. We feel it is important to answer questions honestly, with factual information and in an age appropriate way. If we have a concern with regards to safeguarding due to the nature of a question we would follow our safeguarding procedures. We need to be mindful that children who don't have their questions answered may look to other sources for information, such as the internet, which might provide inaccurate information.

Section 9

Training

Staff have been trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. Staff are given an RSE Curriculum Pack for their current year group, which includes Teachers Guide, lesson plans and lesson resources. The RSE Lead will also invite appropriate visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Section 10

Monitoring Arrangements

The delivery of RSE is monitored by the RSE subject lead through scrutiny of planning, book looks, pupil voice and learning walks. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed annually. At every

review, the policy will be approved by the Curriculum and Achievement Committee chairperson and the Head teacher.

Appendix 1 RSE Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Term themes	Oyster Family (Families and People who care for me)	We're Stronger Together (Caring Friendships, Respectful Relationships, Online Relationships)	Every Mind Matters (Mental Wellbeing)	Every Body Matters (Healthy eating, Health & Prevention)	Safe and Sound (Being safe, online relationships, Internet Safety and harms)	Future ready (Physical health and Fitness)
RR Articles	28 - The right to an education	15 - The right to have friends	31 – The right to relax and play	24 – The right to be healthy	19 – The right to be safe	12 – The right to be heard
Reception "Family and Friendship"		Lesson 1: Caring Friendships	Lesson 2: Being kind		Lesson 3: Families	
Year 1 "Growing and caring for ourselves"		Lesson 1: Different Friends				Lesson 2: and changing Lesson 3: Families and care
Year 2 "Differences"		Lesson 1: Differences		Lesson 2: Male and female animals Lesson 3: Naming body parts		
Year 3 "Valuing difference and keeping safe"				Lesson 1: Body Differences	Lesson 2: Personal Space	Lesson 3: Help and support
Year 4 "Growing Up"				Lesson 1: Changes Lesson 2: What is puberty?	Lesson 3: Healthy Relationships	
Year 5 "Puberty"				Lesson 1: Talking about puberty Lesson 2: The reproductive system		Lesson 3: Help and Support
Year 6 "Puberty, relationships and reproduction."				Lesson 1: Puberty and reproduction	Lesson 2: Communication in Relationships Lesson 4: Online Relationships	Lesson 3: Families, conception and pregnancy

Appendix 2

Relationships and Sex Education – What every child should know

Topic	Pupils should know
<p>Families and people who care about me</p>	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives • That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
<p>Caring Friendships</p>	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
<p>Respectful relationships</p>	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

	<ul style="list-style-type: none"> • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults.
<p>Online Relationships</p>	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
<p>Being Safe</p>	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 3

Content of PSHE Curriculum

We deliver our comprehensive PSHE curriculum under the 3 areas

- Relationships Education
- Health Education
- Living in the Wider World

Statutory content:

Relationships Education (KS 1 & 2: age 5-11 years)

- Families and people who care for me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

Science Curriculum (contributes to Sex Education within RSE)

Key Stage 1 (age 5-7 years)

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2 (age 7-11 years)

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

Health Education (KS1&2: age 5-11 years)

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drug, Alcohol and Tobacco

- Health and Prevention
- Basic First Aid
- The Changing Adolescent Body (Puberty)

Non-Statutory Content:

Living in the Wider World (KS1&2: age 5-11 years)

- Economic Wellbeing
- Being a Responsible Citizen
- Careers

For schools choosing to deliver Sex Education in addition to Statutory Relationships, Science and Health Education, please add the bullet point below.

Sex Education (Year 6 Only – these are the only lessons that parents can withdraw their children from)

Appendix 4: Parent form: Request for Withdrawal from Sex Education Lessons

TO BE COMPLETED BY PARENTS/GUARDIANS			
Name of child		Class	
Name of parent		Date	
Reason for excusing child from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussions with parents	