

The Oaks Community Primary School

Personal, Social, Health education (PSHE) and Relationships and Sex Education (RSE) and Health Education Policy



Curriculum Statement

Our vision: The Oaks is a school where we put our children, families and community at the heart of everything we do. We provide an outstanding environment in which your child will flourish and grow. We instil a lifelong love of learning through supportive and inspirational teaching. Within our rich, varied curriculum we actively create and inspire a love of reading across the school in order to unlock every child's potential and open up a world of possibilities. Our school will ignite your child's imagination to become unstoppable as they strive to reach their dreams. Confidence, curiosity, independence and resilience are promoted through opportunities to question, challenge and explore. It is our aim for all children to leave The Oaks as independent, confident learners ready to achieve in a rapidly changing world.

This Relationships and Sex Education Policy was formally approved by The Oaks Community Primary School Governing Body in _____

To be reviewed by Governors on or before _____ 2022

Chair of Governors:

Head Teacher:

Introduction

This policy is in line with current regulations from the Department for Education (DfE) on Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019). Relationships Education and Health Education are taught in this school as required through the PSHE Curriculum. As a school we use 'PSHE association' to support us with delivering this content. This policy covers our school's approach to 'relationships and sex education', not only in lessons but through the attitude of our staff and students alike, our ethos and approach and commitment to equality both within and outside of the classroom. It will be reviewed every 2 years to ensure that it reflects the attitudes and beliefs of the school population and remains up to date with both current guidance from Government and the DfES but also remains relevant to the experiences of our pupils. The purpose of this policy is to act as a central reference point to inform school staff, parents/carers, health professionals and visiting speakers of the school's approach to RSE within PSHE.

What is RSE?

Relationships and Sex Education (RSE) forms part of the Personal, Social, Health and Economic (PSHE) education curriculum in our school. RSE is lifelong learning about physical, moral and emotional development. It is about understanding the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.

At The Oaks, we believe that PSHE and RSE is vital in giving pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, in order to become informed, active and responsible citizens. Through this policy, we aim to provide our children with the best tools to become active, responsible citizens.

The Curriculum

PSHE lessons are taught by class teachers, supported by the pastoral co-ordinator where necessary. Teaching staff receive training in the delivery of the RSE curriculum through dedicated staff meetings, led by the PSHE lead and the pastoral co-ordinator with the support of external experts as required. RSE outcomes will also be addressed in other parts of the wider and national curriculum. For example, national curriculum science outcomes include naming body parts, understanding the human life cycle and human reproduction, and religious education includes work on families and values. Our children are also exposed to the rights of a child through the UNCRC. These articles are taught alongside curriculum topics as well as assembly time. The following articles link closely with our RSE policy and will be taught alongside our PSHE programme:

- Article 2 You have the right to protection against discrimination. This means that nobody can treat you badly because of your colour, sex or religion, if you speak another language, have a disability, or are rich or poor.
- article 29 You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment
- Article 34 You have the right to be protected from sexual abuse.

Effective RSE is integrated across the curriculum but it is also important to deliver some identified RSE lessons so that pupils can learn about the human life cycle in the context of learning about themselves and their relationships.

The DfE recognises 5 elements to Relationships Education.

These are:

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

Throughout their school life, our pupils will learn about recognising naming and managing their emotions; what makes them special; what makes a good friend; how to be kind to others; what's special about them and their families; how families are different; life cycles; about changes and how they have changed since babyhood; how boys and girls bodies are different; the correct names for sexual body parts; that some parts of their body are private; how to ask for help if they are worried or concerned.

The principles of high quality RSE at The Oaks

Relationships and Sex Education:

- is a partnership between home and school
- ensures pupils' 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
- 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, special educational needs and 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 which may differ to their own
- 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

We aim to work in partnership with parents and carers and understand the importance of sharing with them the RSE programme so that they are able to support their children at home to enable them to:

- develop feelings of self-confidence and self-respect alongside those of value and respect for others
- prepare children for the physical and emotional changes which happen in puberty and to understand that these occur at different ages and at varying rates
- create a positive culture around the issues of sexuality and relationships
- provide a positive framework within which discussions on these issues can take place
- foster an open attitude of mind which enable awareness and tolerance of a variety of different family backgrounds, including non-heterosexual

Relationships and Sex Education and the Curriculum

The DfE (2019) continues to recommend that all primary schools should have a sex education programme tailored to the age and maturity of the pupils. As set out in the guidance it is up to individual schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. At The Oaks, like many other schools, we already choose to teach some aspects of sex education and will continue to do so. We recognise it is completely natural for children to have questions about sex, their bodies and to be curious about where they came from. In the age of information where children in primary school have access to the internet through

mobile technology we believe it is better that children receive age appropriate answers from us than it being left to their peers or the internet.

In our school, sex education is an opportunity to answer children's questions about where they came from, an opportunity to explore their own stories and to be clear about how a baby is conceived and formed as set out in human life cycle set out in the national curriculum for science. Furthermore, it should ensure that all children are prepared for both the physical and emotional changes of puberty including menstruation. Children need to understand how both girls and boys bodies function and change as they grow into adults. We believe that sex education should allow children a safe space to ask the questions they may have without shame or judgement.

Evidence states that a graduated age-appropriate spiral curriculum is the best way of preventing the topic of sex, reproduction and private body parts of becoming taboo and children from becoming embarrassed by the topic. We believe it is the duty of our school to give our young people the learning that will enable them to live safe, fulfilled and healthy lives. This includes ensuring that they have the skills to keep themselves safe from harm and develop positive and healthy relationships, free from exploitation pressure or abuse.

Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum. The children work closely with the pastoral manager to deliver some RSE units of work in UKS2. The school encourages discussion and clarification of understanding and values.

Prior to delivery of the units in Year 5 and Year 6, parents/carers are notified by letter that sessions will be taking place and invited to discuss any concerns or queries they may have. Sex and relationship education materials are made available on request to parents/carers who wish to supplement sex education delivered at school or who wish to deliver sex education to their children at home.

Inclusion at The Oaks

We will ensure RSE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help.

Key responsibilities for RSE

All staff will:

- ensure that they are up to date with school policy and curriculum requirements regarding RSE
- attend and engage in professional development training around RSE provision, including individual and whole staff training/inset, where appropriate
- attend staff meetings to be introduced to any new areas of work and review the effectiveness of the approaches used
- report back to the PSHE Coordinator on any areas that they feel are not covered or inadequately provided for in the school's RSE provision, including resources
- encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence and listen to their needs and support them
- follow the school's reporting systems if a pupil comes to a member of staff with an issue that they feel they are not able to deal with alone
- ensure that their personal beliefs and attitudes will not prevent them from providing balanced RSE in school
- tailor their lessons to suit all pupils in their class, across the whole range of abilities, faiths, beliefs, culture, gender identity and sexual orientations, including Special Educational Needs
- ask for support in this from the school SEND coordinator or the PSHE Coordinator, should they need it

Pupils

All pupils:

- are expected to attend the statutory National Curriculum Science elements of the RSE curriculum and the statutory Relationships Education and Health Education curriculum
- should support one another with issues that arise through RSE
- will listen in class, be considerate of other people's feelings and beliefs and comply with the ground rules that are set in class
- will have the opportunity to talk to a member of staff, in confidence, regarding any concerns they have in school related to RSE or otherwise
- A selection of pupils will be asked for feedback on the school's RSE provision and be expected to take this responsibility seriously; opinions on provision and comments will be reviewed by the lead member of staff for RSE and taken into consideration when the curriculum is prepared for the following year's pupils

Parents/carers

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

The school will:

- ensure that parents/carers know what will be taught and when, and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of RSE
- gather parent /carers' views on the policy and take these into account when it is being reviewed
- give parents/carers every opportunity to understand the purpose and content of Relationships Education and RSE
- keep parents/carers informed about all aspects of the RSE curriculum, including when it is going to be delivered
- provide access to resources and information being used in class and do everything to ensure that parents/carers are comfortable with the education provided to their children in school
- expect parents/carers to share the responsibility of RSE and support their children's personal, social and emotional development
- encourage parents/carers to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through SRE
- provide support and encourage parents/carers to seek additional support in this from the school where they feel it is needed

The right to withdraw

Parents/carers cannot withdraw their child from the statutory sex education content included in National Curriculum for Science which includes content on human development, including reproduction. Parents/carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of the non-statutory RSE, delivered as part of the PSHE curriculum. **Any parent/carer wishing to withdraw their child from RSE should firstly arrange a meeting with the class teacher to discuss the reasons why.**

Requests for withdrawal from RSE lessons will then be addressed by the head teacher. Before granting any such withdrawal, the head teacher will discuss this request with parents/carers and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. This process will be documented to ensure a record is kept.

RSE is a vital part of the school curriculum and supports child development and we strongly advise parents/carers to carefully consider their decision before withdrawing their child from this aspect of school life.

Safeguarding our Children

When teaching any sensitive topic, such as RSE which deals with family life, safe and appropriate touching, personal body parts and healthy relationships, we recognise the potential to uncover incidents of abuse through children's disclosures. All members of staff who deliver any of our Relationship or Sex Education Programme, have statutory training around safeguarding children and are all aware of our school's safeguarding policy and procedures in the case of a disclosure or suspicion of a safeguarding concern. It is our practice to review safeguarding procedures in team meetings before either programmes are delivered. Furthermore, if relevant, there may be conversations around protecting and supporting children for whom some of this work may make them vulnerable due to previous safeguarding concerns, past child protection investigations, ongoing concerns or changes in family or living situations if these may be triggered by scenarios or topics in their planned lessons.

We recognise that for children who may be vulnerable due to past or present abuse or changes in family situations, this type of work, whilst it may be sensitive, there may be needs to adapt the programme or offer additional support. It is also a protective factor in preventing further abuse, to help them make sense of their experiences and essential to help them develop skills and resilience to keep them safe in the future.

Review and Assessment

The PSHE lead will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals. The programme will be evaluated regularly by means of staff questionnaires and pupil interviews to ensure the needs of our children are put first.

The Science aspect of RSE will be taught through relevant topics which are assessed by the teacher. Teachers will make informal assessments which will inform the content and manner of their RSE teaching. Older children will be encouraged to reflect on, evaluate and feedback on RSE provision as appropriate. At the end of the year each year group will review the RSE programme they have implemented and pass on their comments to the PSHE co-ordinator. The RSE Policy will be reviewed on an annual basis taking into account feedback from parents, pupils and teachers.