



## **Oakwood Primary School RSE Policy**

'A great relationship is about two things. Firstly, appreciating the similarities and second, respecting the differences.' Unknown

### **Philosophy**

We believe that Relationships and Sex Education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health that is age and maturity appropriate.

### **Aims and Purpose**

Relationships and Sex Education (RSE) will reflect the values of the PSHE curriculum, the Rights Respecting Schools agenda as well as our own school values. RSE will be taught in the context of relationships. In addition, RSE will promote self esteem and emotional health and well-being and support children to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

The purpose of Relationships and Sex Education (RSE) at Oakwood Primary school is to assist our children to prepare for adult life through physical, emotional and moral support. Significantly this policy places RSE firmly in the context of relationships as a whole and seeks to develop it as such. The purpose of RSE is to provide knowledge about the processes of growth and development and human reproduction, and understanding about gender in all its forms, including challenging stereotypes and prejudice in line with the Equality Act 2010 (protected characteristics), as well as the importance of relationships. We aim to ensure that we are a fully inclusive school that fosters gender equality and LGBTQ equality by ensuring resources are quality assured and that the curriculum covers all the different families and relationships. At the same time it should lead to the acquisition of skills and attitudes which prepare children to manage their relationships in a responsible and healthy manner. It also provides a very important forum for children to discuss their own issues and ideas, clarifying issues, gaining correct information and reaching balanced views. The RSE curriculum will ensure that we emphasise the understanding of different families and for families of stable, caring, responsible and loving relations between adults. In this way RSE can take place throughout a child's time at Oakwood Primary school



incorporating, as it does, education in a safe and caring environment, which looks to develop positive:

***Attitudes and Values*** e.g. moral considerations and dilemmas, the value of family life, marriage, stable and loving relationships, the value of respect, love and care

***Personal and Social skills*** e.g. managing emotions and relationships, developing self-respect and empathy for others, how to make healthy choices and understanding the consequences of choices, managing conflict

***Knowledge and Understanding*** e.g. physical development, human sexuality, reproduction, emotions and relationships

## **Context**

The above objectives are achieved through a whole-school approach, which ensures that the school's policy is appropriately set for the age and maturity of the pupils.

This includes:

- Involving parents and carers (parents will be consulted about content of Sex and Relationship lessons before they are taught)
- Giving staff appropriate training and support
- Ensuring that pupils' views are listened to (pupils will be asked what they think about the RSE teaching programme and this will feed into future curriculum reviews)
- Ensuring that everything takes place within an equal opportunities framework, including sensitive consideration of families' cultural and religious beliefs whilst ensuring children are ready for 21st century living

As part of RSE, children are taught about the nature and importance of marriage for family life and bringing up children. But we also recognise that there are strong and mutually supportive relationships outside marriage. Therefore, pupils learn the significance of marriage and stable relationships as key building blocks of community and society. Care is taken that there is no stigmatisation of children based on their home or family circumstances.

## **The teaching programme for Relationships and Sex Education**



## Legal requirements

All schools must teach the following as part of the National Curriculum Science, parents do not have the right to withdraw their child/children from this part of the RSE or Science curriculum.

### National Curriculum Science Key Stage 1 - statutory

- 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

### Key Stage 1 – guidance/non-statutory

- They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

### Key Stage 2 -statutory

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.
- describe the changes as humans develop to old age.
- They should learn about the changes experienced in puberty.

### Key Stage 2 – guidance/non-statutory

- Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.
- Pupils should draw a timeline to indicate stages in the growth and development of humans.
- Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, special needs, disadvantaged and looked after children.

It is our intention that all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development with differentiated provision if required.



## **Organisation**

RSE is delivered through a whole school approach. The ethos and culture of our school reflects positive relationships where adults and children feel mutually respected and safe to learn and enjoy their time at school, following the UNICEF's Rights of the Child. We teach RSE in discrete units of work within PSHE lessons and through different aspects of the curriculum. Whilst we carry out the main RSE teaching in our Personal, Social, Health and Economics education (PSHE) curriculum, we also teach some RSE through other subject areas (for example, Science and RE), 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.

## **Roles and Responsibilities**

It is the role of the PSHE lead and SLT to ensure that the teachers are supported and trained to teach the RSE curriculum.

## **The Specific Teaching of RSE**

As described above, RSE is taught through the Science, RE and PSHE curriculum. Our RSE programme follows the outline given below:

### **Foundation**

Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

### **Key Stage 1**

Through work in science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and PSHE 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. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

### **Key Stage 2**

In science children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby in years 5 & 6. Children are taught about the physical, emotional and social changes at puberty, which include



personal hygiene. (As a school we consider the needs of the children to decide on the Year group which undertakes learning about Puberty.) In RE and PSHE, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. Children will consider the issues of Body Image and the impact of the media as well as learning about internet safety. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make healthy choices and exercise some basic techniques for resisting pressures.

Relationship and Sex education should focus on the development of skills and attitudes not just the acquisition of knowledge.

The key resources used to deliver SRE are:

- the Christopher Winter Project 'Teaching SRE with Confidence in Primary Schools'
- BBC Sex and Relationships Education
- PSHE Association
- Betty Bus
- Sex Ed forum
- Stonewall
- Age appropriate story and picture books e.g. *Hair in Funny Places* by Babette Cole
- Personal hygiene resources e.g. sanitary towels, tampons, deodorant
- Go Givers

## **Teaching strategies**

The following teaching strategies are used in RSE lessons:

- Establishing ground rules which promote a safe and supportive learning environment where questions about growing up, conception and reproduction can be asked and answered simply, truthfully and without embarrassment
- Teachers always set ground rules before teaching RSE, e.g. No one will have to answer a personal question, no one will be forced to join in a discussion, no one will be laughed at, only the correct names for body parts will be used and meanings of words will be explained in a sensible and factual way, no personal questions to the teacher
- Presenting facts in an objective, balanced and sensitive manner, set within a clear moral framework, which emphasises the importance of relationships



- Developing meaningful discussions about feelings and relationships
- Identifying the different needs and learning styles of all children and provide work and discussions in single sex groups whenever appropriate to the particular cohort of children
- Providing a questions box or ask it basket, for some questions to be asked anonymously, so that important issues are not missed through a child's embarrassment and so that teachers can ensure that the questions can be appropriately addressed in a whole class setting
- Children know that they can talk to an appropriate adult if they have an anxiety or 'burning question', knowing that their question will be treated privately and appropriate safeguarding protocols will be followed
- As part of this teachers may choose to use 'distancing techniques', whereby pupils are helped to be able to broach more personal subjects by considering them from the view of a 'third party'. Eg by using scenarios
- At the end of each session a time for reflection is included

### **The role of parents**

Oakwood 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 the children at our school through mutual understanding, trust and co-operation.

In promoting this objective we:

- Inform and consult parents about the school's RSE policy and practice
- Answer any questions that parents may have about RSE for their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school
- Encourage parents to be involved in reviewing the school policy and making modifications to it as necessary
- Inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities
- Parents of Year 4, 5 & 6 children are informed by letter about when our programme of RSE is to take place. They are invited to discuss any issues/questions they may have and to view the resources used to teach RSE
- Parents have the right to withdraw their child from the elements of the RSE programme that are not part of the statutory science curriculum, however as of September 2020 parents will not have the right to remove children from Puberty education. If a parent wishes their child to be withdrawn from RSE



lessons, they should discuss this with the Headteacher and or the PSHE leads and make it clear which aspects of the programme they do not wish their child to participate in. However the withdrawal of children from RSE rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education.

- We arrange a meeting for all parents and carers of children in Year 4, 5 & 6 to discuss the programme of lessons, to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching

### **The role of other members of the community**

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to RSE, including health education, e.g. members of the Southampton Public Health team and Solent NHS, such as the school nurse and other health professionals. We will inform parents if outside agencies will be supporting in the delivery of our RSE curriculum and would expect them to follow our policy on how to deliver RSE.

"Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator's and teacher's responsibility to plan the curriculum and lessons." Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11

When appropriate, visitors such as the school nurse may be involved in the delivery of Relationships and Sex education, particularly in Key Stage 2 but the class teachers will always be present.

### **Children with Special Educational Needs**

At Oakwood all our RSE teaching is differentiated to the intellectual and emotional needs of individual children. RSE will also be provided for children with specific special educational and physical needs in consultation with their parents.

### **Confidentiality**

Teachers conduct RSE lessons in a sensitive manner and in confidence. However, if a child makes a disclosure or a teacher has concerns about the child's safety or well-being, then the teacher will take the matter seriously and refer to one of the Designated Safeguarding Leads in school. A member of staff cannot promise confidentiality if concerns exist and will follow the Safeguarding Policy.



## **Monitoring and review**

Monitoring is the responsibility of the head teacher, named governor and teacher/s with responsibility for PSHE education. The RSE policy is reviewed on a biennial basis. The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents. The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change if required. The governing body has responsibility for ratifying the RSE Policy and gives serious consideration to any comments from parents about the RSE programme, and makes a record of all such comments. The policy and curriculum delivered is available on the website for parents. Pupils review the PSHE curriculum at the end of each unit of work which will help to inform future planning in both PSHE and RSE. Any change will be reflected on the school website. RSE issues will be included in the induction programme for all new members of staff.

PSHE leads monitor the teaching of PSHE through lesson observations and planning scrutiny as well as Pupil interviews and looking at childrens' work. The information gathered informs the support required by teachers, the use of resources and the development of the curriculum.

## **Evaluation, assessment and reporting to parents**

Evaluation and assessment including self-assessment are an integral part of RSE. A comment on a pupils' development in RSE will be included in our annual reporting on PSHE to parents.

## **Links with other policies**

This policy should be read in conjunction with the following policies:

- PSHE (Being drafted)
- Mental health and Wellbeing (Being drafted)
- Safeguarding
- Inclusion
- Teaching and Learning policy
- Behaviour and Anti-bullying