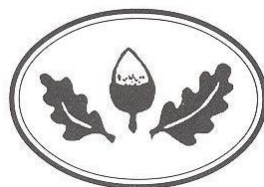


Relationships and Sex Education Policy

Old Oak Primary School



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1. Aims

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

- 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
- To develop positive relationships within their family and appreciate families are all different.
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Develop positive relationships with members of the school and wider community.
- Respecting peoples differences and demonstrating tolerance towards others.
- Become independent and responsible members of the community.
- To develop their self-confidence and self-esteem.
- Have a strong understanding of how to live a healthy lifestyle.
- Have an awareness of their own safety and how to make informed choices to keep themselves safe.
- Ensure children are aware of how to keep themselves safe online and the potential risks of using the internet and social media in today’s society.

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.

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 issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Old Oak we teach RSE as set out in this policy.

3. 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 reviewed current practice and documents and ensured all guidance, including DFE guidance, were read and used within the policy.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
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

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health in year 6, healthy lifestyles, diversity and personal identity.

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

RSE is not about the promotion of sexual activity.

5. Curriculum

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy that staff do not feel prepared to answer, our response will be to ask your family- this was discussed in the parent consultation meetings.

Primary sex education in years 5 and 6 will focus on:

- Year 5- Preparing boys and girls for the changes that adolescence brings- Puberty
- Year 6- How a baby is conceived and born- Sex education
- These lessons will be taught in a designated week in the summer term- all lesson plans from SCARF will be saved until this week that cover RSE.

For more information about our curriculum, see our curriculum map information and details under section 10.

6. 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, and other aspects are included in religious education (RE) and through IPC- International Primary Curriculum.

Pupils in year 6 also receive stand-alone sex education sessions delivered by the year 6 teachers.

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 about 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).

7. Roles and responsibilities

7.1 The governing body

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

7.2 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 (see section 8).

7.3 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 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.

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education. Parents do not have the right to withdraw their child from learning about puberty in year 5 as this forms part of the statutory Science curriculum.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE in year 6 when this coverage is taught in a weekly period during the summer term.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Monitoring arrangements

The delivery of RSE is monitored by the deputy Head:

Pupils' development in RSE is monitored by class teachers and SLT

This policy will be reviewed by the deputy head and all staff every three years.

10. Curriculum- Teaching and Learning

PSHE Association Programmes of Study Learning Opportunities

As a school we follow Coram Education- SCARF- it is an online scheme. SCARF covers the PSHE Association's Programmes of Study's Learning Opportunities across Key Stages 1 and 2. SCARF adheres to all of the latest legal requirements and is constantly updated and reviewed by a team of experts. The 'Lifebus' is part of Coram Education too. We attend training and receive support from the practitioners working for Coram Education.

Teachers use the half termly units to plan their PSHE and RSE curriculum. Every year group follows the **same area of learning**, for example- Autumn 1- Me and My relationships. The lesson is taught for 45 minutes every week or in two sessions of 20 and 25 minutes depending on the learning area and learning opportunity being covered and each classes timetable commitments. All year groups teach the growing and changing unit in the latter part of the summer term. Year 5 and 6 will teach the RSE learning across one week.

SCARF's content is carefully planned to cover the PSHE Association's Programmes of Study so that we are confident that we are providing a comprehensive and effective PSHE Education curriculum.

It's not expected that each Learning Opportunity should be covered in every year group, though many are, in line with good practice principles of a spiral curriculum. SCARF follows the PSHE Association's planning toolkit and its recommendations for the age at which each Learning Opportunity should be covered. Teachers can supplement their lessons with other resources and materials to support the learning opportunity.

Some of the Learning Opportunities are aimed at promoting generic life skills which are practised and developed across the whole of teaching and learning, as well as through specific SCARF lessons.

Scheme of learning- across the school

The following units are taught.

Half termly units

Autumn one- Me and My relationships

Autumn two- Valuing difference

Spring one- Keeping myself safe

Spring two- Rights and responsibilities

Summer one -Being my best

Summer two -Growing and changing

An example-

Key Stage Learning area	Learning Opportunity	SCARF lesson plans that support the teaching and learning of this learning opportunity	Learning Outcomes Children will be able to:
KS1: Health and Wellbeing	H1. What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.	<ul style="list-style-type: none">• Y1 Healthy me• Y1 Super sleep• Y1 I can eat a rainbow• Y1 Eat well• Y2 My body needs...	<ul style="list-style-type: none">• Understand that the body gets energy from food, water and air (oxygen);• Recognise that exercise and sleep are important parts of a healthy lifestyle.

<p>KS2: Relationships</p>	<p>R2. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p>	<ul style="list-style-type: none"> • Y3 Looking after our special people • Y3 Friends are special • Y3 Relationship Tree • Y4 Ok or not ok? (part 1) • Y5 Relationship cake recipe • Y6 Solve the friendship problem 	<ul style="list-style-type: none"> • Identify people who they have a special relationship with; • Suggest strategies for maintaining a positive relationship with their special people.
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Appendix 1: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<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
Caring friendships	<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
Respectful relationships	<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 • 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

TOPIC	PUPILS SHOULD KNOW
Online relationships	<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
Being safe	<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 2: Parent form: withdrawal from sex education within RSE- Year 6

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing 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 discussion with parents	