

# Relationships and sex education policy

Oasis Academy Pinewood



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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 changes in their body, and give them an understanding of how they develop physically and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues that come up in relationships and how to discuss them
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Teach an understanding for all children what healthy relationships are, what behaviour is acceptable and how everyone has the right to be treated equally
- Help children to become successful and happy adults who contribute positively in their friendships, relationships, families and in wider society

The aim of this policy is to be complementary and supportive of the vital role that parents/carers have in educating their children about relationships, sex and health. It recognises that the prime responsibility for bringing up children rests with parents and carers. They are the ones who know their children best.

## 2. 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 Oasis Academy Pinewood we teach RSE as set out in this policy.

## 3. Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. There have been no changes with the way that RSE is taught despite the changes in guidance from the DFE as at Oasis Academy Pinewood, children have always been taught about relationships and at the end of year six they have been taught sex education as part of the RSE and science curriculum. The consultation and policy development process involved the following steps:

1. Review – the deputy principal and principal 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. Parent/stakeholder consultation – parents/carers are invited to read the draft policy and feed back on it with comments and suggestions. All parents/carers of year five and six children are invited to come to school to view the teaching content for sex education and ask any questions they need to or to comment on what is being taught before the children start the lessons
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4. Pupil feedback – we ask the children whether they feel that the teaching and content is strong and what they feel they need to be learning

## 4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, growing up and how their body and personality develops and changes, 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

Our primary relationships curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum taking into account the age, needs and feelings of pupils. If children ask questions outside the scope of this policy, teachers will respond in an appropriate manner and will always inform parents/carers if there is anything that they feel they should know in order to follow up with discussion at home.

Primary sex education which takes place in year six only, will focus on:

- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1. The sex education curriculum is taught in an age-appropriate, sensitive and scientific way

In year five the children are taught about the changes that happen to them as they get older in their science lessons.

## 6. Delivery of RSE

Relationship education 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).

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
- Different types of relationships
- Online relationships
- Being and staying 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

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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

### 7.2 The principal

The principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-science and 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/carers wish them to be withdrawn from the non-science and 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 their line manager or the principal.

### 7.4 Pupils

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

The role that parents/carers play in the development of their children's understanding about relationships is key. Parents are the first teachers of their children and know their children best. They have the most significant influence in enabling their children to grow and mature and form healthy relationships with others.

Parents/carers have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Parents/carers do not have the right to withdraw their children from relationships education.

Requests for withdrawal should be put in writing addressed to the principal. Parents/carers are encouraged to have open conversations with their child's class teacher about their concerns before doing this.

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

## 9. Training

Training and CPD will be provided to staff when necessary

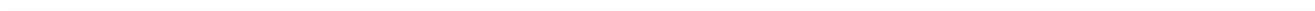
## 10. Monitoring arrangements

The delivery of RSE is monitored by the deputy and assistant principal, through:

- Learning walks
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- Discussions with children and staff
- Checking coverage through planning

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.



## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Nursery	Summer 1	<ul style="list-style-type: none"> <li>Knowing what makes us unique</li> <li>Sharing and turn taking</li> <li>Confident to talk to others, including adults in school</li> </ul>	Turn taking games Circle time Story times
	Summer 2	<ul style="list-style-type: none"> <li>Keeping ourselves safe</li> <li>Transition to Reception</li> <li>Recognising adults in our school that we can talk to</li> </ul>	NSPCC pantosaurus song
Reception	Summer 1	<ul style="list-style-type: none"> <li>Keeping ourselves safe, on and off line</li> <li>Knowing who we can talk to if we are worried</li> <li>Confident to talk about ourselves and our abilities</li> <li>Eating a healthy range of foods</li> <li>Toothbrushing</li> </ul>	NSPCC Pantosaurus Smartie the Penguin on line safety video Handprint template Circle time and show and tell Toothbrushes given by local authority
	Summer 2	<ul style="list-style-type: none"> <li>Awareness of others feelings</li> <li>Able to solve conflict without adult intervention</li> <li>On and off line safety</li> <li>Transition to year 1</li> </ul>	Turn taking games NSPCC Pantosaurus Smartie the Penguin online video
Year One and Two	Summer 1	<ul style="list-style-type: none"> <li>Listening to others and responding appropriately.</li> <li>Resolving arguments, knowing what to say.</li> <li>Recognising what is fair/unfair.</li> <li>Recognising what is kind/unkind.</li> <li>Healthy Lifestyles – benefits of physical activity, rest healthy eating and dental health. Names of the body parts including external genitalia and differences between boys and girls.</li> </ul>	Games. PE equipment. Food tasting. NSPCC website. I-pads and e-safety.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Summer 2	<ul style="list-style-type: none"> <li>• Personal hygiene – importance of and how to maintain good personal hygiene.</li> <li>• Who keeps them safe and home and at school – family and friendship networks.</li> <li>• Consent – when to say yes and no.</li> </ul>	
Year Three and Four	Summer 1	<ul style="list-style-type: none"> <li>• Recognise and respond to a wider range of feelings in others</li> <li>• Recognise different types of relationships</li> <li>• Actions can affect themselves and others</li> <li>• judge what kind of physical contact is acceptable or unacceptable and how to respond</li> <li>• Learn the concept of “keeping something confidential or secret”, when they should or should not agree to this and when it is right to “break a confidence” or “share a secret”.</li> </ul>	
	Summer 2	<ul style="list-style-type: none"> <li>• Differences and similarities in people arise from a number of factors (e.g. gender, ethnic origin – <b>see protected characteristics in Equality Act 2010</b>)</li> <li>• Recognise and manage “dares”</li> <li>• recognise bullying and abuse in all its forms (including prejudice based bullying both in person and online)</li> <li>• understand personal boundaries</li> <li>• identify what they are willing to share with people they have different types of relationships with (e.g family, friends, classmates etc) and that we all have the right to privacy</li> </ul>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year Five	Summer 1	<ul style="list-style-type: none"> <li>Using 'living and growing' scheme to cover</li> <li>Personal hygiene</li> <li>Puberty - including looking at changing bodies and emotions.</li> <li>life processes common to humans and other animals include nutrition, movement, growth and reproduction.</li> <li>How girls change – including menstruation</li> <li>How boys change – including wet dreams</li> </ul>	Living and growing booklet and dvd
	Summer 2	<ul style="list-style-type: none"> <li>Relationships and staying safe</li> <li>Who to talk to when feeling unsafe including online</li> <li>Staying safe online</li> <li>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>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.</li> <li>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.</li> </ul>	Pixl resources  Twinkl resources  Online e-safety  NSPCC
Year Six	Summer 1	Using 'living and growing' scheme to cover <ul style="list-style-type: none"> <li>Personal hygiene</li> <li>Puberty - including looking at changing bodies and emotions.</li> <li>life processes common to humans and other animals include nutrition, movement, growth and reproduction.</li> <li>How girls change – including menstruation</li> <li>How boys change – including wet dreams</li> </ul>	Living and growing booklet and dvd  Menstrual cycle game (twinkl)

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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Summer 2	<p>Using 'living and growing' scheme to cover</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults</li> <li>• How a baby is conceived</li> <li>• How a baby is born</li> </ul>	Living and growing booklet and dvd

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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"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>