



# Oak View Academy

Believe, Expect, Succeed

## Relationships and sex education policy

<b>Approved by:</b>	Education Committee	<b>Date:</b> 14.9.20
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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
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- In line with our school values, to help our children succeed in life.

### 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 Oak View Academy 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 – the Headteacher 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 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 the Education Committee governors and ratified

## 4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, 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.

At Oak View Academy we provide relationships education to all year groups and teach some elements of sex education in year 6 following the Medway scheme of work which includes puberty, changes in our bodies and how babies are made.

## 5. Curriculum

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

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, 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.

## 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).

Pupils in Year 6 also receive stand-alone sex education sessions delivered by their class teacher.

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

Sex education focuses on teaching year 6 children about:

- Puberty
- Changes in their own bodies
- How babies are made

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 board**

The governing board will hold the Headteacher to account for the implementation of this policy. The governing board has delegated the approval of this policy to the Education Committee.

## **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-science 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/non-science] 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.

The RSE curriculum will be taught to each class by their class teacher(s).

## **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**

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

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

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. Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by the PSHE subject leader through lesson observations, learning walks, pupil group discussions and book scrutinies.

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

This policy will be reviewed by The Headteacher annually. At every review, the policy will be approved by Governing body.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

LESSON & YEAR	LEARNING OBJECTIVE	INTENDED LEARNING OUTCOMES
Year 1 My special people	The special people in our lives and how we care for one another	<ul style="list-style-type: none"> <li>• identify our own special people</li> <li>• explain what makes them special to us and why they are special</li> <li>• describe the different ways our special people care for us</li> <li>• recognise how we can care for them in return</li> </ul>
Year 1 We are growing: human life cycle	How we change as we grow.	<ul style="list-style-type: none"> <li>• recognise the main stages of the human life cycle (baby, child, young person, adult, old person)</li> <li>• recognise that the process of growing takes time and is different for everyone</li> <li>• identify ways we are more independent now than when we were younger</li> <li>• understand that growing and changing is a continuous process</li> </ul>
Year 2 Everybody's body	The differences and similarities between people.	<ul style="list-style-type: none"> <li>• describe similarities and differences between ourselves and others</li> <li>• challenge simple stereotypes about boys and girls</li> <li>• recognise and use the correct names for main parts of the body</li> </ul>
Year 3 What makes a good friend?	Friendship – why it is important and what makes a good friend.	<ul style="list-style-type: none"> <li>• recognise the different types of friendships that are important to us (family, friends, neighbours)</li> <li>• explain why friendship and having friends is valuable</li> <li>• identify how friends show they care for and value each other</li> <li>• describe what makes a good friendship and what is not</li> </ul>
Year 3 Falling out with friends	How to maintain good friendships, solving disagreements and conflict amongst themselves and their peers.	<ul style="list-style-type: none"> <li>• identify what helps maintain friendships</li> <li>• describe feelings when disagreements and conflict occur</li> <li>• identify what can help and not help if there are friendship problems</li> <li>• describe ways of solving arguments with peers</li> </ul>
Year 4 Puberty: time to change	About some of the physical changes experienced during puberty.	<ul style="list-style-type: none"> <li>• identify some of the physical changes that happen to boys and girls</li> <li>• explain that puberty begins and ends at different times for boys and girls</li> <li>• use scientific vocabulary for external male and female genitalia</li> </ul>
Year 4 Puberty: menstruation and wet dreams	About the physical changes that happen to males and females during puberty.	<ul style="list-style-type: none"> <li>• use scientific vocabulary for external and internal male genitalia</li> <li>• explain what happens during menstruation (periods)</li> <li>• explain what is meant by ejaculation and wet dreams</li> </ul>
Year 4 Puberty: personal hygiene	About the importance of personal hygiene during puberty. To respond to questions about puberty.	<ul style="list-style-type: none"> <li>• explain how and why it is important to keep clean during puberty</li> <li>• describe ways of managing physical change during puberty</li> <li>• respond to questions and give advice to others about personal hygiene</li> </ul>
Year 4 Puberty: emotions and feelings	How and why emotions may change during puberty. About getting appropriate help, advice and support about puberty.	<ul style="list-style-type: none"> <li>• describe how emotions and relationships may change during puberty</li> <li>• know where we can get the help and support we need</li> </ul>
Year 6 Puberty: change and becoming independent	About managing change – new roles and responsibilities as we grow up.	<ul style="list-style-type: none"> <li>• describe some changes that happen as we grow up</li> <li>• identify the range of feelings associated with change and becoming more independent</li> </ul>

		<ul style="list-style-type: none"> <li>● describe practical strategies to cope with growing up and taking on new responsibilities</li> </ul>
Year 6 Positive and healthy relationships	About what constitutes a positive, healthy relationship. That relationships can change over time.	<ul style="list-style-type: none"> <li>● describe some changes that happen as we grow up</li> <li>● identify the range of feelings associated with change and becoming more independent</li> <li>● describe practical strategies to cope with growing up and taking on new responsibilities</li> </ul>
Year 6 How babies are made	About adult relationships and the human life cycle. About human reproduction (how a baby is made and how it grows).	<ul style="list-style-type: none"> <li>● identify the links between love, committed relationships and sexual intercourse</li> <li>● explain what sexual intercourse is and explain that this is a relationship between consenting adults</li> <li>● explain what pregnancy means, how long it lasts and how a baby is made when a sperm (male) meets an egg /ovum (female) and implants in the lining of the uterus (or womb) (female)</li> </ul>

## Appendix 2: 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 support</li> <li>● The characteristics of healthy family life, commitment to each other, including in times of difficulty, and other family members, the importance of spending time together and sharing each other's experiences</li> <li>● That others' families, either in school or in the wider world, sometimes look different from their own, and that 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 provide security as they grow up</li> <li>● That marriage represents a formal and legally recognised commitment of two people to each other</li> <li>● How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help 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 their friends</li> <li>● The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, shared 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 uncomfortable</li> <li>● That most friendships have ups and downs, and that these can often be worked through so that friendships are 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 unsafe, how to manage conflict, how to manage these situations and how to seek help or advice from others</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>● The importance of respecting others, even when they are very different from them (for example, different cultures 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 they should show respect to others, including those in positions of authority</li> <li>● About different types of bullying (including cyberbullying), the impact of bullying, responsibility for bullying 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 online including when we are anonymous</li> <li>● The rules and principles for keeping safe online, how to recognise risks, harmful content and how to seek help</li> </ul>

	<ul style="list-style-type: none"> <li>● How to critically consider their online friendships and sources of information including aware 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 online)</li> <li>● About the concept of privacy and the implications of it for both children and adults; including if they relate to being safe</li> <li>● That each person's body belongs to them, and the differences between appropriate and inappropriate contact</li> <li>● How to respond safely and appropriately to adults they may encounter (in all contexts, including online)</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>



### Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Cl a s s	
Name of parent		Dat e	
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	