

Oaklands Junior School

Relationships and Sex Education policy



Approved by:	LGB	Date: 12 th May 2021
Last reviewed on:	April 2021	
Next review due by:	Spring 2024	

Contents

1. Aims	2
2. Statutory requirements	2
3. Policy development.....	3
4. Definition.....	3
5. Curriculum	3
6. Delivery of RSE	4
7. Roles and responsibilities	5
8. Parents' right to withdraw	6
9. Training.....	7
10. Monitoring arrangements.....	7
Appendix 1: Curriculum map	8
Appendix 2: By the end of primary school pupils should know	10

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
- › Help pupils develop feelings of self-respect, confidence and empathy and sensitivity towards the needs of others
- › Nurture a responsible and positive attitude towards personal relationships including aspects of mutual respect and care
- › Provide knowledge of loving relationships and to promote honesty and love in relationships
- › Create a positive culture around issues of sexuality and relationships
- › Promote the importance of family life and stable relationships for bringing up children
- › Empower children to make informed choices about relationships
- › Educate against discrimination and prejudice
- › Teach pupils the correct vocabulary to describe themselves and their bodies
- › Teach the fundamentals of human reproduction through differentiated factual knowledge
- › Inform children on matters of personal hygiene and related health issues and to prepare pupils for puberty, and give them an understanding of sexual development
- › Protect children from teaching materials that are inappropriate with regard to their age and cultural background

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 Oaklands Junior School, we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, parents and governors

. The consultation and policy development process involved the following steps:

1. Review – the subject leader consulted relevant information including relevant national and local guidance to review the previous policy
2. Staff consultation – all school staff have had the opportunity to look at the policy and make recommendations
3. Governor consultation – school governors have had the opportunity to look at the policy and make recommendations
4. Parent/stakeholder consultation – parents and any interested parties have had the opportunity to view and comment on the policy
5. Ratification – once amendments are made, the policy to be shared with governors and ratified

4. Definition

Staff and governors at Oaklands Junior School believe that Sex and Relationship Education (SRE) should be part of a broader Personal, Social, Health Education (PSHE) and Citizenship programme designed to develop children's self-esteem, sensitivity and sense of responsibility towards others. SRE must take into account the cultural backgrounds of all our children and the views of their parents/carers. It should also be age appropriate to reflect the differing maturity levels across years 3-6.

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.

It is about the understanding of the importance of stable and loving relationships, respect, love and care.

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

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 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).

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).

Resources

- JIGSAW – a mindful approach to PSHE scheme of work by Jan Lever.
- All resources will be chosen by the PSHE subject leader in consultation with staff and governors. External advice will be taken as appropriate. Parents' comments will be taken into consideration.

Answering difficult questions

Sometimes an individual child may ask an explicit or difficult question in the classroom. The following are protocols for discussion-based lessons with pupils:

- ⤴ no one (teacher or pupil) will have to answer a personal question
- ⤴ no one will be forced to take part in a discussion
- ⤴ only the correct names for body parts will be used
- ⤴ meanings of words will be explained in a sensible and factual way
- ⤴ teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent

Subjects including AIDS, sexually transmitted diseases, homosexuality, abortion and child abuse will not generally be subjects for classroom discussion. However, if a question is asked on any of these subjects, the teacher may answer briefly and honestly or suggest the subject is best discussed at home or left until a more appropriate time.

Child Protection

If a child makes a reference to being involved, or likely to be involved, in sexual activity, then the member of staff will take the matter seriously and deal with it as a matter of child protection and report it, following the school's safeguarding policy.

Confidentiality

As a general rule the teacher will maintain a child's confidence. However, if a child discloses information of a sensitive nature that may raise concerns about the child being at risk, the teacher will inform the child that confidentiality cannot be maintained and will act in accordance with the school's safeguarding policy, a copy of which is available for parents/carers in school and on our website.

Parental notification

Parents will be notified, in advance, when their children will be receiving SRE *both in year 5 and year 6*. They will be invited to view the policy in order to acquaint themselves with the contents. They will also be invited to discuss any concerns they may have with the class teacher or head teacher. Parents will be invited to a meeting to view the DVD/ teaching material prior to the children seeing it, and to talk to the staff about issues that will be discussed.

The SRE curriculum for the year will be briefly discussed with parents during the Parents Forum meetings at the start of the school year.

7. Roles and responsibilities

7.1 The governing body

The governing body 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 in accordance with this policy
- › 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.

Class teachers, supported by Teaching Assistants or other teaching staff where appropriate, are responsible for the delivery of RSE.

7.4 Pupils

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

In relation to ethnicity, religion and cultural diversity, we value the different backgrounds of our children and, in acknowledging different views and beliefs, seek to promote tolerance and understanding.

In order to ensure the SRE Curriculum meets the needs of all:

- ⤴ we will not promote one particular lifestyle over another
- ⤴ we will not seek to gain consensus, but will accept and celebrate difference
- ⤴ we will encourage respect and discourage exploitation
- ⤴ we will not ask young people to represent a particular religious or cultural group to their peers, unless they choose to do so

In relation to those with special educational needs or disabilities, we are committed to ensuring that all children receive their entitlement to SRE. We will review our SRE provision to ensure that we provide for all those with additional needs. When working with young people with additional needs we will consider:

- ⤴ their level of vulnerability
- ⤴ their need to learn and demonstrate appropriate behaviour
- ⤴ the need to promote self-esteem and body image
- ⤴ the need to involve all staff including ancillary staff and carers in policy development, planning and training
- ⤴ the management of personal care
- ⤴ clarity about sources of support for pupils

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-statutory components of sex education within RSE.

Oaklands Junior School is committed to working with parents. Under Section 405 of the Education Act (1996) pupils may be withdrawn by their parents from the part of SRE that is outside the compulsory elements of the Science National Curriculum.

At Key Stage 2 these **compulsory** elements are:

1. a) that the life processes common to humans and other animals include nutrition, growth and reproduction
2. f) about the main stages of the human life cycle

If a parent has strong objections to his/her child's participation, for whatever reason, and wishes the child to be withdrawn, the school requires notice of this in writing.

Parents are welcome to make an appointment to see the class teacher or head teacher, so that any concerns may be discussed and any misconceptions may be dispelled.

A pupil withdrawn from Sex and Relationship Education will be given alternative, suitable work. However, he/she will be required to attend any science lesson on human reproduction, which forms part of the National Curriculum.

Requests for withdrawal, including reasons, should be put in writing and addressed to the headteacher.

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

9. Training

It is appreciated that some staff may feel less comfortable with this area of the curriculum. All staff will be supported with appropriate training and support and if preferred, alternative staff or visiting professionals may be asked to deliver some areas of the curriculum with teachers present.

The headteacher may also invite visitors from outside the school, such as school nurses to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The implementation of the policy will be monitored by Subject Leader and the Headteacher as part of the general monitoring of the curriculum.

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

This policy will be reviewed every three years by the SRE Subject Leader, Headteacher and the Curriculum committee or sooner if the need arises.

Related Documents

- ⤴ PSHE policy
- ⤴ Safeguarding policy
- ⤴ Anti-Bullying policy
- ⤴ Equal Opportunities policy
- ⤴ SEND Policy
- ⤴ Best Value Policy

Appendix 1: Curriculum map

The Place of Relationships and Sex Education In The Curriculum

SRE by its nature has crossovers with citizenship, PSHE, Online Safety and human biology. Lessons are planned to take this holistic, cross curricular view into account. The specific SRE curriculum areas are outlined below in an overview of what is covered by age group and by SRE theme:

YEAR GROUP	RELATIONSHIPS AND FEELINGS	PERSONAL SAFETY AND PERSONAL HYGIENE	PUBERTY/ REPRODUCTION/ SEX EDUCATION
Year 3	How do I feel? Recognising emotions	Importance of keeping clean Keeping Safe online – identities, respect	Who do I look like? Changing Families
Year 4	Expressing myself Think before I act Feeling Good about myself Different family units	Stranger Danger Importance of keeping clean Keeping safe online – relationships and identities in real and online world	Physical and emotional changes during puberty. How I have already changed and how I will be changing? How am I similar to relatives? Having a baby is life changing
Year 5	Friendships Emotional needs Self-image Valuing myself Respect Who can I talk to about body changes	Taking responsibility for own behaviour Keeping Safe online – privacy, understanding ‘safe’ and ‘unsafe’ behaviours and responses	Physical changes in more detail including menstruation (boys and girls are separated for some aspects). DVD & PowerPoint relating to these.

YEAR GROUP	RELATIONSHIPS AND FEELINGS	PERSONAL SAFETY AND PERSONAL HYGIENE	PUBERTY/ REPRODUCTION/ SEX EDUCATION
Year 6	Self esteem and Body Image Emotional needs Respect Who are the people I admire, how do they act?	Using my judgement (skills needed to make good decisions) Legal age limits for Sex. Why they exist Keeping safe online –self image, identity and positive online profiles, recognise and develop strategies for keeping themselves and others safe online	Physical changes recap Emotional changes Reproduction Facts about Conception (DVD)
All Year Groups	Some aspects of RSE will be taught during PSHE Jigsaw units each half term: Being me in my World Celebrating Difference Dreams and Goals Healthy Me Relationships Changing Me		

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"> • 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

TOPIC	PUPILS SHOULD KNOW
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
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

TOPIC	PUPILS SHOULD KNOW
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, for example family, school or other sources

