



Relationships and Sex Education Policy

Our Vision

We look towards the parable of the Good Samaritan as our guide. We aspire for our school to be a place where all children are valued, where they feel safe, are happy and learn well. We want our school to have a warm, friendly atmosphere, which supports families, builds relationships and sets children up for a life of learning. We want our Christian values to guide our pupils along the right path and help them to achieve fulfilling and happy lives.

'Love your neighbour as yourself' - Parable of the Good Samaritan Luke 10:25-37

Approved by:	Local School Board	Date: March 2020
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From September 2020, relationships and sex education will become statutory in all secondary schools in England. Relationships education will become statutory in all primary schools in England. Health Education will also become statutory in all state-funded schools.	18

1. Aims

At St Oswald's C of E Academy we welcome every child as a special individual loved by God. We celebrate children's awareness of their local, national and global community, supported in their development at home and at school.

In our Church of England school we are tolerant of others and promote respect for the dignity and worth of each individual. We aim to nurture caring and self-regulating citizens.

At St Oswald's C of E Academy we help each child to fulfil their potential physically, academically, socially, morally culturally and spiritually, without fear of discrimination.

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

Children have **self-respect** as unique, self-regulating individuals and are responsible in their attitudes towards others, within their Christian community and beyond.

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 St Oswald's C of E Academy we teach RSE as set out in this policy, abiding by relevant information set out in the Diocese of Sheffield Academies Trust funding agreement and articles of association.

3. 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.

4. 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

The curriculum is designed to be taught as a spiral approach. Therefore, previous years' learning will be revisited and revised to ensure knowledge, skills and understanding are embedded constantly in the following years.

For more information about our curriculum, see our curriculum map in Appendix 1.

The curriculum will ensure all of our pupils, including those with SEND and children who are, or have been, looked after are well prepared for their lives as fulfilled future citizens, respect themselves and others and have strategies to make positive and healthy life choices.

5. 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 also receive stand-alone sex education sessions delivered by teaching staff and the school nursing team.

Relationship education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful healthy relationships
- Saying sorry

- Growing and changing
- Differences
- Life cycles
- Body parts & body differences
- Changes
- Puberty
- Personal space
- Conception & having a baby
- 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, LGBTQ+ 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).

Primary-age children are taught about positive relationships and respect for others, and how these are linked to promoting good mental health and well-being. Our provision is constantly reviewed to ensure it is appropriate for our pupils based on their:

- Age;
- Physical & emotional maturity;
- Religious & cultural backgrounds;
- Special educational needs and/or disabilities.

Reasonable adaptations are made to ensure pupils with SEND are able to access the curriculum.

RSE at St Oswald's C of E Academy will be LGBT+ inclusive.

The school will provide sanitary disposal bins in appropriate toilets to break taboos around menstruation and will have a supply of menstruation products for pupils to address period poverty and any unforeseen circumstances arising from menstruation.

The guidance writes that 'schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated.' At St Oswald's C of E Academy, children will learn about how stereotypes can be unfair as well as the importance of permission-seeking and giving in relationships.

St Oswald's C of E Academy promotes mental health and wellbeing among all stakeholders, particularly pupils throughout the curriculum. This includes the harms of spending too much time online. The school promotes positive mental wellbeing through the myHappyMind programme, which is delivered weekly to all pupils from F1 upwards. All staff adopt the practice of Happy Breathing to help pupils learn self-regulation.

6. Roles and responsibilities

6.1 The governing board

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

6.2 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).

6.3 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.
- All teachers will teach RSE at an age-appropriate level. See Growing Up at St Oswald's document for specific age-appropriate content.

6.4 Pupils

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

7. 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.

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.

8. 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.

9. Monitoring arrangements

The delivery of RSE is monitored by the PSHE Subject Leader through learning walks, pupil interviews and work scrutiny where appropriate.

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

This policy will be reviewed by the full governing board, annually. At every review, the policy will be approved by the Local School Board and the Headteacher.

Appendix 1: Curriculum map

Relationships and sex education curriculum map The curriculum is designed to be taught as a spiral approach. Therefore previous years' learning will be revisited and revised to ensure knowledge, skills and understanding are embedded constantly in the following years.

RSE at St Oswald's C of E Academy will be LGBT+ inclusive.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
EYFS		<p>Friendships</p> <ul style="list-style-type: none"> • Why do friendships make us happy? • How can we welcome new friends? • Friendships are not based on controlling each other. • We are all different. <p>Saying sorry</p> <ul style="list-style-type: none"> • Why is it important to say sorry and forgive others? • How can I deal with arguments without using physical means? <p>Families and Care</p> <ul style="list-style-type: none"> • What different types of families are there? • What can I tell people about my family? • How can family members help each other? 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1		<p>Relationships</p> <ul style="list-style-type: none"> . Can we be friends with people who are different to us? . STOP – Several Times On Purpose - can be a sign of bullying. . Bullying can be verbal, physical and can take other forms. <p>Growing and Changing</p> <ul style="list-style-type: none"> • How do babies grow and change? • What support do babies need and how does this change as they get older? <p>Families and Care</p> <ul style="list-style-type: none"> • What different types of families are there? • What can I tell people about my family? • Stranger Danger and keeping safe. • Who can I ask for help? <p>Vocabulary introduced: External body parts including breast, penis, vagina if pupils discuss these. (Informal language used by pupils corrected diplomatically by teacher.)</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2		<p>Differences</p> <ul style="list-style-type: none"> • What ideas do people have about what girls and boys can do? • What is different about male and female babies? <p>Life Cycles</p> <ul style="list-style-type: none"> • What are the differences between male and female animals? • How is new life made? <p>Body Parts</p> <ul style="list-style-type: none"> • What are the physical differences between males and females? • What are the scientific names for male and female body parts? <p>Relationships</p> <ul style="list-style-type: none"> • Bullying is an imbalance of power. 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3		<p>Body Differences</p> <ul style="list-style-type: none"> • What are the similarities and differences between males and females? • What are the correct scientific names for male and female body parts? <p>Personal Space</p> <ul style="list-style-type: none"> • Who does my body belong to? • What is meant by unwanted touch? <p>Families</p> <ul style="list-style-type: none"> • How can families be different? • Who can I go to for help and support? <p>Relationships</p> <ul style="list-style-type: none"> • Bullying can take different forms, including verbal, physical and online. • E-Safety - what information about myself should I never share online? <p>Vocabulary introduced: puberty, emotions, consent, love, emotional, mood swings, hips, shoulders, (- change of body shape), breasts, adolescent, teenager</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 4		<p>Changes & Puberty</p> <ul style="list-style-type: none"> • What are the main stages of the human life cycle? • How does my body change as I grow up? • Basic information that puberty is the term for bodies and emotions changing ready to be an adult and that these changes happen at different rates for different people. <p>Healthy Relationships</p> <ul style="list-style-type: none"> • Why is respect important in all (including online) relationships? • How can friendships make people feel unhappy or uncomfortable? • E-Safety - rules around my own and other people's personal information. • The harm of spending too much time online. • Relationships and social media – positives and hazards. 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5		<p>Relationships</p> <ul style="list-style-type: none"> • What is a healthy relationship? <p>Puberty</p> <ul style="list-style-type: none"> • What happens to my body during puberty? • What happens to my emotions during puberty? • How is puberty linked to reproduction? • Why do we have to be adults before we reproduce? • What physical changes happen during puberty? • What emotional changes happen during puberty? • Why is it important to be able to talk confidently about puberty? • How can I manage these changes? • How can I keep clean during puberty? • Where can I go to for help? <p>Life Cycles</p> <ul style="list-style-type: none"> • How do humans and other animals reproduce? • What changes do we go through from birth to old age? <p>Vocabulary introduced: erection, period, scrotum, wet dream, pubic hair, menstruation, ejaculation, semen, testicles, reproduction, sexual, asexual, birth, fertilisation, menstrual, eggs, embryo, ovary, penis, testes, vagina, uterus, fallopian tubes, hormones</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 6		<p>Puberty</p> <ul style="list-style-type: none"> • How does my body change during puberty, to prepare for reproduction? • Why is it important to talk confidently about puberty? <p>Relationships</p> <ul style="list-style-type: none"> • What is a healthy relationship? • Why are communication and respect important? • When is it ok to share personal / private information in a relationship? • Where can I get help if a relationship ends or goes wrong? • Barnardo’s Real Love Rocks – (Child Sexual Exploitation education). <p>Having a Baby</p> <ul style="list-style-type: none"> • What decisions need to be made before having children? • What happens during conception and pregnancy and how a baby is born. 	

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
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 3: Parent form: withdrawal from sex education within RSE

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	<p>Include notes from discussions with parents and agreed actions taken. (E.g.: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom)</p>

Approved by **forbessolicitors.**

WHAT'S CHANGED IN RECENT YEARS?

From September 2020, Relationships and Sex Education became statutory in all secondary schools in England. In addition, Relationships Education became statutory in all primary schools in England and Health Education became statutory in all state-funded schools.

Parents do not have the right to withdraw pupils from Relationships Education.

Primary schools are not required to teach Sex Education. However, the Department of Education recommends that all primary schools have a Sex Education program of work. Children have the right to comprehensive Sex Education and FPA strongly recommends that all primary schools teach age-appropriate Sex Education. Parents have the right to withdraw their children from Sex Education. This does not include what is taught as part of the science curriculum.

All children have the right to comprehensive Sex Education and most parents support the teaching of Sex Education in schools. Schools should engage with parents and have a clear policy in place which explains the benefits of school-based RSE.

All state schools, including academies, must teach health education. Parents do not have the right to withdraw pupils from health education.

1. RSE will be LGBT+ inclusive

The new guidance is clear that from 2020 all schools need to include LGBT+ content in their RSE programme. In primary schools this may involve talking about LGBT+ families. The guidance states that schools will be 'free to determine' how they cover LGBT+ content and when.

2. More education on menstrual health

The guidance sets out how RSE should be age and developmentally appropriate, including meeting the needs of SEND students, and should help to prepare young people *in advance* of the changes they will experience. A key example of the latter, is the inclusion that all pupils in primary school will learn about menstrual wellbeing and that menstruation should be covered, as much as possible, before onset.

3. Sexism and sexual harassment

The guidance writes that 'schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated.' In primary schools, children will learn about how stereotypes can be unfair as well as the importance of permission-seeking and giving in relationships.

4. New requirements to teach about mental health and the harms of social media

Other positives include the introduction of statutory health education to support schools to teach about mental health and wellbeing. There is also content on the harms of spending too much time online.