

Oxbridge Lane Primary School

RSE Policy



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Policy prepared by (name and designation)	Lauren Amerigo Headteacher Reviewed by Sara Seabourne RSE/PSHE lead.
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Oxbridge Lane Primary School RSE Policy

Introduction

RSE is compulsory in Primary Schools. We follow the government guidance.

This policy covers Oxbridge Lane Primary School's whole school approach to Relationships and Sex Education (RSE). We believe that RSE is vital for the personal, social and emotional development of our pupils. It equips children and young people with the information, skills and values they need to have safe, respectful and enjoyable relationships and empowers them to take responsibility for their sexual health. At Oxbridge Lane, we believe that all children and young people have a right to holistic, inclusive and needs-led RSE. We believe that through providing high quality RSE, we are upholding the ethos and values of our school and its commitment to equality and celebration of difference.

Oxbridge Lane Primary School considers that Relationships and Sex Education (RSE) is an integral part of the Personal, Social and Health Education (PSHE) and Citizenship curriculum, and is linked to that for Science. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. The programme is set within a moral framework and matched to the pupils' level of maturity. This policy reflects the requirements of the DFE Sex and Relationship Guidance.

As an early adopter school, we are committed to promoting a safe and healthy lifestyle. Relationships and Sex Education is not regarded as a subject in its own right, but it is part of a carefully planned element in PSHE and Citizenship education. Effective Relationships and Sex Education needs to be taught in an atmosphere of trust, responsibility and respect where sensitive issues can be discussed without embarrassment or threat.

The information below complies with our statutory obligations to deliver RSE under sections 34 & 35 of the Children and Social Work Act 2017. It will have due regard for the DfE's statutory Relationships Education, Relationships and Sex Education and Health Education Guidance and other relevant guidance.

Writing of the policy

This policy covers our school's approach to Relationships and Sex Education (RSE). It was produced with SLT in consultation with teaching staff and parents. The policy will be available to parents on the website and a paper copy can be made available by written request.

Definition of Relationship and Sex Education(RSE)

Relationship and Sex Education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, family life, respect, love and care. It is also about the teaching of sex, sexuality and health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

Aims

The aim of RSE is to provide balanced factual information about physical and emotional changes, together with consideration of the broader emotional, ethical, religious and moral dimensions of sexual health. These aims will be taught with a cross curricular approach. Our RSE programme aims to prepare pupils for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- have the confidence and self-esteem to value themselves and others and develop respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within personal relationships.
- avoid being pressured into uncomfortable or dangerous situations.
- communicate effectively by developing the appropriate language for sex and relationship issues.
- develop awareness of their sexuality, challenge sexism and prejudice, and promote equality and diversity.
- have sufficient information and skills to protect themselves in a variety of situations.
- be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.

Curriculum

Relationship and Sex teaching will also be delivered through the National Curriculum Science where children are required to learn.

In EYFS, children are taught about positive relationships, making friends and develop their own feelings.

From key stage 1 to key stage 2, RSE includes laying foundations of understanding about growth and change and respect for one another; later in key stage 2 it will promote the preparation for the changes of puberty.

We believe it is important to address relationships and sex education in this age group because it will promote the values 'the importance of stable relationships', 'marriage' and 'family life'.

We recognise and respect pupils' different abilities, levels of maturity and personal circumstances; for example their own sexual orientation, gender identity, faith or culture (which may, depending on their age and maturity, not be something they have yet considered or may be 'emerging') or the sexual orientation, gender identity, faith or culture of their immediate family, close friends and wider community. We ensure that all young people have equal access to our sex and relationships and sex education programme.

We are committed to ensuring the 12 principles as identified by several professional bodies are met throughout our school curriculum including our bespoke PSHE curriculum and science curriculum. (Please see Appendix A for more details)

Science Curriculum –

RSE is taught through the Science Curriculum objectives that are age appropriate for children.

EYFS Children learn about the concept of male and female and about young animals. In ongoing PSHCEE work, they develop skills to form friendships and think about relationships with others.

Key Stage 1 ☐ That animals including humans, move, feed, grow, use their senses and reproduce. To recognise and compare the main external parts of the bodies of humans. That humans and animals can produce offspring and these grow into adults. To recognise the similarities between themselves and others and treat others with sensitivity.

Key Stage 2 ☐ That the life processes common to humans and other animals include nutrition growth and reproduction The main stages of the human life cycle.

RSE will normally be taught as part of our PSHE or science lessons. It will be taught by class teachers and in the case of Years 5 and 6 there will also be input from the school nurse when necessary. Resources and expertise from appropriate outside agencies may be utilised alongside teaching staff within the framework of this policy.

Teaching of RSE

At Oxbridge Lane, the PSHE and Citizenship Lead, is responsible for ensuring that RSE is well planned and sequenced, both as part of an overall long-term plan and specific schemes of work. With the support of the Senior Leadership Team, the PSHE and Citizenship Lead is responsible for ensuring that RSE is taught consistently well across the school and is suitably resourced. This may include liaising with and supporting other staff members/external professionals who deliver some/all of the RSE lessons at our school. The PSHE/Citizenship Lead is expected to work closely with the Designated Safeguarding Lead (DSL) as well as colleagues in related curriculum areas to ensure the curriculum is suitable for individual pupils and complements content covered in National Curriculum subjects.

Teachers are given responsibility for delivering RSE lessons must recognise the importance of RSE. They must seek support and advice wherever necessary to ensure that teaching continues to be well-prepared and of a high standard at all times.

A wide variety of teaching and learning approaches will be used to teach RSE. These will include at appropriate times:

- Discussions ☐
- Drama/role play ☐
- Games ☐
- Problem solving ☐
- Working alone, in pairs or larger groups of children and with children they may not normally work with
- Involvement of visitors to work with the children i.e. the school nurse
- Use of circle time

Any RSE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons, ground rules (Group Agreement) are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

When pupils ask questions, we aim to answer them honestly at an age appropriate level and within the ground rules established at the start of the sessions. If it is felt that answering a specific question would involve information at a level inappropriate to the age and development of the rest of the pupils, the question will be dealt with individually at another time. Questions concerning same sex relationships, sexually transmitted diseases and contraception will be answered if raised. We shall attempt to deal with questions in a sensitive, open, frank and matter of fact way.

Monitoring and Evaluation

It is the responsibility of the RSE Lead to oversee and organise the monitoring and evaluation of RSE, in the context of the overall school plans for monitoring the quality of teaching and learning. The RSE programme will be treated as a subject and will be involved in a monitoring and evaluation cycle led by the Leadership Team.

The school's programme of Relationship and Sex Education will be embedded within the school's PSHE and Science curriculum and will help children to respect themselves and others. The programme is tailored to the age and the physical and emotional maturity of the children of Oxbridge Lane Primary School and is delivered by school staff and other invited professionals.

Inclusion

Our policy will be sensitive and take account of pupils' needs based on culture, disability, sexual orientation, religion and belief. We encourage parents /carers to discuss any concerns with the RSE Lead or Head Teacher

Pupils with Special Needs

We will ensure that all pupils receive sex and relationship education, and we will offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Pupils, whatever their developing sexuality, need to feel that Relationship and Sex Education is relevant to them.

Withdrawal

Parents have the right to withdraw their children from all or part of any sex education provided but not from the biological aspects of human growth and reproduction provided under National Curriculum Science or Relationships. Once a request that a child be excused has been made, that request must be complied with until the parent changes or revokes it.

We would make alternative arrangements in such cases. For example, whilst such lessons were being conducted the child would be provided with appropriate tasks and asked to work under the supervision of another teacher or teaching assistant. Parents are encouraged to discuss their concerns and / or decisions with a member of the Senior Leadership Team at the earliest opportunity. Parents are welcome to review any RSE resources the school uses.

Confidentiality and Safeguarding

Many teachers fear that young people may disclose information to them about sex-related issues. It is important that ground rules are agreed to allow sensitive issues to be discussed whilst protecting the rights of pupils and staff.

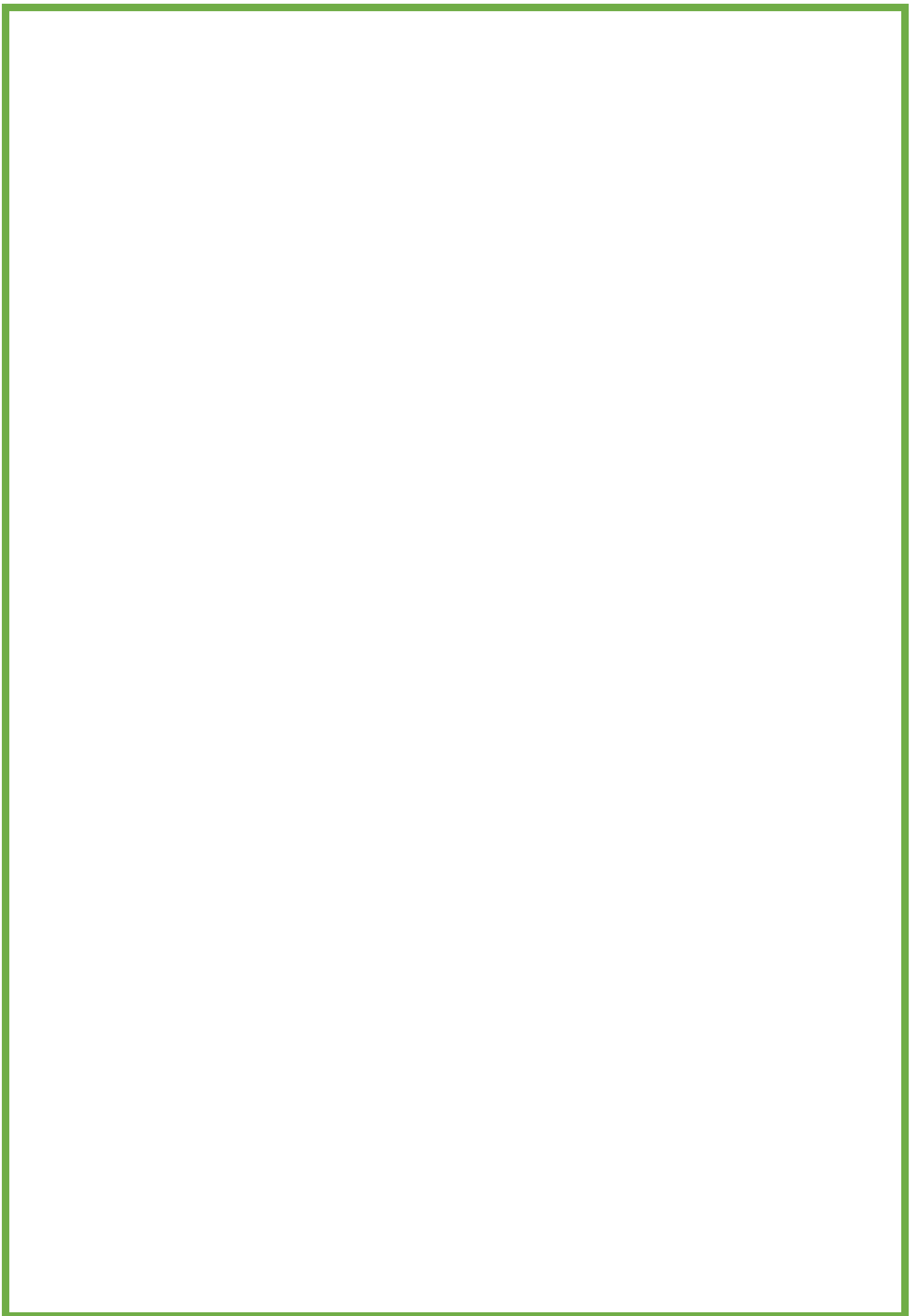
Some children may have concerns which they may wish to share with a teacher, and whilst teachers wish to be supportive, it is important that they realise that absolute confidentiality cannot be given.

Staff need to use the support referral systems available in our school and also be aware of our child protection procedures. If a teacher has any concerns for the welfare of a particular child, then that teacher will seek further advice from the Designated Safeguarding staff in school. Child Protection procedures will then be followed, if appropriate.

Assessment

Assessment of RSE takes place formatively through discussions, observations and analysis of children's' work. The RSE coordinator is responsible for the monitoring cycle that provides an overview of the quality of teaching and learning taking place.

The RSE Lead is responsible for reviewing the Relationship and Sex Education Policy and curriculum and this will be reviewed and updated annually. This will be monitored by the Governing Body.



1.
Is an identifiable part of our personal, social, health and economic (PSHE) education curriculum, which has planned, timetabled lessons across all the Key Stages

2.
Is taught by staff regularly trained in RSE and PSHE (with expert visitors invited in to enhance and supplement the programme where appropriate)

3.
Works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home

Our school is committed to relationships and sex education, which:

4.
Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills

5.
Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion

6.
Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online

7.
Gives a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity

9.
Includes learning about how to get help and treatment from sources such as the school nurse and other health and advice services, including reliable information online

10.
Fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RSE lessons and in every-day school life

8.
Gives pupils opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views

11.
Meets the needs of all pupils with their diverse experiences - including those with special educational needs and disabilities

12.
Seeks pupils' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change

Notes
These 12 points explain what is needed for good quality RSE. This is based on research evidence and is supported by a wide range of organisations. The purpose of RSE is to help children and young people to be safe, healthy and happy as they grow up and in their future lives. RSE must always be appropriate to pupils' age and stage of development and is an essential part of safeguarding. The law requires that, from September 2020, relationships and sex education (RSSE) is taught in all secondary schools in England, and that relationships education is taught in all primary schools in England. In addition, National Curriculum Science* (*which is taught in maintained schools) includes some elements of sex education.