



Oak Trees Multi Academy Trust

Sex and Relationships Education Policy

Issue Status: -

Date	Issue	Comment	By
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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 – from September 2020 as a Trust dependent on the outcome of consultation
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality (Sep 2020) and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a primary academy 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 Egremont Primary School we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, governors, Trustees and parents. The consultation and policy development process involved the following steps:

1. Trust discussion – the Headteacher Group, MAT CEO and Trustees all discussed the way forward for MAT schools to address RSE
 2. Staff consultation – 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 give feedback about the policy
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4. Ratification – once amendments were made, the policy was shared with governors and Trustees and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality (through the statutory science curriculum), 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 curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum considering 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 is not compulsory in primary schools. We will consult with parents in the next 12 months in order to decide our approach to this in future years. Currently our school approach to this is:

We use Heart Smart to cover the statutory curriculum

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. Our school approach to PSHE is through the Heartsmart programme, which can be viewed at <https://www.heartsmart.school/#WhatIsHeartSmart>. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

We will use the Christopher Winters scheme to deliver stand-alone lessons about sex and relationships.

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
- Plus a scheme of work tailored to meet the needs of each year group – please see the Christopher Winters overviews in the curriculum section and on the year group pages of the website.

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 Trust Board 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/non-science] components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way (Lessons will be delivered by a teaching member of staff)
- 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/deputy headteacher.

The RSE/PSHE Co-Ordinator in our school is Michelle Flanagan.

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-statutory/non-science](#) components of sex education within RSE.

Requests for withdrawal should be put in writing and addressed to the deputy headteacher, Miss Flynn.

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.

Senior leaders will also invite visitors from outside the school, such as school nurses to provide support and training to staff teaching RSE, as appropriate.

10. Monitoring arrangements

The delivery of RSE is monitored by Laura Flynn through:

Planning scrutiny and discussions, lesson debriefs, practical support in class – such as team teaching and through staff and pupil voice. The work completed in RSE will be monitored as part of whole school monitoring

Pupils' development in RSE is monitored by class teachers.

This policy will be reviewed by the MAT CEO and Trust Board in 2020 as part of the consultation over teaching the non-statutory aspects of sex education.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
FS1 - Y6	Autumn	Get Heart Smart – How to keep our bodies and mind healthy Don't forget to let love in – Learning how important, valued and loved we are	Heart Smart – see video links on the website
FS1 - Y6	Spring	Too much selfie isn't healthy – Exploring the importance of others and how to love them well Don't rub it in, rub it out – Understanding how to process negative emotion and choose forgiveness to restore relationships	Heart Smart – see video links on the website
FS1 - Y6	Summer	Fake is a mistake – unpicking how to bravely communicate truth and be proud of who we are No way through isn't true – knowing there is a way through every situation, no matter how impossible it may seem.	Heart Smart – see video links on the website
FS2	Summer	Family and friendships	Christopher Winters
Y1	Summer	Growing and caring for ourselves	Christopher Winters
Y2	Summer	Differences	Christopher Winters
Y3	Summer	Valuing difference and keeping safe	Christopher Winters
Y4	Summer	Growing up	Christopher Winters

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Y5	Summer	Puberty Additional lessons: Keeping Safe and Respect and Equality	Christopher Winters
Y6	Summer	Puberty, relationships and reproduction Additional lessons: Keeping Safe and Respect and Equality	Christopher Winters

The science national curriculum also covers aspects of reproduction and life cycles. Within units of work in science, the children will also learn about how to stay healthy.

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