



Oak Trees Multi Academy Trust

Relationships and Sex Education Policy

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Signature

Name

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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 2021 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 2021) 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 Brackenwood Junior 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 SRE
 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 order to decide our approach to this in future years.

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 Jigsaw programme.

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).

Biological aspects of RSE are also taught within the PSHE curriculum, in Years 5 and 6, following the Jigsaw scheme. The children will learn about puberty in Year 5 and conception and development of a baby in Year 6.

Before beginning RSE, teachers will establish 'ground rules' with their class to ensure a safe and comfortable teaching environment. In order to best engage pupils the curriculum has been carefully considered to meet pupils' needs and enable them to develop confidence in talking, listening and thinking about issues surrounding the subject.

In Year 5 and Year 6 a 'question box' is used to enable pupils to ask confidential questions on pieces of paper. The teacher, drawing on pupils' learning, answers these. Teachers will need to consider the age and maturity of the pupils when answering questions and consider how they relate to the intended learning for that class. There are a number of options on how to respond to a question:

- Answer to the whole class if it is age appropriate and relates to the learning intentions for that class
- Answer to an individual child following the lesson
- Refer the question to be answered at home

Teachers will need to ensure that children are aware that while most issues can be kept confidential their teacher may need to pass on some information if they consider the child to be at risk.

Teachers need to be mindful that if discussions raise issues of concern for a particular child they should follow the school's child protection procedures.

- **Skills**

As part of the curriculum for RSE, pupils will be taught key skills and confidence to manage their lives as they encounter different relationships and move through puberty towards adulthood.

- **Knowledge**

As part of the curriculum for RSE, pupils will learn about the physical and emotional changes that take place as they grow. They will learn the main stages of the human cycle and understand the variety of ways that parents and carers meet the needs of babies and children.

- **Attitudes and Values**

As part of the curriculum for RSE, pupils will be taught about relationships within the context of having healthy, caring, loving relationships. Pupils will be encouraged to explore feelings and to develop relationships by respecting and caring for themselves and others.

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 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 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/PSHE Co-Ordinator in our school is Mrs Lynne Tasker.

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 components of sex education within RSE.

Requests for withdrawal should be put in writing **using the form found in Appendix 3 of this policy NO APPENDIX 3!** 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 to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by Conal Holmes through:

Planning scrutinies, learning walks and book scrutinies.

Pupils' development in RSE is monitored by class teachers.

This policy will be reviewed by the MAT CEO and Trust Board in 2021 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
3	Summer	<p>Changing me:</p> <ul style="list-style-type: none">• understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby• express how I feel when I see babies or baby animals• understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow• express how I might feel if I had a new baby in my family• start to recognise stereotypical ideas I might have about parenting and family roles• express how I feel when my ideas are challenged and be willing to change my ideas sometimes• identify what I am looking forward to when I move to my next class• start to think about changes I will make next year and know how to go about this• Childline PANTS scheme: Talk PANTS helps children understand that their body belongs to them, and they should tell someone they trust if anything makes them feel upset or worried	<p>Jigsaw 'Changing Me' Puzzle</p> <p>Jigsaw topics over the year also include:</p> <p>Being me in my world Celebrating difference Dreams and goals Healthy me Relationships</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
4	Summer	<p>Changing me:</p> <ul style="list-style-type: none"> • understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm • appreciate that I am a truly unique human being • know how the circle of change works and can apply it to changes I want to make in my life • am confident enough to try to make changes when I think they will benefit me • identify changes that have been and may continue to be outside of my control that I learnt to accept • express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively • identify what I am looking forward to when I move to a new class • reflect on the changes I would like to make next year and can describe how to go about this 	<p>Jigsaw 'Changing Me' Puzzle</p> <p>Jigsaw topics over the year also include:</p> <p>Being me in my world Celebrating difference Dreams and goals Healthy me Relationships</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
5	Summer	<p>Changing me:</p> <ul style="list-style-type: none"> • be aware of my own self-image and how my body image fits into that • know how to develop my own self esteem • explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally • understand that puberty is a natural process that happens to everybody and that it will be OK for me • describe how boys' and girls' bodies change during puberty • express how I feel about the changes that will happen to me during puberty • identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent) • be confident that I can cope with the changes that growing up will bring • identify what I am looking forward to when I move to my next class • to think about changes I will make next year and know how to go about this 	<p>Jigsaw 'Changing Me' Puzzle</p> <p>Jigsaw topics over the year also include:</p> <p>Being me in my world Celebrating difference Dreams and goals Healthy me Relationships</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
6	Summer	<p>Changing me:</p> <ul style="list-style-type: none"> • aware of my own self-image and how my body image fits into that • know how to develop my own self-esteem • explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally • express how I feel about the changes that will happen to me during puberty • understand that sexual intercourse can lead to conception and that is how babies are usually made • understand that sometimes people need IVF to help them have a baby • appreciate how amazing it is that human bodies can reproduce in these ways • describe how a baby develops from conception through the nine months of pregnancy, and how it is born • recognise how I feel when I reflect on the development and birth of a baby • I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend • I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to • be aware of the importance of a positive self-esteem and what I can do to develop it • express how I feel about my self-image and know how to challenge negative 'body-talk' • identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class • know how to prepare myself emotionally for the changes next year 	<p>Jigsaw 'Changing Me' Puzzle</p> <p>Jigsaw topics over the year also include:</p> <p>Being me in my world Celebrating difference Dreams and goals Healthy me Relationships</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Please see Year group relevant curriculum maps on the school website for details about PSHE Jigsaw topics covered in Autumn and Spring terms.			

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