






# Oak Trees Multi Academy Trust

## Relationships and Sex Education Policy

**Issue Status: -**

Date	Issue	Comment	By
Sept 2019	A		TL
Sept 2021	B	Revised	TL

	<u>Signature</u>	<u>Name</u>	<u>Date</u>
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<b>Approved:</b>	 _____ Chair of Trustees	Jane Owens _____	26.05.2021 _____

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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 the importance of health and hygiene
- 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 Church Drive, 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
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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
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:

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).

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).

## 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.

## 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 to parents' right to withdraw their child from body and puberty talks

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 Amy Callis/Deborah Bertram

## 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.

However, parents do have the right to withdraw their children from body and puberty talks within RSE.

At present, Church Drive is not providing any sex education that is in addition to that covered in the science curriculum.

## 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 Amy Callis (PSHE/Mental Health and Well-being lead) and Deborah Bertram (Deputy Headteacher) through:

Termly book monitoring and learning walks.

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

		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
<b>RELATIONSHIPS EDUCATION</b>							
<b>Families and people who care for me</b> <i>Pupils should know...</i>							
F1	that families are important for children growing up because they can give love, security and stability.	✓	✓	✓	✓	✓	✓
F2	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.	✓			✓	✓	
F3	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.		✓		✓		✓
F4	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.	✓			✓	✓	
F5	that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.						✓
F6	how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.			✓		✓	
<b>Caring Friendships</b> <i>Pupils should know...</i>							
CF1	how important friendships are in making us feel happy and secure, and how people choose and make friends.	✓	✓	✓	✓	✓	✓
CF2	the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	✓	✓	✓	✓	✓	✓

		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
CF3	that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	✓	✓	✓	✓	✓	✓
CF4	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.	✓	✓	✓	✓	✓	✓
CF5	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.	✓		✓	✓	✓	✓
	<b>Respectful Relationships</b> <i>Pupils should know...</i>						
RR1	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.	✓	✓		✓	✓	✓
RR2	practical steps they can take in a range of different contexts to improve or support respectful relationships.	✓	✓	✓	✓	✓	✓
RR3	the conventions of courtesy and manners.		✓	✓	✓		
RR4	the importance of self-respect and how this links to their own happiness.	✓	✓	✓	✓	✓	✓
RR5	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.		✓	✓	✓	✓	✓
RR6	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.	✓	✓		✓	✓	✓
RR7	what a stereotype is, and how stereotypes can be unfair, negative or destructive.			✓			
RR8	the importance of permission-seeking and giving in relationships with friends, peers and adults.				✓		

		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	<b>Online Relationships</b> <i>Pupils should know...</i>						
OR1	that people sometimes behave differently online, including by pretending to be someone they are not.			✓✓		✓✓	✓✓
OR2	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.	✓✓	✓✓				
OR3	the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	✓✓	✓✓	✓✓			
OR4	how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.					✓✓	
OR5	how information and data is shared and used online.		✓✓	✓✓			
	<b>Being Safe</b> <i>Pupils should know...</i>						
BS1	what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).				✓✓	✓✓	✓✓
BS2	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.						✓✓
BS3	that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	✓✓		✓✓			
BS4	how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	✓✓				✓✓	
BS5	how to recognise and report feelings of being unsafe or feeling bad about any adult.	✓✓		✓✓	✓✓	✓✓	✓✓

		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
BS6	how to ask for advice or help for themselves or others, and to keep trying until they are heard.	✓				✓	
BS7	how to report concerns or abuse, and the vocabulary and confidence needed to do so.	✓	✓			✓	
BS8	where to get advice e.g. family, school and/or other sources.	✓	✓		✓	✓	

		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	<b>HEALTH EDUCATION</b>						
	<b>Mental Wellbeing</b> <i>Pupils should know...</i>						
MW1	that mental wellbeing is a normal part of daily life, in the same way as physical health.	✓	✓	✓	✓	✓	✓
MW2	that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.	✓	✓	✓	✓	✓	✓
MW3	how to recognise, and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.	✓	✓	✓	✓	✓	✓
MW4	how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	✓	✓	✓	✓	✓	✓
MW5	the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.				✓		
MW6	simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	✓	✓				✓
MW7	isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.		✓	✓		✓	



		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
MW8	that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	✓	✓		✓	✓	✓
MW9	where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	✓	✓		✓		
MW10	it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.				✓		
	<b>Internet Safety and Harms</b> <i>Pupils should know...</i>						
ISH1	that for most people the internet is an integral part of life and has many benefits.	✓			✓		
ISH2	about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.				✓	✓	✓
ISH3	how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.					✓	✓
ISH4	why social media, some computer games and online gaming, for example, are age restricted.					✓	✓
ISH5	that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.				✓		
ISH6	how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.			✓		✓	✓
ISH7	where and how to report concerns and get support with issues online.		✓		✓		



		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	<b>Physical Health and Fitness</b> <i>Pupils should know...</i>						
PH1	the characteristics and mental and physical benefits of an active lifestyle.	✓	✓	✓			
PH2	the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.		✓				
PH3	the risks associated with an inactive lifestyle (including obesity).		✓	✓			
PH4	how and when to seek support including which adults to speak to in school if they are worried about their health.			✓			
	<b>Healthy Eating</b> <i>Pupils should know...</i>						
HE1	what constitutes a healthy diet (including understanding calories and other nutritional content).			✓			
HE2	the principles of planning and preparing a range of healthy meals.		✓	✓			✓
HE3	the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).		✓				
	<b>Drugs, alcohol and tobacco</b> <i>Pupils should know...</i>						

		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
DAT1	the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.				✓	✓	✓
	<b>Health and prevention</b> Pupils should know...						
HP1	how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.						✓
HP2	about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.		✓				
HP3	the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.					✓	
HP4	about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	✓					
HP5	about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	✓			✓		
HP6	the facts and science relating to allergies, immunisation and vaccination.			✓			✓
	<b>Basic First Aid</b> Pupils should know...						
BFA1	how to make a clear and efficient call to emergency services if necessary.			✓			
BFA2	concepts of basic first-aid, for example dealing with common injuries, including head injuries.			✓			
	<b>Changing adolescent body</b> Pupils should know...						



		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
CAB1	key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.				✓	✓	✓
CAB2	about menstrual wellbeing including the key facts about the menstrual cycle.					✓	

## 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"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>