

OAK TREE PRIMARY SCHOOL



Relationships, Sex and Health Education POLICY

Term Of Staff Review:	Autumn 2020
Reviewed & Approved By Governing Body:	Autumn 2020
Committee:	Teaching and Learning
Term of Next Review:	Autumn 2022

Oak Tree Relationships, Sex and Health Education Policy:

Rationale and Ethos:

- At Oak Tree Primary we strive to create an environment where children feel that their social and emotional needs are met and nurtured. We believe that Relationships, Sex and Health Education, sitting within the wider PSHE and Citizenship curriculum help to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. We recognise that social and emotional wellbeing plays a fundamental and central part in the life of our school and is key to effective learning and achievement.
- RSHE and PSHE at Oak Tree Primary makes a significant contribution to the spiritual, moral, social and cultural development of the children as well as their behaviour, safety and wellbeing. In doing so the children will develop the values, qualities and attributes needed to thrive as individuals, family members and members of modern British society.

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

Secretary of State Foreword in RSE Guidance 2019

Aims of PSHE and RSHE at Oak Tree:

At Oak Tree PSHE will equip children with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Where children have developed these skills, they will be motivated and equipped to:

- be effective and successful learners
- make decisions about their own lives which will keep them healthy and safe
- make and sustain friendships
- deal with and resolve conflict
- solve problems
- manage strong feelings such as frustration, anger
- work and play cooperatively
- recognise and stand up for their rights and the rights of others
- understand and value the differences and commonalities between people

We intend to achieve these aims through:

- promoting a school ethos that values all individuals
- providing children with accurate and relevant knowledge
- Providing a planned, developmental programme of learning through which children acquire the knowledge, understanding and skills they need to manage their lives now and in the future. This will be inclusive and meet the needs of all our pupils.
- Relationships and Sex Education (RSE), Drugs, Alcohol and Tobacco Education (DATE) and stressing the importance of physical activity and diet for a healthy lifestyle
- developing cross curricular links
- providing a range of opportunities and resources to promote walking, cycling and scooting to school as safe and healthy choices
- outstanding pastoral care

• Roles and Responsibilities

The Governing Body is responsible for:

As well as fulfilling their legal obligations, the governing boards or management committee should also make sure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

The head teacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents/carers are fully informed of this policy.
- Reviewing requests from parents/ carers to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents/ carers.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

The PSHE subject leader is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the head teacher.

Class teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education.
- Responding to any safeguarding concerns in line with the Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Working with the PSHE subject leader to evaluate the quality of provision.

The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

We may, from time to time, have external visitors that deliver aspects of the RSHE curriculum to enhance learning opportunities. Staff will work with external visitors to ensure messages are consistent with school policy.

Legislation (statutory regulations and guidance)

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

Following documents inform this policy:

- o Education Act (1996)
- o Learning and Skills Act (2000)
- o Education and Inspections Act (2006)
- o Equality Act (2010),
- o Supplementary Guidance SRE for the 21st century (2014)
- o Keeping children safe in education – Statutory safeguarding guidance (2016)
- o Children and Social Work Act (2017)

Right of Withdrawal

Relationships and Health Education are statutory at primary and parents/carers do not have the right to withdraw their child from the subjects. As sex education is not statutory at primary level (other than what must be taught as part of the science curriculum), parents / carers have the right to request to withdraw their child from all or part of the sex education curriculum.

- The head teacher will automatically grant withdrawal requests however, the head teacher will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.
- The head teacher will discuss with the parent, the benefits or receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.
- The head teacher will keep a record of the discussion between themselves, the pupil and the parent.
- The head teacher will grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum.
- The parent will be informed in writing of the head teacher's decision.
- Where a pupil is withdrawn from sex education, the head teacher will ensure that the pupil receives appropriate alternative education.

Curriculum Design

Our RSE programme is an integral part of our whole school PSHE education provision. Relationships and Health Education are central to the One Decision Scheme of Work that runs from Early Years to Year Six. The Sex Education elements will be delivered through the use of the Christopher Winter's Scheme of Work.

The following tables show the outcomes for the end of Primary School.

By the end of Primary School:

Relationships Education	
Families and people who care for me	<p>Pupils should know:</p> <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	<p>Pupils should know:</p> <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.
Respectful relationships	<p>Pupils should know:</p> <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	<p>Pupils should know:</p> <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	<p>Pupils should know:</p> <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.
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By the end of Primary School:

Health Education	
Mental wellbeing	<p>Pupils should know:</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • 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. • 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. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • 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). • 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.
Internet safety and harms	<p>Pupils should know:</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • 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. • 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. • why social media, some computer games and online gaming, for example, are age restricted. • 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. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
Physical health and fitness	<p>Pupils should know:</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • 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.

	<ul style="list-style-type: none"> • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<p>Pupils should know:</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • 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).
Drugs, alcohol and tobacco	<p>Pupils should know:</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

This Parents' Guide to the Curriculum illustrates our Curriculum coverage, with particular reference to the Sex Education elements.

Parents' Guide to RSE

What will my child be taught?

Relationships and Health Education is compulsory in Primary Schools. At Oak Tree we incorporate our Relationships and Health Education into our wider PSHE Curriculum, following the One Decision Scheme. The table below illustrates the areas that ALL children will be taught during their time at Oak Tree Primary School. The curriculum we use is a progressive model, which builds year on year.

Relationships Education (Primary)	Health Education (Primary)
<ul style="list-style-type: none"> • Families and people who care for me • Caring friendships • Respectful relationships • Online relationships • Being safe 	<ul style="list-style-type: none"> • Mental wellbeing • Internet safety and harms • Physical health and fitness • Healthy eating • Drugs, alcohol, and tobacco • Health and prevention • Basic first aid • Changing adolescent body

What about Sex Education?

Although it is not statutory to deliver Sex Education outside of the Science Curriculum in Primary Schools, the DfE recommends that all Primary schools should have a sex education programme in place.

This should be tailored to the age, and physical and emotional maturity of pupils, and should ensure that boys and girls are prepared for the changes that adolescence brings, drawing on the knowledge of the human life cycle.

The Science Curriculum includes teaching about the main external parts of the Human Body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

Can I withdraw my child from Relationships, Sex and Health Education?

Relationships and Health Education are statutory at primary and parents/carers do not have the right to withdraw their child from the subjects. As sex education is not statutory at primary level (other than what must be taught as part of the science curriculum), parents / carers have the right to request to withdraw their child from all or part of the sex education curriculum.

- The head teacher will automatically grant withdrawal requests however, the head teacher will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.
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- The head teacher will keep a record of the discussion between themselves, the pupil and the parent.
- The head teacher will grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum.
- The parent will be informed in writing of the head teacher's decision.
- Where a pupil is withdrawn from sex education, the head teacher will ensure that the pupil receives appropriate alternative education.

What will my child learn as part of Sex Education at Oak Tree? Why is it important to teach Sex Education if it is not statutory in Primary School?

At Oak Tree, our aim is to develop children's ideas, knowledge, skills and attitudes gradually and age appropriately, ensuring that learning about puberty is taught before its onset.

Sex Education will be taught in context of relationships. In addition, it will promote a child's self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships. These relationships will be based on respect for themselves and for others, at home, school, work and in the community.

We believe our curriculum **at Oak Tree** will ensure children:

- * develop confidence in talking, listening and thinking about feelings and relationships
- * are able to name parts of their body and describe how their bodies work
- * are prepared for, and learn about, puberty before its onset
- * can keep themselves safe and ask for help and support
- * understand the pressures and outside influences that may influence their behaviour and develop skills in dealing with these
- * understand the diversity of relationships that exist in society, promoting equality and respect.

Relationships and Sex Education will:

- * provide information which is easy to understand, relevant and appropriate to the age and maturity of the children
- * include the development of communication skills

* encourage the exploration and clarification of values and development of positive attitudes relevant to life in modern Britain.

Dealing with sensitive issues

Wherever possible (taking into account family background, culture, religious belief and children's differing experiences) teachers should answer all questions relating to Relationships and Sex Education in an open and factual way – for example using the correct names of body parts. Teachers should use their professional judgement and discretion when answering questions raised by the children and always establish ground rules and boundaries that are adhered to during these sessions.

To safeguard all those concerned teachers should not enter into discussions about their personal issues and lifestyle choices and no one (teacher or child) has to answer a personal question or a question about which they feel uncomfortable.

Managing Difficult Questions

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. Children will be able to ask questions anonymously. Teachers will consider what is appropriate and inappropriate in a whole-class setting.

Confidentiality

Should any disclosures occur during the teaching of RSE, teachers should deal with the incident in line with the school Safeguarding Children policy. It should be made clear that teachers can never offer unconditional confidentiality. Ground rules and boundaries should be adhered to at all times.

Scheme of Work

At Oak Tree, we follow the Christopher Winter's Scheme for Sex Education. Below you can see the breakdown of Learning Objectives from Reception to Year Six, including the vocabulary taught in each year group.

All lessons will be delivered with care and sensitivity, in the context of a loving, family relationship.

Christopher Winter's Sex, Relationships Education Scheme

Year	PSHE Association Links	Vocabulary
R	<ul style="list-style-type: none"> Understand some areas in which the children can look after themselves e.g. dressing and undressing Explain why it is important to keep clean Understand some basic hygiene routines Identify different members of the family Understand how members of a family can help each other 	Dress, undress, clean, smelly, flannel, sponge, towel, hands, toothpaste, toothbrush, hairbrush, comb, family, mum, dad, brother, sister, grandma, grandad, stepmum, stepdad.
1	<ul style="list-style-type: none"> The importance of and how to maintain personal hygiene About the process of growing from young to old and how people's needs change The names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls About people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them 	Clean, similar, different, family, boy, girl, male, female, private parts, penis, vagina.
2	<ul style="list-style-type: none"> About the process of growing from young to old and how people's needs change The names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls <p>SCIENCE</p> <ul style="list-style-type: none"> Notice that animals, including humans, have offspring which grow into adults 	Similar, different, sex, gender roles, stereotypes, boy, girl, male, female, private parts, penis, vagina,
3	<ul style="list-style-type: none"> The names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong To be aware of different types of relationship, including those between friends and families, civil partnerships and marriage To judge what kind of physical contact is acceptable or unacceptable and how to respond 	Stereotypes, gender roles, similar, different, male, female, private parts, penis, testicles, vagina, womb, family, fostering, adoption, relationship
4	<ul style="list-style-type: none"> How their body will, and emotions may, change as they approach and move through puberty To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them About human reproduction <p>SCIENCE</p> <ul style="list-style-type: none"> Describe the changes as humans develop to old age 	Puberty, lifecycle, reproduction, physical, breasts, sperm, egg, pubic hair, emotional, feelings
5	<ul style="list-style-type: none"> How their body will, and emotions may, change as they approach and move through puberty To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them To feel confident to raise their own concerns, to recognise and care about other people's feelings <p>SCIENCE</p> <ul style="list-style-type: none"> Describe the changes as humans develop to old age 	Puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair, sexual feelings
6	<ul style="list-style-type: none"> How their body will, and emotions may, change as they approach and move through puberty About human reproduction The importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others To be aware of different types of relationship, including those between friends and families, civil partnerships and marriage To recognise what constitutes positive healthy relationships and develop the skills to form them 	Womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, relationship, friendship, love, consent, intimacy, communication, personal/private information, internet safety.

Safeguarding

Should any disclosures occur during the teaching of RSE, teachers should deal with the incident in line with the school Safeguarding Children policy. It should be made clear that teachers can never offer unconditional confidentiality. Ground rules and boundaries should be adhered to at all times.

Equal Opportunities and Accessibility

The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:

- Age
 - Sex or sexual orientation
 - Race
 - Disability
 - Religion or belief
 - Gender reassignment
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- The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.
 - The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships, sex and health education, and the programme will be designed to be inclusive of all pupils.
 - Teachers understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.

Engaging Stakeholders

A working party of parents will be invited to look at the policy and at the content of the RSE curriculum. Once agreed we will share the policy with parents on the school website. We are committed to working with parents and carers and will work closely with parents to ensure that they are fully aware of what is being taught.

We will notify parents when Relationships and Sex Education will be taught and offer opportunities for parents to view the materials and resources that shall be used.

Monitoring the effectiveness of this policy:

The effectiveness of this policy will be reviewed annually by Senior Leadership Team and the Governing Body. Where appropriate, stakeholder feedback will be sought to ensure that the home learning policy remains effective and fit for purpose.

	Chair of Committee	Headteacher
Signed:
Dated:

