



Oasis Academy Aspinal
Primary School

Relationships and Sex Education
(RSE) Policy

Policy compiled by S. Hardy
(Relationships and Sex Education Lead)

Date of policy: September 2021

Review Date: July 2022

1) This policy has been developed through consultation with:

- The School Principal
- Parents and Carers
- The Academy Council

The policy reflects the Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2019) and guidance from the PSHE Association <https://www.pshe-association.org.uk/user>

All school staff, parents and carers have been made aware of this policy, which is available to view via the schools' website; paper copies are also available at the school office.

2) Rationale

RSE is a powerful tool to safeguard children and young people. It promotes self-worth and gives children and young people the skills to take responsibility for their health and wellbeing.

The Ofsted (2019) framework states that 'Primary-age children must be taught about positive relationships and respect for others, and how these are linked to promoting good mental health and well-being'.

Our RSE curriculum adopts a holistic approach that promotes positive health and wellbeing, encompassing the 9 Habits, personal development and character development ethos of our school.

3) Definition of RSE:

Relationships education is learning:

- Accurate and age-appropriate skills, exploring values and attitudes, developing skills to enable them to build positive, respectful relationships, enabling them to lead fulfilling, happy lives.
- How to stay safe on and offline in the digital world in which they live.
- Learn how our bodies change and grow during adolescence.

Sex education enables children and young people to acquire knowledge about the body, reproduction and how a baby is made.

4) Our school setting

Oasis Academy Aspal is a primary school serving a diverse mix of children and families with increasing numbers who are new to the area and the country. Mobility last academic year was 43%. The school has 53% of its pupils on free school meals and 18% have been identified as having Special Educational Needs. We have a mixed ethnic community, which is becoming increasingly diverse. Currently 25 different languages are spoken by pupils in the school. The school will ensure that relationships and sex education meets the needs of all children within our community.

Article 2 (non-discrimination): The UN Convention applies to every child without discrimination, regardless of their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background. We are a rights respecting school and are proud of our bronze status awarded in this area.

5) Aims and Objectives of this Policy

The overall aim of this RSE policy is to enable effective planning, delivery and assessment of RSE.

Our RSE programme aims to equip our pupils with skills to prepare students for an adult life in which they can:

- Develop values and a moral framework that will help them develop healthy, nurturing relationships of all kinds, not just intimate ones.
- Understand the characteristics of a healthy relationship.
- Understand how to treat others with kindness and respect, valuing honesty and truthfulness.
- Understand the concept of personal privacy/ consent.
- Recognise positive and negative relationships both online and offline.
- Recognise that families take on many forms and to be sensitive about the families of those around them.
- Recognise unacceptable behaviours in relationships and have the confidence and self-esteem to value themselves and manage challenging situations, or seek appropriate help.
- Know how to report and recognise emotional, physical and sexual abuse.
- Understand the importance of values such as respect (for self and others), equality, responsibility, care and compassion.
- Reflect upon the importance of stable and loving relationships for family life, including marriage and civil partnerships.
- Know the changes that occur to their bodies and emotions as a consequence of growth from childhood to adulthood, learning about the life cycle.
- Develop skills to enable them to make positive, informed and safe choices concerning relationships and healthy lifestyles.

Teaching staff within our school will be confident in planning, delivering and assessing the RSE curriculum. They will be equipped to confidently handle sensitive issues and answer both pupil and parents' questions, responding appropriately.

6) Morals, Values, and Equalities Framework

RSE strives to promote acceptance and end discrimination in line with the Equalities Act, 2010. Oasis Academy Aspal is working towards the promotion of spiritual, moral, cultural, mental and physical development of the child.

- The RSE curriculum (Appendix 2) will reflect the values of our school/PSHE programme and will be taught within the context of relationships.
- The RSE programme at Oasis Academy Aspal reflects our ethos, and encourages children to explore faith, cultural perspectives in a respectful way.
- RSE will be delivered as a whole school approach to ensure that every child has the same level of understanding and will equip them with the skills necessary for transition to adolescence.
- Promoting acceptance of and celebrating difference and diversity.
- Promote gender equality and equality in relationships.
- Challenge gender stereotypes and inequality.
- Develop spiritual, moral, social and cultural awareness in accordance with the Equality Act 2010.

7) Delivery of Relationships and Sex Education

RSE is delivered within discrete PSHE lessons that take place once a week. These lessons are enhanced by drop down days. Many aspects of RSE are taught throughout the year, whilst some specific age-related aspects are delivered at a pre-planned point during the summer term in order that parents are informed and can be involved in supporting their child and respond in a timely manner to questions that may arise from these lessons to reinforce learning.

Ground rules are used in all PSHE and RSE lessons. Pupils are made aware as part of these ground rules that teachers or external visitors cannot promise unconditional confidentiality; if a disclosure is made then the school child protection / safeguarding procedures must be followed.

RSE is taught in a safe, non-judgmental environment where adults and children are confident that they will be respected.

We use resources that are quality assured by Manchester Healthy Schools which are flexible in order to meet the needs of the pupils and curriculum. Lessons are differentiated to ensure they are accessible to all. A selection of these can be viewed during the parent session, and parents can view the overview for each year group on the school website. Parents are asked to feed back their opinions via an online questionnaire. Before the specific age related lessons are delivered in the summer term, a letter and email are sent home inviting parents to a meeting where they can discuss the lesson content and view the resources with the PSHE lead and the Principal (Appendix 1).

Correct medical/ scientific and inclusive language will be used throughout the RSE and PSHE curriculum.

RSE is delivered through a varied range of activities, which promote dialogue and understanding. These include: circle time, active teaching and learning, role play/scenarios, card sorting and small groups and whole class discussions.

External agencies can be invited to support or enhance the delivery of RSE.

These include: the school nurse, voluntary sector, theatre and the police.

External agencies and visitors must make themselves familiar with and understand the school's RSE policy, confidentiality, Child Protection and safeguarding policy and work within these policies.

All input to RSE lessons is part of a planned programme and negotiated and agreed with staff in advance. All visitors are supervised/supported by a member of staff at all times. The input of visitors is monitored and evaluated by staff, as per the external visitor policy (Appendix 4). This evaluation informs future planning. Co-delivery with teaching staff is encouraged and in years 4, 5, and 6 where lessons are co-delivered with the school nurse; consideration to this is given at the planning stage.

8) Parental involvement

The school is committed to working with parents and carers who are the child's first educator and believes that it is important to have the support of parents and the wider community for the PSHE and RSE programme.

To promote effective communication and discussion between parents and their children, we notify parents through information evenings, coffee mornings, displays, during policy development, termly curriculum letters and the school website about when particular aspects of RSE will be taught. We also encourage an open-door policy to help ensure that parents can discuss issues with the school staff in a positive, sensitive and proactive manner.

Parents are also informed that the RSE curriculum serves to:

- Safeguard and promote the welfare of their children and this is paramount in our school.
- Ensure that the school scheme of work is in line with the Equality Act (2010) and the RSE Statutory Guidance (2019).
- Encourage the spiritual, moral, social and cultural development of the children.
- Prepare children and young people for the challenges and responsibilities of adult life, enabling them to access all opportunities.

9) Parents right to withdraw

Those parents/carers wishing to exercise the right to withdraw their child can do so from any or all sex education lessons in RSE/PSHE. However, it is required that all children attend relationships and health education lessons, this includes puberty and menstruation. You should make your request of withdrawal in writing to the Head Teacher. Parents/ carers will then be invited in to see the Head Teacher and/or RSE Co-ordinator who will explore any concerns and discuss any impact that withdrawal may have on the child.

Provision will be made for those children withdrawn from the sex education lesson via an alternative PSHE lesson with a teacher present, in a familiar classroom. Please note that withdrawal from sex education in RSE **does not** withdraw your child from these elements in the statutory National Curriculum for Science (Appendix 3).

10) Menstruation and Period Poverty

Period poverty is estimated to affect around 1 in 10 women in the UK. With over 50 food banks in Greater Manchester it is an issue we take seriously as a school.

Pupils are beginning to menstruate as early as in Year 4.

Pupils who are menstruating can obtain sanitary products from any member of staff and from the school office. Sanitary bins are provided in all junior school female and disabled toilets. Sanitary products can also be obtained to take away from the school office as part of the DfE free period products campaign (2020).

11) Evaluating and monitoring learning

To ensure that the curriculum content and teaching is effective, the delivery of RSE will be assessed and evaluated in the classroom. Pupil evaluation of RSE is carried out via surveys and discussions.

The school will use pupil and staff voice to influence and amend learning activities through questioning, draw and write activities, surveys, pre- and post-topic mind maps, discussion and through termly walks.

RSE is monitored on an annual basis by the PSHE Coordinator in the school to ensure that the content is relevant for the pupils and resources are updated.

12) Pupil Involvement

We involve pupils in the development of the RSE curriculum through the Teaching and Learning approach, which promotes dialogue about feedback and learning, enabling teachers to monitor pupils' views.

RSE is taught in a safe, non-judgmental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of the RSE work, in addition to those already used in the classroom.

13) Accessibility / Equalities Act

The RSE policy reflects, and is in line with, the schools' equal opportunities policy and in line with the Equality Act (2010) the school ensures that the RSE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with any of the protected characteristics. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school and wider community, and ensure all pupils feel valued and included, regardless of their gender, ability, religion, disability, sexual orientation, experiences or family background.

Inappropriate actions and bullying are not tolerated at Oasis Academy Aspinal and are challenged and dealt with as part of our commitment to promoting inclusion, equality and anti-bullying (see the anti-bullying policy).

Oasis Academy Aspinal is a Unicef Rights Respecting School and Article 17 from the UN Convention on the Rights of the Child states that children have 'the right to get information that is important to your well-being'.

High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility, in accordance to the SEND code of practice.

Resources used are specific to each pupil based on their cognitive ability and understanding. Our school ensures that high quality RSE is accessed by all pupils, including SEND and EAL.

14) Confidentiality and Child Protection Issues

A child's confidentiality may not always be maintained by the teacher or member of staff concerned; if a disclosure is made this will be reported to the appropriate professional as per ground rules. RSE discussions or lesson content may prompt a pupil to disclose about related incidents; for example, FGM, forced marriage, child exploitation or abuse. If this occurred or a member of staff believes that the child is at risk of harm or has concerns about any information disclosed, the staff member must discuss with the named Designated Safeguarding Lead and follow the procedure set out in the Safeguarding/ Child Protection Policy. All staff and visitors are familiar with the policy and know the identity of the member of staff with responsibility for Safeguarding/ Child Protection issues.

The child concerned will be informed that confidentiality is being breached and the rationale for this. The child will be supported by staff throughout the process.

15) Process of professional development for Staff

Staff are updated via email and staff meetings of developments in key aspects of RSE, including links with safeguarding, inclusion, equality, child protection and anti-bullying.

Regular staff training is provided at staff meetings and INSET days. Sometimes external organisations may offer their support, such as Healthy Schools, Stonewall and Proud Trust. Should any staff identify any training needs this should be reported to the RSE or PSHE Lead.

16) This RSE Policy is supported by and links to the:

PSHE Policy

Safeguarding/Child Protection Policy

Behaviour Policy

Confidentiality Policy

Equality Policy

Anti-bullying Policy

Relationship and Sex Education Guidance – DfE (2019)

Health and Safety Policy

E-Safety Policy

17) Review of this policy

This policy is reviewed at least every year and also in the light of any related issue that may occur such as any new findings arising from educational research, local or national guidance.

Appendix 1

Oasis Academy Aspinal letter to parents

Dear Parent/Carer

Re: Sessions on

As part of the school's Personal, Social and Health Education programme, your child will soon receive relationship and sex education. This will include a unit of lessons on self-esteem, healthy relationships, personal safety and growing up.

There is a vast amount of, and sometimes confusing, information about relationships and sex on the internet, on TV, in magazines, etc. which children and young people are exposed to. This can sometimes make an already confusing time seem even more complicated.

The purpose of the upcoming unit is to provide your child with the knowledge and skills to keep them safe in the modern world. The unit will develop attitudes which will help pupils form relationships in a responsible and healthy manner, based on love and respect.

If students are provided with timely and age appropriate information about their bodies and relationships, they can make their transition into adulthood with the confidence and knowledge to understand what is happening to them, and hopefully grow into confident and healthy adults able to make positive choices.

The sessions in school may reinforce what you are already speaking to your child about at home. The school is committed to working in partnership with parents and is keen to hear your views about what pupils should be taught and share with you the RSE policy and resources. We would therefore like to invite you to a workshop/coffee morning on RSE on

The school nurse will also be attending this session as they are invited into school to enhance the RSE lessons and will be present to answer any questions you may have. This will also be an opportunity for you to view the resources used in the delivery of the RSE curriculum.

We would be grateful if you could please let us know if you will be attending.

If you are unable to attend the meeting and would like information regarding the programme, please contact (*Sue Hardy, RSE Lead at Oasis Academy Aspinal*).

Yours faithfully

Appendix 2

Primary Curriculum Relationships and Sex Education

Year 1

Who are the special people in my life? (family)

What are the differences and similarities between people?

What are the similarities between girls and boys? (body parts)

Year 2

What is private? (body parts)

What happens when the body grows young to old?

What is fair, unfair, kind and unkind? (friendship)

Year 3

What is personal space? (unwanted touch)

What does a healthy relationship look like? (friendship)

Why is being equal important in relationships? (trust)

Year 4

What is diversity? (inc. LGBT+)

Do boys and girls have different roles? (sport/jobs/toys)

What changes happen to my body?

Year 5

What are the different relationships in my life?

What is unwanted touch? Understanding FGM

What is puberty?

Year 6

What changes happen in my life?

What happens in a loving relationship (incl. marriage) and what is forced marriage?

How is a baby made?

Appendix 3 - Statutory Provision in Science Curriculum

Detailed below are sections taken directly from the updated Science Curriculum Statutory (2014). The sections detailed are those which specifically mention relationships and sex education. There are other relevant sections, which could create opportunity to discuss relationships and sex education further.

Key Stage 1

Children should learn to:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that animals, including humans, have offspring which grow into adults

Key Stage 2

Children should learn to:

- Describe the changes as humans develop to old age
- Describe the life process of reproduction in some plants and animals
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Appendix 4

External Contributor Checklist	
Time and Place	
Date	From hrs to hrs
Venue	External contributor arrival time hrs
	Welcome/reception arrangements
Furniture layout	
Equipment: TV/Video/Sound/Flip-chart/OHP/Projector/Screen	
People	
<i>School</i>	<i>External contributor(s)</i>
	Name
Organiser	Introduce as
Class teacher (if different)	Specialism
Other teacher(s)	Agency
Additional staff	
Number of pupils	Have you discussed the visit and the schools' safeguarding, RSE and PSHE policies? Yes/No
Class(es)	Have you discussed materials or resources that the external contributor(s)/partnership(s) will give to the pupils? Yes/No
Age of pupils	Have you discussed any gender, racial, cultural or special educational needs or issues and how these may be addressed? Yes/No
Learning	
<i>Session title</i>	<i>Subject area</i>
Most relevant policies	Lesson context (previous work covered)
Learning outcomes	Level of teacher involvement
Lesson outline (overleaf)	Special needs
Evaluation, including involvement of external contributor	Any follow up with external contributor
Agreements	
<i>Expenses:</i> Have you discussed and agreed any relevant expenses and fees? Yes/No/NA	<i>Agreement:</i> Have you and your external contributor signed an agreement for this visit? Yes/No
<i>Service Level Agreement (SLA):</i> In the case of an on-going partnership with the external contributor/agency have you both created a SLA? Yes/No	<i>Quality standards:</i> Has the school and partner/agency signed any joint agreement to ensure quality standards (see Sex Education Forum) Yes/No