



Oaklands School

Relationships and Sex Education Policy

Aims

This policy on Relationships and Sex Education is based on the Department for Education guidance 'Relationships Education, Relationships and Sex Education and Health Education' published in June 2019 and updated in July 2020. The guidance states that Relationships Education at primary; and Relationships, Sex, and Health Education at secondary, are statutory subjects.

In line with the statutory guidance, the school has a separate written Sex and Relationships Policy. We have consulted with parents about the policy, and provide a copy of the policy on the website. A printed copy is also provided free of charge to anyone who asks.

This Policy is informed by DfE guidance on Relationships, Sex and Health Education (as above), Preventing and Tackling Bullying (updated in 2017) Working Together to Safeguard and Promote the Welfare of Children (updated in December 2020) and Keeping Children Safe in Education (updated in September 2021) and the Equality Act 2020 (revised June 2014).

We are committed to providing a curriculum that is broadly based, balanced and meets the needs of all pupils. We deliver the Relationships and Sex Education through the PSHE programme. Each class throughout the school has one timetabled PSHE lesson each week. This PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
- In accordance with the Independent Schools Standards Regulations, the PSHE curriculum reflects the school's aims and ethos and encourages respect for other people, paying particular attention to the protected characteristics set out in the Equality Act 2010.

We teach about relationships and sex in the context of the school's aims. We take account of (amongst other things) the ages of pupils and their learning abilities in order to deliver the curriculum appropriately.

We understand the importance of recognising the protected characteristics as listed in section 4 of the Equality Act 2010, which are the following:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation.

The school uses the Jigsaw programme to resource the PSHE curriculum. The programme offers us a comprehensive, carefully developed scheme of work, and brings consistency and progression to our children's learning in this area. The overview of the whole PSHE programme can be seen in the PSHE Policy on the school website. The parts of the PSHE programme relating to Relationships and Sex Education can be found at the end of this policy.

Jigsaw covers all aspects of Relationships, Sex and Health Education within the context of a full PSHE programme in an age-appropriate way. Should changes to these curriculum areas occur in the future, Jigsaw will update their materials to ensure we continue to meet the curriculum requirements.

Parents were invited to attend a consultation and information meeting about the Relationships and Sex curriculum and policy. There were opportunities to attend a presentation, to view and discuss the resources and to ask questions.

Context

From September 2020, Relationships Education became compulsory for all primary schools as set out in the DfE Guidance (2019). This includes children learning about the '*changing adolescent body*'. (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019). There is a statutory duty for Independent schools to provide PSHE and we must meet the Independent School Standards as set out in the Independent Schools Standards Regulations (ISSRs).

Effective Relationships and Sex Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being. This is why the DfE recommend:

"... that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born."

(Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019, para 67).

The school teaches Science in line with National Curriculum expectations. This means that children learn about 'how a baby is conceived and born' before the end of Year 6. The school also teaches about puberty before the end of Year 6, including the physical and emotional changes, predominantly through the science scheme of work.

Relationships Education helps children to understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health, and about online and off line safety.

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

Relationships Education in primary schools covers 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, although some of the outcomes are also taught elsewhere in Jigsaw: for example, the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Sex Education in school

The DfE Guidance 2019 (page 23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils'. However, 'Sex Education is not compulsory in primary schools'.

We think carefully about the content and delivery of sex education. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and - drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

We believe that children should understand the facts about human reproduction by the end of Year 6, so reproduction is covered as part of the Science curriculum in Years 5 and 6, and also in PSHE lessons. In addition, we believe that children need to be well informed about puberty and the physical and emotional changes in adolescence. This is taught within the PSHE curriculum in the 'Changing Me' Puzzle in the summer term.

Parents' right to withdraw from Sex Education lessons

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education. (DfE Guidance page 17). We conclude that sex education refers to Human Reproduction, and therefore we inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit):

- Year 4, Lesson 2 (Having a baby)
- Year 5, Lesson 4 (Conception)
- Year 6, Lesson 4 (Conception, birth)

There are very few lessons which are specifically about human reproduction. Those parents/carers wishing to exercise this right will need to make the request in writing and will see either the Headmistress or the PSHE Coordinator to explore any concerns and discuss the nature of the curriculum any impact that withdrawal may have on the child. We will record the discussion and the outcome.

Once a child has been withdrawn, they will take part in the specific sex education lessons until the request for withdrawal has been removed. Materials will be made available to parents/carers who wish to supplement the school sex education programme or who wish to deliver sex education to their children at home. Parents cannot withdraw from any aspect of Relationships Education covering the changing adolescent body (puberty).

Sex and relationships topics can occasionally arise incidentally in other subjects, such as Science, Geography, History, RE, English, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

Involving parents and carers

The school believes that it is important to have the support of parents, carers and the wider school community for the PSHE programme. Parents and carers are given the opportunity to find out about and discuss the PSHE programme through:

- Parent information meetings
- Information leaflets and curriculum information
- Access to the PSHE and Relationships and Sex policies policy on the school website

The school believes that parents should be given the opportunity to understand the purpose and content of Relationships Education. We consult with parents and provide opportunities for them to understand and ask questions about the school's approach so that parents are confident in the curriculum.

External contributors

External contributors from the community, e.g. health promotion specialists, school nurses, social workers, and community police and fire officers, can make a valuable contribution to the Relationships and Sex Education programme. Their input is carefully planned and monitored so as to fit into and complement the programme. Teachers are always present during these sessions and remain responsible for age appropriate content of the lessons.

Girl's understanding of sanitary products and disposal in school

As part of lessons on puberty girls will be made aware of the procedures in place for accessing and disposing of sanitary products.

The Learning Environment for PSHE and Relationships and Sex Education

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in lessons. This includes the aspects below:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We do not ask personal questions
- We respect each other's privacy (confidentiality)

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around Relationships and Sex Education and PSHE-related issues are varied. However, while personal views are respected, all issues are taught without bias. The topic is presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal Relationships and Sex Education and PSHE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers should use their skill and discretion in this area and refer to the Senior Leadership Team and Designated Safeguarding Lead if they have concerns.

Our school believes that Relationships and Sex Education and PSHE should meet the needs of all pupils, answer appropriate questions and offer support. In PSHE lessons that cover Relationships Education, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation and gender diversity, answer appropriate questions and offer support. LGBT and bullying are dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

Training and support for staff

All staff have regular PSHE training in order to enhance their PSHE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided. In addition to this, support for teaching and understanding PSHE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

Dissemination

This policy is available on our school website where it can be accessed by parents. Training is regularly delivered to staff on the policy content. Copies are available from the school office on request from parents/carers.

Confidentiality and Child Protection/Safeguarding Issues

We know that it is important to make pupils aware of behaviour towards them that is not acceptable and how they can keep themselves safe. The PSHE curriculum helps pupils learn about keeping safe and who to ask for help if they feel their safety is threatened.

As a general rule, a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the Designated Safeguarding Lead, or one of the Deputies, who takes action as laid down in the Child Protection Policy. All staff members are familiar with the policy and know the identity of the members of staff with responsibility for Child Protection issues.

Promoting Inclusivity and Equality

The Equality Act 2010 covers the way the curriculum is delivered, and schools must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people.

We aim that the Relationships and Sex Education aspect of PSHE will foster positive relationships between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect.

We recognise our duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying).

The DfE Guidance 2019 (p. 15) states, *“Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics...”*

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum”.

We promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships and Sex Education.

Differentiation/SEN

PSHE is differentiated to be accessible for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each lesson to meet the needs of the children in their classes. To support this differentiation, many Jigsaw lessons suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential.

There is an effective whole school plan to ensure a smooth transition from the Early Years, through the school.

Monitoring and Review of Relationships and Sex Education

The Senior Leadership Team, Headmistress and Principals monitor the Relationships and Sex Education policy on an annual basis. They give serious consideration to any comments from parents about the sex education programme, and respond to all such comments.

The Principals require the PSHE Coordinators to keep a written record with details of the content and delivery of the Relationships and Sex Education programme that is taught in the school.

The Principals review materials to check they are in accordance with the school's ethos. Parents and carers have the right to see sample materials used within the scheme of work and can do so by meeting with the PSHE Coordinator/Headmistress or by attending any information meetings the school chooses to hold about this curriculum area.

The Role of the Managing Principal

It is the responsibility of the Chair of Governors to ensure that the school fulfils its statutory obligations, and to ensure that:

- All pupils make progress in achieving the expected educational outcomes in regard to Relationships and Sex Education and PSHE;
- PSHE is well led, effectively managed and well planned;
- The quality of PSHE provision is subject to regular and effective self-evaluation;
- The 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.

Links to other policies and curriculum areas

We recognise the clear link between PSHE and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Science curriculum
- Curriculum Policy
- Equal Opportunities Policy
- Safeguarding Policy
- Anti-bullying Policy
- Behaviour Policy
- ICT Policy and Safer Internet Use Policy
- RE Policy
- SMSC Policy
- Special Educational Needs and Disability Policy

The Scheme of Work for Relationships and Sex Education

The focus is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

The guidance states that, by the end of Year 6:

	Pupils should know...	Our PSHE Scheme...
Families and people who care for 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 (Marriage in England and Wales is available to both opposite sex and same sex couples. The ceremony through which a couple get married may be civil or religious). • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • 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. 	<p>All of these aspects are covered in lessons within the Puzzles (units)</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference • Being Me in My World
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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference

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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference
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Relationships and Sex Education content for each year group

Reception:

Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up - how have I changed from baby to now; bodies (not including names of sexual parts); respecting my body and looking after it e.g. personal hygiene.

Year 1

Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; differences between female and male bodies (correct terminology); respecting my body and understand which parts are private.

Year 2

Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group co-operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us); trust and appreciation; expressing appreciation for special relationships; life cycles in nature; growing from young to old; increasing independence; differences in female and male bodies (correct terminology); assertiveness; appreciate that some parts of my body are private.

Year 3

Seeing things from others’ perspectives; Families and their differences; family conflict and how to manage it (child-centred); witnessing bullying and how to solve it; homophobic bullying; recognising how words can be hurtful; giving and receiving compliments; respect for myself and others; healthy and safe choices; family roles and responsibilities; friendship and negotiation; keeping safe online and who to go to for help; being aware of how my choices affect others; awareness of how other children have different lives; expressing appreciation for

family and friends; how babies grow; understanding a baby's needs; outside body changes at puberty; inside body changes at puberty; family stereotypes.

Year 4

Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying including the role of the bystander; problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; getting on and falling out; girlfriends and boyfriends; showing appreciation to people and animals; being unique; having a baby (simple explanation of conception); girls and puberty; boys and puberty; confidence in change; accepting change.

Year 5

Cultural differences and how they can cause conflict; racism; rumours and name-calling; types of bullying; enjoying and respecting other cultures; body image; self-recognition and self-worth; building self-esteem; safer online communities; rights and responsibilities online; online gaming and gambling; reducing screen time; dangers of online grooming; internet safety rules; Self and body image; influence of online and media on body image; puberty for girls; puberty for boys; conception (including IVF); growing responsibility; coping with change.

Year 6

Children's universal rights; feeling welcome and valued; choices, consequences and rewards; group dynamics; democracy, having a voice; anti-social behaviour; role-modelling; perceptions of normality; understanding disability; understanding what transgender means; power struggles; understanding bullying; inclusion/exclusion; difference as conflict; difference as celebration; empathy; exploitation, including 'county-lines' and gang culture; love and loss; managing feelings; power and control; assertiveness; technology safety; responsibility with technology use; self-image, body image; puberty and feelings; conception to birth; reflections about change; physical attraction; respect and consent; boyfriends/girlfriends; sexting.

Strategies for teaching

There is no prescriptive form for sex education; some classes use a circle time framework while others may use discussion or other techniques, informal or formal. Learning will happen in the form of individual work, paired and/or group tasks.

Time will be given to enable the pupils to reflect and ask questions, and there will be a 'question box' available for those who would rather ask their question in a discreet way. All questions will be answered sensitively and without identifying the pupil.

This policy is reviewed annually.