

## **Oasis Academy Short Heath RSE Policy**

Relationships Education, Health Education and Sex Education (RSE) Policy

Date of policy: 23<sup>rd</sup> May 2024

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### **Introduction**

This policy outlines our school's commitment to provide effective RSE and health education for all pupils. It has been written regarding the DfE RSE guidance, and other relevant guidance documents and statutory requirements. The RSE teaching in this school contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life. RSE is taught in an age-appropriate manner throughout the school.

### **What are the aims of Relationships Education, Sex Education and Health Education in the primary school?**

The opening paragraph of the Department for Education guidance states:

“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.”

(DfE, Relationships Education, Relationships and Sex Education and Health Education)

Our key aim in providing RSE and health education throughout the school is to safeguard our pupils. During their time at Oasis Academy Short Heath children will learn key knowledge and skills to help keep them safe and prepare them for adult life.

### **Key Objectives**

The key objectives of our RSE programme are to:

- ❖ Develop knowledge and understanding of positive and healthy relationships
- ❖ Make pupils aware of their rights especially in relation to their bodies
- ❖ Enable the development of social and relationship skills and protective behaviours
- ❖ Prepare children for the physical and emotional changes of puberty

- ❖ Understand reproduction and birth within the context of loving and caring relationships
- ❖ Explore attitudes and values around sex and relationships
- ❖ Ensure children know how and where to access appropriate support

The RSE programme is based on the needs of the children in the school with learning outcomes appropriate to pupils' age, ability and level of maturity. The curriculum will be firmly embedded within the broader PSHE, Citizenship, and Science curricula. Pupils will be helped to understand difference and to respect themselves and others.

### **Inclusion and Support**

RSE will be accessible to all regardless of gender. Through the delivery of RSE, teachers will explore gender stereotypes and ensure that all genders receive information that is relevant to their needs. There are many different faith and cultural perspectives on aspects of RSE. As a school we will deliver RSE in a factual, non-judgmental way ensuring that teachers do not promote one faith or cultural viewpoint but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance. Parents and carers can then contextualize the learning within their own faith and values framework in their discussions with children following teacher-led sessions. We will use a range of materials and resources that reflect our cultural diversity and encourage inclusiveness.

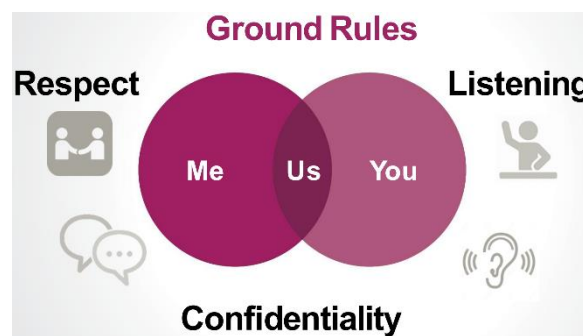
Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some children, particularly those with additional needs a more explicit approach may be necessary to ensure learning outcomes are met – this will be discussed with parents/carers concerned.

A range of different families and relationships will be explored within RSE. All children whatever their developing sexuality or family background need to feel that RSE is relevant to them and sensitive to their needs.

### **The OCL Curriculum**

RSE will be taught in each year group throughout the school. The curriculum we deliver is progressive, building the children's knowledge, understanding and skills year on year.

Each lesson is started with the 'Ground Rules'



## **The Oasis Curriculum**

The RSE unit is taught during one week, in the first half of the summer term. Each year group will be taught appropriate to their age and developmental stage, building on the previous years' learning.

Please note: if a question from a child arises and the teacher feels it would be inappropriate to answer, (for example, because of its mature or explicit nature), the child will be encouraged to ask his/her parents or carers at home. The question will not be answered to the child or class if it is outside the remit of that year group's programme.

The grids below shows specific learning intentions for each year group in the OCL scheme of work:

lesson	Year 1 Learning	lesson	Year 2 Learning
1	What ways am I the same and different to others.	1	How does kind and unkind behaviours affect others?
2	Who are the people in my life that love and care for me? (family)	2	What is private? (body parts)
3	What are the differences and similarities between people?	3	What happens when the body grows - young to old?
4	What are the similarities between girls and boys? (body parts)	4	What is fair, unfair, kind and unkind? (friendship)

lesson	Year 3 Learning	lesson	Year 4 Learning
1	What is the difference between equality and equity?	1	Why should we all be respectful?
2	What is personal space?	2	What is diversity?
3	What does a healthy relationship look and feel like?	3	How can I challenge stereotypes?  What changes happen to my body to become an adult? (puberty & personal hygiene).
4	Why is being respectful important in relationships?	4	What changes happen to my body to become an adult? (puberty & personal hygiene).

Lesson	Year 5 Learning
1	Why are stereotypes <u>are</u> unhelpful and wrong?
2	What are the different relationships in my life? What is appropriate and inappropriate touch? What is a worry secret?
3	What is puberty? (Physical & emotional changes and personal hygiene)
4	What is puberty? (Physical & emotional changes, personal hygiene and menstruation)

Lesson	Year 6 Learning
1	How can I challenge discrimination?
2	What responsibilities do I have in my life and how will they change in the future? How can I cope with transition to secondary school?
3	What happens in a loving relationship? (including marriage) and what is a forced marriage?
4	How is a baby made? (human lifecycle) <b>Non - Statutory</b>

Some elements of RSE are delivered through national curriculum Science:

Science KS1

- 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.

Science KS2

- Describe the differences in the life cycles of a mammal, an amphibian, an inset and a bird.
- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.
- Learn about the changes experienced in puberty.

## **Teaching and Learning**

All teachers will have responsibility for planning and delivering RSE. Teaching assistants may provide additional support for children with additional needs. Everyone involved in the teaching of RSE will follow the school policy.

The personal beliefs and attitudes of teachers will not influence the teaching of RSE. A balanced and non-judgmental approach will be taken. Teachers, and all those contributing to RSE will work to the agreed values within this policy. Within RSE, children will develop confidence in talking, listening and thinking about sex and relationships. To achieve this a number of teaching strategies will be used, including:

- ❖ Establishing ground rules with pupils;
- ❖ Using 'distancing' techniques (eg. Case studies)
- ❖ The provision of a 'question box' during each planned session
- ❖ Dealing with children's questions in an appropriate manner
- ❖ Using discussion and appropriate materials; and role play
- ❖ Encouraging reflection.

## **Dealing with questions**

As with any topic children will ask questions during RSE to further their understanding. Due to the sensitive nature of the topic teachers will employ strategies to ensure that questions are asked and answered in an appropriate way. Through the use of ground rules at the start of session's children will be reminded that personal questions are not appropriate. They will also be introduced to the 'question box'. Teachers will explain that if a pupil has a question they are to write it down and put it into the question box. This allows the teacher time to ensure questions are answered in an appropriate and factual way with reference to the age and maturity of the class. Teachers may feel that it is not appropriate to answer some questions in front of the whole group – the question will then be addressed on an individual basis with the pupil and in some cases with parents/carers. All staff will be mindful of their safeguarding role and will follow the relevant school procedures if a question raises concerns of this nature.

## **Staff training**

All staff delivering RSE will take part in an initial basic training session. If a staff member has additional learning and development needs these will be supported either through mentoring from a more experienced staff member in school, team-teaching, observations, or attendance at an external training event.

## **Parents**

We believe that RSE should be a partnership with parents and carers. Parents will be routinely consulted and informed about RSE. Whilst we always try to work with parents to accommodate their wishes, we also accept that parents can exercise their right to withdraw their child if they

do not want them to take part in some or all of sex education delivered as part of statutory RSE. If you have any concerns about the RSE that is provided please do speak to your child's class teacher or the Principal. Parents will be informed via letter on class dojo before the lessons are taught to ensure parents are able to view the lesson content before it is taught.

### **Safeguarding**

Teachers will be aware that effective RSE, which brings an understanding of what is and is not acceptable, can lead to disclosure of a child protection issue. Everyone involved in RSE will be alert to signs of abuse and report concerns or suspicions to the designated safeguarding Lead as outlined in the safeguarding policy.

### **Dissemination, Monitoring and Review**

The RSE policy and curriculum will be reviewed annually. Teacher assessment will influence RSE planning as will evaluation of the programme by pupils and staff. As part of the process of monitoring the curriculum an audit of the training needs of all staff will be carried out and support and training offered as appropriate.