



Oasis Academy Short Heath RSE Policy

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

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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.

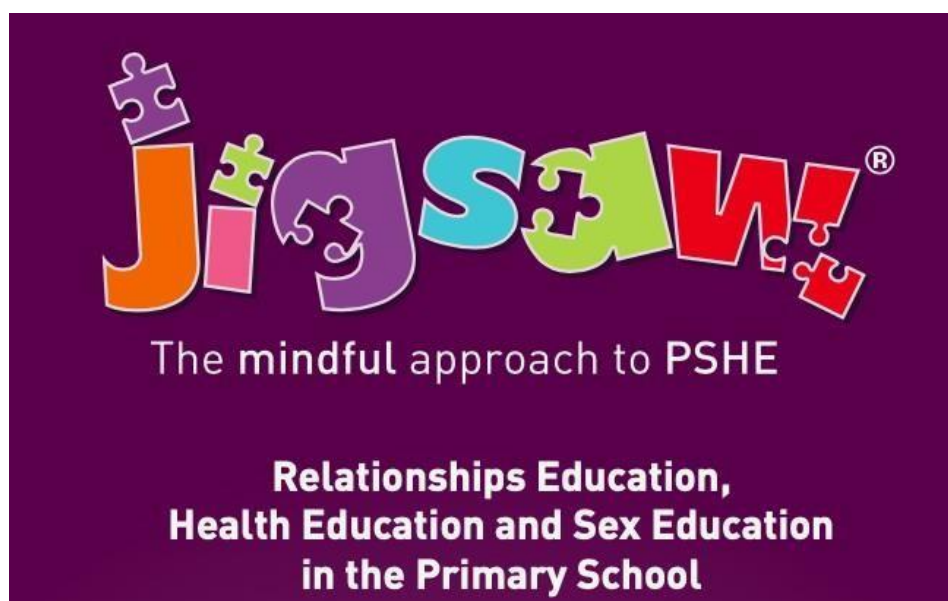
There are many different faith and cultural perspectives on aspects of RSE. As a school we will deliver RSE in a factual, non-judgmental way ensuring that teachers do not promote one faith or cultural viewpoint but rather provide a balanced approach that acknowledges the wealth of views and opinions 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 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. We follow Jigsaw.



Jigsaw RSE Content



Jigsaw’s ‘Changing Me’ unit is taught over a period of 6 weeks, usually in the second 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 grid below shows specific learning intentions for each year group in the Jigsaw scheme of work including the ‘Changing Me’ unit.

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance <u>Goal-setting</u> Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices <u>Recognising</u> feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets 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 Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, <u>rights</u> and responsibilities Rewards and consequences Responsible choices Seeing things from others’ perspectives	Families and their differences Family conflict and how to manage it (<u>child-centred</u>) Witnessing bullying and how to solve it <u>Recognising</u> how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm <u>Recognising</u> and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it’s important online and <u>off line</u> scenarios 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 a global citizen 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 Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	<ul style="list-style-type: none"> Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour 	<ul style="list-style-type: none"> Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions 	<ul style="list-style-type: none"> Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes 	<ul style="list-style-type: none"> Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength 	<ul style="list-style-type: none"> Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals 	<ul style="list-style-type: none"> Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	<ul style="list-style-type: none"> Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating 	<ul style="list-style-type: none"> Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures 	<ul style="list-style-type: none"> Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation 	<ul style="list-style-type: none"> Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour 	<ul style="list-style-type: none"> 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 SMARRT internet safety rules 	<ul style="list-style-type: none"> Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Growing responsibility Coping with change Preparing for transition
Ages 10-11	<ul style="list-style-type: none"> Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling 	<ul style="list-style-type: none"> Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy 	<ul style="list-style-type: none"> Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments 	<ul style="list-style-type: none"> Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress 	<ul style="list-style-type: none"> Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use 	<ul style="list-style-type: none"> Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

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 insect 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.*

In addition to the Science Curriculum we also use a scheme called **No Outsiders**.

The No Outsiders scheme provides a gentle introduction to some key RSE themes in Reception, Year 1, 2 and Year 3 and 4. They also look at differences between boys, girls and families. From year 5 we start to teach about puberty as some children may start to experience some of the physical or emotional changes. This learning is built upon in year 6. More details on the lesson content for each year group is given below:

EYFS

You choose- To say what I think
Red rockets and rainbow jelly- To understand that it is ok to like different things
Blue Chameleon- To make friends with someone different
Mommy, mama and me- To celebrate my family
The family book- To understand that all families are different

Year 1

Elmer- To like the way I am
Ten little pirates- To play with boys and girls
My grandpa is amazing- To recognize that people are different ages
My world, your world- You understand that we share the world with lots of people
Max the champion- To understand that our bodies work in different ways

Year 2

The great big book of families- To understand what diversity is
The first slodge- To understand how we share the world
The odd egg- To understand what makes someone feel proud
Just because- To feel proud of being different
Blown away- To be able to work with everyone in my class

Year 3

Oliver- To understand how difference can affect someone
This is our house- To understand what discrimination means
Two monsters- To find a solution to a problem
The new sweater- Use strategies to help someone who feels different
Beegu- To be welcoming

Year 4

Dogs don't do ballet- To know when to be assertive
King and King- To understand why people choose to get marrieds
The way back home- To overcome language as a barrier
The flower- To ask questions
Red: A crayon's story- To be who you want to be

Year 5

Where the poppies now grow- To learn from our past
Rose Blanche- To justify my actions
How to heal a broken wing- To recognize when someone needs help
The artist who painted a blue horse- To appreciate artistic freedom
And tango makes three- To accept people who are different from me

Year 6

My princess boy- To promote diversity
Love you forever- To consider how my life may change as I grow up
The whisperer- To stand up to discrimination
The island- To challenge the causes of racism
Dreams of freedom- To recognize my freedom

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.

Specifically, conception and Sex education will be delivered to Year 5 and 6 in the Summer term and parents will be notified.

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.