



Oasis Academy Short Heath RSE Policy

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

Date of policy: 1st May 2021

Date of review: 20th July 2022

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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 with regard to 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.

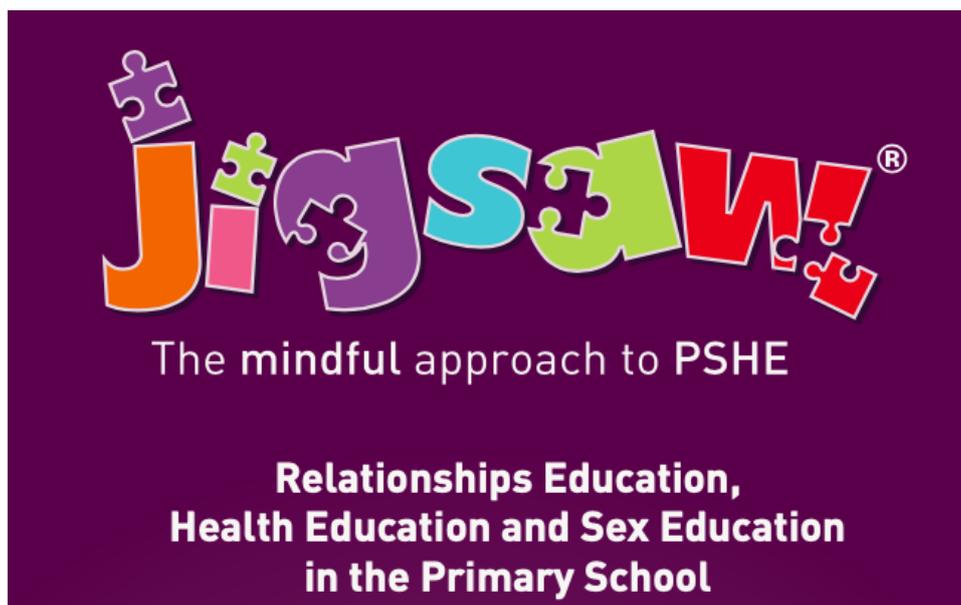
There are many different faith and cultural perspectives on aspects of RSE. As a school we will deliver RSE in a factual, non-judgmental way ensuring that teachers do not promote one faith or cultural viewpoint but rather provide a balanced approach that acknowledges the wealth of views and opinions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



What will my child actually be taught about puberty and human reproduction?



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: at no point will a child be taught something that is inappropriate; and 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 Changing Me Puzzle is all about coping positively with change and includes:

Ages 3-5 Growing up: how we have changed since we were babies.

Ages 5-6 Boys' and girls' bodies; correct names for body parts.

Ages 6-7 Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is).

Ages 7-8 How babies grow and how boys' and girls' bodies change as they grow older. Introduction to puberty and menstruation.

Ages 8-9 Internal and external reproductive body parts. Recap about puberty and menstruation. Conception explained in simple terms.

Ages 9-10 Puberty for boys and girls in more detail including the social and emotional aspects of becoming an adolescent. Conception explained in simple biological terms.

Ages 10-11 Puberty for boys and girls revisited. Understanding conception to the birth of a baby. Becoming a teenager.

The grid below shows specific RSE learning intentions for each year group in the 'Changing Me' Puzzle of the Jigsaw scheme of work.

Year group	Piece Number and Name	Learning Intentions <i>'Pupils will be able to...'</i>
1	Piece 4 Boys' and Girls' Bodies	<ul style="list-style-type: none">○ identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina○ respect my body and understand which parts are private
2	Piece 4 Boys' and Girls' Bodies	<ul style="list-style-type: none">○ recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private

		<ul style="list-style-type: none"> ○ tell you what I like/don't like about being a boy/girl
3	<p>Piece 1 How Babies Grow</p>	<ul style="list-style-type: none"> ○ understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby ○ express how I feel when I see babies or baby animals
	<p>Piece 2 Babies</p>	<ul style="list-style-type: none"> ○ understand how babies grow and develop in the mother's uterus and ○ understand what a baby needs to live and grow ○ express how I might feel if I had a new baby in my family
	<p>Piece 3 Outside Body Changes</p>	<ul style="list-style-type: none"> ○ understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies ○ identify how boys' and girls' bodies change on the outside during this growing up process ○ recognise how I feel about these changes happening to me and know how to cope with those feelings
	<p>Piece 4 Inside Body Changes</p>	<ul style="list-style-type: none"> ○ identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up ○ recognise how I feel about these changes happening to me and how to cope with these feelings
4	<p>Piece 2 Having a baby</p>	<ul style="list-style-type: none"> ○ correctly label the internal and external parts of male and female bodies that are necessary for making a baby ○ understand that having a baby is a personal choice and express how I feel about having children when I am an adult
	<p>Piece 3 Girls and Puberty</p>	<ul style="list-style-type: none"> ○ describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this ○ know that I have strategies to help me cope with the physical and emotional

		changes I will experience during puberty
5	Piece 2 Puberty for Girls	<ul style="list-style-type: none"> ○ explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally ○ understand that puberty is a natural process that happens to everybody and that it will be OK for me
	Piece 3 Puberty for Boys and Girls	<ul style="list-style-type: none"> ○ describe how boys' and girls' bodies change during puberty ○ express how I feel about the changes that will happen to me during puberty
	Piece 4 Conception	<ul style="list-style-type: none"> ○ understand that sexual intercourse can lead to conception and that is how babies are usually made ○ understand that sometimes people need IVF to help them have a baby ○ appreciate how amazing it is that human bodies can reproduce in these ways
6	Piece 2 Puberty	<ul style="list-style-type: none"> ○ explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally ○ explain how girls' and boys' bodies change during puberty and express how I feel about the changes that will happen to me during puberty
	Piece 3 Girl Talk/Boy Talk	<ul style="list-style-type: none"> ○ ask the questions I need answered about changes during puberty ○ reflect on how I feel about asking the questions and about the answers I receive
	Piece 4 Babies – Conception to Birth	<ul style="list-style-type: none"> ○ describe how a baby develops from conception through the nine months of pregnancy, and how it is born ○ recognise how I feel when I reflect on the development and birth of a baby
	Piece 5 Attraction	<ul style="list-style-type: none"> ○ understand how being physically attracted to someone changes the nature of the relationship ○ express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this

Some elements of RSE are delivered through national curriculum Science:

Year 2

Pupils should be taught to: notice that animals, including humans, have offspring which grow into adults describe the importance for humans of.....hygiene.

Year 5

Pupils should be taught to: describe the changes as humans develop to old age.

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 the RSE sessions. Legally parents have the right to withdraw their children from RSE that is not part of national curriculum Science. Parents are given this option through the letter mentioned above which includes a withdrawal option. Teachers will plan for children who are withdrawn from RSE lessons. If you have any concerns about the RSE that is provided please do speak to your child's class teacher or the Head teacher. Parents will be invited to attend a meeting to give them more information about the programme and an opportunity to explore the resources that will be used. It is hoped that this will support them in their role in RSE along with the school.

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