



Oasis Academy Clarksfield

Relationships and Sex Education (RSE) Localised Policy

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Date of policy: September 2022

Review date: July 2023

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 Clarksfield (OAC) serves an area of significant socio-economic need with 30.4% of pupils living in the most deprived area as based on the IMD data.
- Our children arrive in Clarksfield from a variety of different countries – Pakistan, Romania, Spain, Italy.
- We are an inclusive and authentic school – we welcome all new arrivals and support them well through our curriculum and work with the community
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EAL = 384 / 446 86% INA 18 / 446 = 4%:

- Language acquisition groups (time limited)
- KS1 and KS2 group – Race to English with emergency English so they can access the classroom within 6 weeks
- Does not replace learning in the classroom

Number of languages spoken across school: 16

- Albanian, Arabic, Bengali, Bulgarian, Czech, English, German, Italian, Kurdish, Punjabi, Mirpuri, Pashto, Romanian, Somali, Spanish, Urdu

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 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 Aspsal 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. Many aspects of RSE are taught throughout the year, 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.

- Challenge gender stereotypes and inequality.
- Develop spiritual, moral, social and cultural awareness in accordance with the Equality Act 2010.

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.

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

10) Menstruation and Period Poverty

Period poverty is estimated to affect around 1 in 10 women in the UK.

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 and are challenged and dealt with as part of our commitment to promoting inclusion, equality and anti-bullying (see the anti-bullying policy).

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

Links to SRE Curriculum

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Autumn 1 | <p>Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in authority. Know about the impact of bullying and how to get help.</p> | <p>Know how important friendships are in making us feel happy and secure, and how people choose and make friends. Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Know the importance of respecting others, even when they are very different from them.</p> | <p>Know how to recognise and talk about their emotions. Know that there is a normal range of emotions and scale of emotions that all humans experience. Know the importance of respecting others, even when they are very different from them (e.g. physically).</p> | <p>Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in authority. Know about different types of bullying (including cyberbullying), the impact of bullying, the responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. Know how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> | <p>Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in authority. Know how to recognise and talk about their emotions (in relation to money and aspirations).</p> | <p>Know the benefits of community participation, voluntary and service-based activity, on mental wellbeing and happiness. Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in authority. Know the conventions and courtesies of manners.</p> |
| Autumn 2 | <p>Know how to recognise and talk about their emotions. Know the importance of respecting others, even when they are very different from them. Know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical contact.</p> | <p>Know the benefits of community participation on mental wellbeing and happiness.</p> | <p>Know that families are important for all children growing up because they provide love, security and stability. Know the characteristics of family life: commitment to each other; protection and care for family members; the importance of spending time together and sharing each other's lives. Know that stable, happy relationships, which may be of different types, are at the heart of happy families and are important for children's security growing up. Understand that marriage represents a formal and legally recognised</p> | <p>Know what a stereotype is, and how stereotypes can be unfair, negative or destructive. Know the importance of permission-seeking and giving in relationships with friends and peers. Know the characteristics of friendship, including mutual respect and support during difficult times. Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> | <p>Know the importance of respecting others, even when they are very different from them (e.g. physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. Know practical steps they can take in a range of contexts to improve or support respectful relationships. Know the conventions of courtesy and manners. Know what a stereotype is and how stereotypes can be unfair, destructive or negative. Know about different types of bullying (including cyberbullying), the impact of bullying,</p> | <p>Know what a stereotype is, and how stereotypes can be unfair, negative or destructive. Know the importance of respecting others, even when they are very different from them (e.g. physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. Know practical steps they can take in a range of contexts to improve or support respectful relationships.</p> |

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| | | | <p>commitment of two people to each other which is intended to be lifelong.</p> <p>Know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help and advice if needed.</p> | | <p>the responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> | |
| Spring 1 | <p>Know how to recognise and talk about their emotions.</p> <p>Know that there is a normal range of emotions and scale of emotions that all humans experience.</p> | <p>Know how to recognise and talk about their emotions.</p> <p>Know that there is a normal range of emotions and scale of emotions that all humans experience.</p> <p>Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> | <p>Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p>Know that the internet can also be a negative place where online bullying can take place, which can have a negative impact on mental health.</p> <p>Know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online.</p> <p>Know about different types of bullying (including cyberbullying), the impact of bullying, the responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> | <p>Know that families are important for all children growing up because they provide love, security and stability.</p> <p>Know the characteristics of family life: commitment to each other (including in times of difficulty); protection and care for family members; the importance of spending time together and sharing each other's lives.</p> <p>Know that there is a normal range of emotions (e.g. happiness, sadness, anger, surprise, fear, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>Know how to recognise and talk about their emotions, including having a varied vocabulary to use when talking about their own and others' emotions.</p> | <p>Know the facts about legal and illegal harmful substances, including tobacco, and the risks associated with them.</p> <p>Know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</p> <p>Know where and how to seek support (including recognising the triggers for seeking support) including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing.</p> <p>Know the characteristics of a poor diet and risks associated with unhealthy eating (e.g. obesity, tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p> <p>Know the concepts of basic first aid, for example dealing with common injuries, including head injuries..</p> | <p>Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p>Know about different types of bullying (including cyberbullying), the impact of bullying, the responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>Know how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>Know that the internet can also be a negative place where online bullying can take place, which can have a negative impact on mental health.</p> <p>Know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online.</p> |
| Spring 2 | <p>Know that families are important for children growing up because they can give love, security and stability.</p> <p>Know that others' families sometimes look different from their family.</p> <p>Know how to recognise if family relationships are making them feel unhappy or unsafe.</p> | <p>Know that sometimes people behave differently online.</p> <p>Know that the same principals apply to online relationships as to face-to-face relationships.</p> <p>Know the rules and principles for keeping safe online.</p> <p>Know about different types of bullying, including cyberbullying.</p> <p>Know that the internet can be a</p> | <p>Know how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>Know that most friendships have ups and downs, and that these</p> | <p>Know the benefits of community participation, voluntary and service-based activity, on mental wellbeing and happiness.</p> <p>Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in authority.</p> | <p>Know that people sometimes behave differently online.</p> <p>Know 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.</p> <p>Know the rules and principles for keeping safe online, how to</p> | <p>Know that families are important for all children growing up because they provide love, security and stability.</p> <p>Know the characteristics of family life: commitment to each other (including in times of difficulty); protection and care for family members; the importance of spending time</p> |

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| | | <p>negative place where bullying and harassment can take place. Know where and how to report concerns and get support with issues online.</p> | <p>can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. Know that isolation and loneliness can affect children, and that it is very important for children to discuss their feelings with an adult and seek support.</p> | <p>Know the conventions and courtesies of manners. Know practical steps they can take in a range of different contexts to support or improve respectful relationships.</p> | <p>recognise risks, harmful content and contact, and how to report them. Know how to critically consider their online friendships and sources of information. Know how information and data is shared and used online. Know about the concept of privacy and the implications of it for both adults and children. Know about the benefits of rationing time spent online, the risks of excessive time spent electronic devices, and the impact of positive and negative content online on their own and others' mental and physical wellbeing. Know how to consider the effect of their actions online on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. Know why social media, computer games and online gaming are age-restricted. Know how to be a discerning consumer of information online, including that information form search engines is ranked, selected and targeted.</p> | <p>together and sharing each other's lives. Know that there is a normal range of emotions (e.g. happiness, sadness, anger, surprise, fear, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. Know how to recognise and talk about their emotions, including having a varied vocabulary to use when talking about their own and others' emotions.</p> |
| <p>Summer 1</p> | <p>Know what constitutes a healthy diet. Know about personal health and germs including bacteria and viruses, how they are spread and treated, and the importance of handwashing. Know how to make a clear and efficient call to emergency</p> | <p>Know that others' families sometimes look different from their family, but that they should respect those differences. Know that other children's families are also characterised by love and care. Know practical steps they can take to improve or support respectful relationships.</p> | <p>Know that mental wellbeing is a normal part of everyday life, in the same way as physical health. Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. Know the benefits of physical exercise and time outdoors for</p> | <p>Know what constitutes a healthy diet (including understanding calories and other nutritional content). Know the principles of planning and preparing a range of healthy meals. Know the facts about legal and illegal harmful substances,</p> | <p>Know how to recognise and talk about their emotions (in relation to money and financial choices).</p> | <p>Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in authority. Know how to recognise and talk about their emotions (in relation to money and aspirations).</p> |

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| | <p>services if necessary. To know where and how to report concerns and get support with issues online.</p> | <p>Know about the concept of privacy and the implications of it for both adults and children, including that it is not always right to keep secrets if they relate to being safe.</p> | <p>mental wellbeing and happiness. Know that it is common to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. Know where and how to seek support (including recognising the triggers for seeking support) including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing. Know the importance of building regular exercise into daily and weekly routines and how to achieve this. Know how to recognise early signs of physical illness, such as weight loss or unexplained changes to the body. Know about dental health and the benefits of good oral hygiene an dental flossing, including regular check-ups with the dentist. Know the facts about legal and illegal harmful substances and the risks associated with them.</p> | <p>including alcohol, and the risks associated with them. Know the importance of sufficient, good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn. Know some simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> | | |
| <p>Summer 2</p> | <p>Know that each person's body belongs to them, and the differences between appropriate and inappropriate contact. To know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' emotions.</p> | <p>Know that each person's body belongs to them, and the differences between appropriate and inappropriate contact. Know the importance of permission seeking and giving in relationships with friends, peers and adults.</p> | <p>Know how to recognise and talk about their emotions (in relation to money and savings).</p> | <p>To know what can impact on mental health (life events and circumstances) and how mental wellbeing can be affected. To know and recognise conflicting emotions and when these might be experienced. To know and explain how feelings and emotions change over time. To identify positive actions to support mental wellbeing during difficult</p> | <p>Know the impact of positive and negative content online on their own and others' mental and physical wellbeing. Know the importance of self-respect and how this links to their own happiness. Know the characteristics of friendship, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust,</p> | <p>Have an awareness of how my body image affects my identity. Explain what affects my physical, mental, and emotional health. To recognise how images in the media can affect how people feel about themselves. To reflect on and celebrate my achievements, identify my strengths, areas for improvements, set high</p> |

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| | | | | times, including identifying their personal support network. | sharing interests and experiences and support with problems and difficulties. Know how to recognise who to trust and not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. | aspirations and goals. |
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