



Relationships and Sex Education (RSE) Policy

for

**Oaklands Infant School
Butler Road, Crowthorne, RG45 6QZ**

Approved by : Governing Body

Last reviewed: February 2023

Next review date: July 2024



Aims

The aims of relationship and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Help pupils develop feelings of self-respect, confidence and empathy and sensitivity towards the needs of others
- Nurture a responsible and positive attitude towards personal relationships including aspects of mutual respect and care
- Create a positive culture around issues of sexuality and relationships
- Empower children to make informed choices about relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Inform children on matters of personal hygiene and related health issues

Statutory Requirements

As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Oaklands Infant School, we teach RSE as set out in this policy.

Policy Development

This policy has been developed in consultation with staff, parents and governors. The consultation and policy development process involved the following steps:

1. Review- the subject leader consulted relevant information including relevant national and local guidance to review the previous policy
2. Staff consultation- all school staff have the opportunity to look at the policy and make recommendations
3. Governor consultation- school governors have the opportunity to look at the policy and make recommendations
4. Parents/stakeholder consultation- parents and any interested parties have the opportunity to view and comment on the policy
5. Ratification- once amendments are made, the policy to be shared with governors and ratified.

Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

It is about the understanding of the importance of stable and healthy loving relationships, respect, love and care.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about promotion of sexual activity.

Relationships & Sex Education (RSE) Policy



Curriculum

Our curriculum is set out as per Appendix I but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Delivery of RSE

RSE is taught within the Personal, Social and Emotional Education (PSHE) curriculum. This is delivered via the Jigsaw programme. The jigsaw content overview is set out in our **Appendix** but we may adapt this when necessary.

Biological aspects of RSE are taught within the Science curriculum and other aspects are included in religious education (RE).

Relationship education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have different structure of support around them (for example: looked after children or young carers).

Answering Difficult Questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed individually later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the Headteacher if they are concerned.

Confidentiality

As a general rule a child's confidentiality will be maintained by the teacher or member of staff concerned. If this person believes that a child is at risk or in danger, s/he is to talk to the Headteacher, who will confer with the person to whom disclosure was made, before any decision is made.



Child Protection

If a child makes a reference to being involved, or likely to be involved, in sexual activity, then a member of staff will take the matter seriously and deal with it as a matter of child protection and report it, following the school's safeguarding policy and the schools legal duty to do so.

Roles and responsibilities

The Governing Body

The governing body will approve the RSE policy and hold the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for ensuring RSE is taught consistently across the school.

Staff

Staff are responsibility for:

- Delivering RSE in a sensitive way in accordance with this policy
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

All teachers are responsible for the teaching of RSE to the pupils in their class. The PSHE lead has responsibility for monitoring the planning and delivery of RSE lessons across the school and feeding back to the headteacher.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

In relation to ethnicity, religion and cultural diversity, we value the different backgrounds of our children and, in acknowledging different views and beliefs, seek to promote tolerance and understanding.



Parents right to withdraw

Parents do not have the right to withdraw their children from relationships education.
Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

At Oaklands Infant School, only the statutory elements of science and relationships education is taught.

Primary Science curriculum in relation to SRE <u>Status</u> Statutory- no right to withdraw pupils	Primary Sex education in relation to SRE <u>Status</u> Non statutory at primary school - parents have the right to withdraw their child (after consultation with the school).
<u>Content</u> <ul style="list-style-type: none"> • Main external parts of the body • Changes in the human body from birth to old age • Puberty* • Reproduction in plants • Reproduction in animals 	<u>Content</u> <ul style="list-style-type: none"> • Conception • Birth of the baby
*Including physical and emotional changes and menstrual wellbeing (statutory SRE guidance physical health mental wellbeing: Primary)	

*Puberty and Human reproduction

This is taught through the Jigsaw scheme and the following is covered in each year group:

FS:

Growing up- How we have changed since we were babies

Year 1:

My changing body- Understanding that growing and changing is natural and happens to everybody at different rates

Boys' and girls' bodies- Appreciating the parts of the body that makes us different and using the correct names for them.

Year 2:

The changing me- Where am I on the journey from young to old, and what changes can I be proud of?

Boys and girls- Differences between boys and girls- how do we feel about them? Which parts of me are private?

Training

It is appreciated that some staff may feel less comfortable with this area of the curriculum. All staff will be supported with appropriate training and support if needed.



Monitoring arrangements

The implementation of the policy will be monitored by the Subject Leader and the Headteacher as part of the general monitoring of the curriculum.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually by the RSE Subject Leader, Headteacher and the Governing Body.

Appendix 1: Oaklands Infant School Curriculum map



Age Group	Relationships			
	Outcome Statements	Working towards	Working at	Working beyond
Ages 3-5 <ul style="list-style-type: none"> ➤ Family life ➤ Friendships ➤ Breaking friendships ➤ Falling out ➤ Dealing with bullying ➤ Being a good friend 		N/A within Jigsaw Assessments made against the Early Learning Goals	N/A within Jigsaw Assessments made against the Early Learning Goals	N/A within Jigsaw Assessments made against the Early Learning Goals
Ages 5-6 <ul style="list-style-type: none"> ➤ Belonging to a family ➤ Making friends/being a good friend ➤ Physical contact preferences ➤ People who help us ➤ Qualities as a friend and person Self- 	I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships I can give examples of	I can name some people who are special to me. I can tell you ways they help me stay safe and feel special. I can tell you why I like some people and who I might go to for help if I need it.	I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships. I can give examples of behaviour in other people	I can suggest different ways to show appreciation for other people and how to recognise their appreciation for me. I can also explain how this helps me feel safe and good about myself. I can explain how other



<ul style="list-style-type: none"> ➤ acknowledgement <p>Being a good friend to myself Celebrating special relationships</p>	<p>behaviour in other people that I appreciate and behaviours that I don't like.</p>		<p>that I appreciate and behaviours that I don't like.</p>	<p>people's behaviour can make me feel about myself and whether I feel safe or not. I can also explain how my behaviour affects others</p>
<p>Ages 6-7</p> <ul style="list-style-type: none"> ➤ Different types of family ➤ Physical contact ➤ boundaries ➤ Friendship and conflict ➤ Secrets ➤ Trust and appreciation <p>Expressing appreciation for special relationships</p>	<p>I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.</p> <p>I can give examples of some different problemsolving techniques and explain how I might use them in certain situations in my relationships</p>	<p>When talking about my relationships with others I can tell you some of the things that might make me feel comfortable and some things that might make me feel uncomfortable.</p> <p>I can tell you ways that might help me to solve problems in my relationships. This might be asking for help or using a problem-solving technique.</p>	<p>I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.</p> <p>I can give examples of some different problemsolving techniques and explain how I might use them in certain situations in my relationships.</p>	<p>I can justify how and why some things might make me feel comfortable or uncomfortable in relationships.</p> <p>I can appraise how effective different problem-solving solutions might be when solving problems in my relationships.</p>



Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<p>That families are important for children growing up because they can give love, security and stability</p> <p>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</p> <p>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</p> <p>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</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
Caring friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p> <p>How to recognise who to trust and who 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</p>



TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>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 positions of authority</p> <p>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</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>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>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>



Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>
------------	--