

Relationships and Sex Education Policy

Oatlands Junior School



Approved by:	LGB	Date: May 2020
Governor Consultation:	May 2020	
Parent Consultation:	June 2020	
Ratified		
Last reviewed on:		
Next review due by:	June 2025	

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1. Aims

The aims of Relationships and Sex Education (RSE) at our school are to:

- › Provide a framework in which sensitive discussions can take place
- › Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- › Help pupils develop feelings of self-respect, confidence and empathy
- › Create a positive culture around issues of sexuality and relationships
- › Teach pupils the correct vocabulary to describe themselves and their bodies
- › Enable children to unlock their full potential and which celebrates independence, tolerance, success and excellence.

2. Statutory requirements

At Otlands Junior School, we teach RSE as set out in this policy. 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 are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

3. Policy development

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

1. Review – a member of staff (CF) pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Governor consultation – this policy was shared with the LGB. They were invited to share their views.
4. Parent consultation – this policy was shared with parents. They were invited to share their views.

5. Pupil consultation – we investigated what exactly pupils want from their RSE
6. Ratification – once amendments were made, the policy was again shared with governors and ratified

4. Definition

Sex and relationships education at Oatlands Junior School enables children to learn about the emotional, social and physical aspects of growing up, relationships, sex, sexuality and sexual health. It supports pupils in gaining accurate information, developing skills and forming positive beliefs, values and attitudes. It also gives pupils essential skills for building positive, enjoyable, respectful, loving and non-exploitative relationships; staying safe both on and offline and enables them to take responsibility for their body, relationships, reproduction, sexual health and wellbeing.

Parents and carers are the key people for their child's learning about sex and relationships and at Oatlands we always aim to work in partnership with home. Parents and carers need to know that the school's RSE program will complement their role and support them in the education of their child, regarding sex and relationships.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we will adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils; it is matched to the needs of our pupils. If children 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.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings. Year 5 and 6 will cover this. From September 2020, Year 4 will also complete this.
- How a baby is conceived and born (Year 6 will cover this from September 2020)

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught alongside the science curriculum. Children are taught in class groups by their class teacher. Lessons are differentiated where needed, and a range of teaching methods and interactive resources are used. Pupils are encouraged to reflect on their own learning in a safe learning environment, where ground rules are agreed by the teacher and children.

As a school we use the Jigsaw scheme and children keep their work centrally in their own folder.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships (as detailed in the Relationships Education and Sex Education guidance) including:

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

At Oatlands Junior School these areas are covered in spiral, progressive half-termly units of work from Jigsaw which allow the children to revisit topics and develop their knowledge and skills. Each year group covers work in the following units, one per half term: Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me.

Children in Year 3 and Year 4 will revisit the PANTS Campaign (initially done in Year 2 at Oatlands Infants School). Children in year 5 and 6 will complete lessons on puberty in the spring term. From September 2020, Year 4 will also complete these lessons. Year 6 will learn about how a baby is conceived (September 2020 onwards). Information about this will be shared at the individual year group meetings for parents in September. For more information about our RSE curriculum, see Appendices 1 and 2.

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 a different structure of support around them (for example: looked after children or young carers).

7. Roles and responsibilities

7.1 The governing board

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

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE in Year 6. (see section 8).

7.3 Staff

Staff are responsible for:

- › Delivering RSE in a sensitive way
- › 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 components of RSE

Class teachers who have concerns about teaching RSE are encouraged to discuss this initially with the coordinator, Mrs Claire Fretwell, the Deputy Head, Miss Hannah McNamara or the Headteacher, Mrs Estelle Scarth. Team teaching may be used to support staff.

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers will consult with the designated safeguarding lead (Mrs Estelle Scarth) and in her absence their deputy, Miss Hannah McNamara.

7.4 Pupils

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

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents do have the right to withdraw their children from the reproduction part of sex education within RSE covered in Year 6. This can be done only after meeting and discussing concerns with the class teacher and PSHE/SRE coordinator.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. Lessons on body changes, puberty and reproduction are shared with staff by the coordinator to ensure consistency and appropriateness.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals (if available), to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by Claire Fretwell, PSHE coordinator through:

- Planning scrutiny
- Work/folder scrutiny
- Learning walks looking at lesson content and display
- Discussions with class teachers
- Pupil discussion

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

This policy will be reviewed by Claire Fretwell (PSHE coordinator) every year. At every review, the policy will be approved by the governing board/ the headteacher.


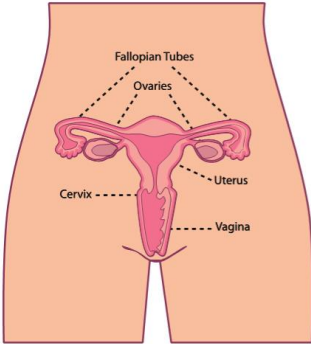
Appendix 1: Curriculum Map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES	
Year 3	Autumn	<p><u>Being Me In My World</u></p> <ul style="list-style-type: none"> • Getting to know each other • Our nightmare school • Our dream school • Rewards and consequences • Our learning charter • Owning our learning charter 	<p><u>Celebrating Difference</u></p> <ul style="list-style-type: none"> • Families • Family conflict • Witness and feelings • Witness and solutions • Words that harm • Celebrating difference – compliments 	Jigsaw
Year 3	Spring	<p><u>Dreams and Goals</u></p> <ul style="list-style-type: none"> • Dreams and Goals • Dreams and Ambitions • A New Challenge • Our New Challenge • Our New Challenge – Overcoming Obstacles • Celebrating my Learning 	<p><u>Healthy Me</u></p> <ul style="list-style-type: none"> • Being fit and healthy • Being fit and healthy • What should I know about drugs? • Being safe • Being safe at home • My amazing body 	Jigsaw
Year 3	Summer	<p><u>Relationships</u></p> <ul style="list-style-type: none"> • Family roles and responsibility • Friendship • Keeping myself safe • Being a global citizen • Being a global citizen • Celebrating my web of relationships 	<p><u>Changing me</u></p> <ul style="list-style-type: none"> • PANTS campaign to be completed (Year 2 currently do this at Infants) • Naming body parts (slang and correct terminology to be completed every year) 	Jigsaw PANTS campaign resources (online)

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES	
Year 4	Autumn	<p><u>Being Me In My World</u></p> <ul style="list-style-type: none"> • Becoming a class team • Being a school citizen • Rights, responsibilities and democracy • Rewards and consequences • Our learning charter • Owning our learning charter 	<p><u>Celebrating Difference</u></p> <ul style="list-style-type: none"> • Judging by appearances • Understanding influences • Understanding bullying • Problem-solving • Special me • Celebrating differences – how we look 	Jigsaw
Year 4	Spring	<p><u>Dreams and Goals</u></p> <ul style="list-style-type: none"> • Hopes and dreams • Broken dreams • Overcoming disappointment • Creating new dreams • Achieving goals • We did it! 	<p><u>Healthy me</u></p> <ul style="list-style-type: none"> • My friends and me • Group dynamics • Smoking • Alcohol • Healthy friendships • Celebrating my inner strength and assertiveness 	Jigsaw
Year 4	Summer	<p><u>Relationships</u></p> <ul style="list-style-type: none"> • Relationship web • Love and loss • Memories • Are animals special? • Special pets • Celebrating relationships with people and animals 	<p><u>Changing Me</u></p> <ul style="list-style-type: none"> • PANTS campaign to be completed (Year 2 currently do this at Infants) • Naming body parts (slang and correct terminology to be completed every year) 	Jigsaw PANTS campaign resources online

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES	
Year 5	Autumn	<p><u>Being Me In My World</u></p> <ul style="list-style-type: none"> • My year ahead • Being a global citizen • Being a global citizen • The learning charter • Our learning charter • Owing our learning charter 	<p><u>Celebrating Difference</u></p> <ul style="list-style-type: none"> • Am I normal? • Understanding disability • Power struggles • Why bully • Celebrating difference • Celebrating difference 	Jigsaw
Year 5	Spring 1	<p><u>Dreams and Goals</u></p> <ul style="list-style-type: none"> • Personal learning goals • Steps for success • My dream for the world • Helping make a difference • Helping make a difference • Recognising our achievements 	Jigsaw	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES																																
Year 5 and 6 (Year 4 from Sept 2020)	Spring 2	<p><u>My changing body:</u></p> <ul style="list-style-type: none"> • Human life cycle • How boys' and girls' bodies change as we grow up, and how these changes affect us • Slang words and correct words we use for body parts 	<p>OJS plans saved on server using following words:</p> <table border="1" data-bbox="1767 373 2114 804"> <thead> <tr> <th colspan="4">Key Vocab for Years 5 and 6</th> </tr> </thead> <tbody> <tr> <td>Vulva</td> <td>The whole of the area of the genitals between a female's legs</td> <td>Penis</td> <td>Organ that hangs in front of the scrotum.</td> </tr> <tr> <td>Urethra</td> <td>Opening that urine comes out of</td> <td>Scrotum</td> <td>A sack of soft skin that covers and protects two testicles</td> </tr> <tr> <td>Vagina</td> <td>The opening passage through which menstrual blood passes.</td> <td>Testicles Testis (Discuss difference in words)</td> <td>About the size of grapes when a boy is young. After puberty they make sperm.</td> </tr> <tr> <td>Uterus/womb</td> <td>The place where a baby grows from a fertilised egg</td> <td>Foreskin</td> <td>A layer of skin that covers the end of the penis</td> </tr> <tr> <td>Ovary</td> <td>The place where eggs are produced</td> <td>Anus</td> <td>Opening through which solid body waste leave the body</td> </tr> <tr> <td>Breast</td> <td>Fleshy part of chest that produce milk to feed a baby</td> <td>Nipple</td> <td>Small part that sticks out from a person's breast</td> </tr> <tr> <td>Fallopian tube</td> <td>The tube down which the egg passes towards the uterus</td> <td>Pubic hair</td> <td>Grows as you get older</td> </tr> </tbody> </table> <p>Jigsaw images:</p>   <p>Examples of products used in periods</p>	Key Vocab for Years 5 and 6				Vulva	The whole of the area of the genitals between a female's legs	Penis	Organ that hangs in front of the scrotum.	Urethra	Opening that urine comes out of	Scrotum	A sack of soft skin that covers and protects two testicles	Vagina	The opening passage through which menstrual blood passes.	Testicles Testis (Discuss difference in words)	About the size of grapes when a boy is young. After puberty they make sperm.	Uterus/womb	The place where a baby grows from a fertilised egg	Foreskin	A layer of skin that covers the end of the penis	Ovary	The place where eggs are produced	Anus	Opening through which solid body waste leave the body	Breast	Fleshy part of chest that produce milk to feed a baby	Nipple	Small part that sticks out from a person's breast	Fallopian tube	The tube down which the egg passes towards the uterus	Pubic hair	Grows as you get older
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YEAR GROUP	TERM	TOPIC/THEME DETAILS		RESOURCES
Year 5	Summer	<u>Healthy Me</u> <ul style="list-style-type: none"> • Food • Drugs • Alcohol • Emergency aid • Emotional mental health • Managing stress 	<u>Relationships</u> <ul style="list-style-type: none"> • My relationship web • Love and loss • Love and loss • Power and control • Being safe with technology • Being safe with technology 	Jigsaw
Year 6	Autumn	<u>Being Me In My World</u> <ul style="list-style-type: none"> • My year ahead • Being a global citizen • Being a global citizen • The learning charter • Our learning charter • Owning our learning charter 	<u>Celebrating Difference</u> <ul style="list-style-type: none"> • Am I normal? • Understanding disability • Power struggles • Why bully • Celebrating difference • Celebrating difference 	Jigsaw
Year 6	Spring 1	<u>Dreams and Goals</u> <ul style="list-style-type: none"> • Personal learning goals • Steps for success • My dream for the world • Helping make a difference • Helping make a difference • Recognising our achievements 		Jigsaw
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Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • 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 • 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 • 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 • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • 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 • 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 • 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 • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • 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 • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • 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 • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	<p>Include notes from discussions with parents and agreed actions taken.</p> <p>Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</p>