Oak Bank School

Relationships and Sex Education Policy

Prepared by	Approved by	Date Approved	Review Period	Next Review
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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

Relationship and Sex Education (RSE) is a major component of the school's comprehensive programme of Social, Moral, Spiritual and Cultural Education (SMSC) and PSHE (Personal, Social, Health Education), as well as promoting fundamental British Values.

In all areas of human experience a good base of knowledge and understanding is deemed necessary for informed opinions and decisions to be made – human sexuality is no exception.

It is vital that students receive effective RSE before they become sexually active or put themselves at risk in other ways. It is also vital to correct prejudice and misinformation that may affect relationships with others both now and in the future.

The importance of sexual relationships in all our lives is such that RSE has a crucial role to play in preparing children for their lives now and in the future as adults and parents. RSE learning information about the physical aspects of sex must be complemented by learning about family life, relationships and the exercise of personal responsibility towards other individuals and the broader community.

2. Statutory requirements

As an 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.
At Oak Bank School we teach RSE as set out in this policy.

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 or working group 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. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy

4. Pupil consultation – we investigated what exactly pupils want from their RSE

5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definitions

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
RSE involves a combination of sharing information, and exploring issues and values.
RSE is not about the promotion of sexual activity.

5. Curriculum

Our Asdan curriculum covers the RSE outcomes as per Appendix 1. Curriculum information is available on the ASDAN Page of the school website. Content may need to be adapted as and when necessary to ensure compliance with statutory guidance.
We have developed the curriculum in consultation with parents, pupils 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 accordingly.
Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see appendix 1 and our ASDAN Page on the Oak Bank website.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum that is accredited through ASDAN Qualifications and courses. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).
Pupils also receive stand-alone sex education sessions delivered by a trained health professional.
In Key stage 2, Relationships 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

For Key stage 3 and 4, RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health
- The Law

For more information about our curriculum, see appendix 1 and our ASDAN Page on the Oak Bank website.
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 non-statutory components of RSE (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 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.

Lead staff with responsibilities for planning, delivery and monitoring of RSE include:

- Mr J Stead (Head of ASDAN)
- Mrs L Goldney (PSHE KS2/3/4 incl RE/RSE)
- Mr M Amir (Head of Key Stage 2)
- Teaching staff within the ASDAN department.
- Specialist behaviour support managers and staff who support the delivery of RSE.

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

Key Stage 2:

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.
Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher.
Alternative work will be given to pupils who are withdrawn from sex education.

Key Stage 3 and 4:

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.
Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher.
A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.
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.
The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by Mr J Stead (Head of Asdan) and Miss R Freer (Deputy Headteacher) through:

- Learning walks
- Lesson Observations
- Drop ins
- Work scrutiny
- Display scrutiny
- Discussions with students and staff

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.
This policy will be reviewed by Miss R Freer (Deputy Headteacher) annually. At every review, the policy will be approved by the governing body and the headteacher.

The ASDAN programmes that support delivery of RSE are robustly quality assured for content and statutory compliance by the Head of Qualifications and Exams (Mrs S Clayton).

Linked to further policies

Behaviour Management Handbook Policy
SMSC Policy
Child Protection Policy 2021/22
Equality Information and objectives statement for publication
Emotional Health and Wellbeing Policy
Healthy School Initiative

Appendix 1: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	● 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	● 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
Respectful relationships	● 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	● 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
Being safe	● 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

By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	● That there are different types of committed, stable relationships ● How these relationships might contribute to human happiness and their importance for bringing up children ● What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony ● Why marriage is an important relationship choice for many couples and why it must be freely entered into ● The characteristics and legal status of other types of long-term relationships ● The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting ● How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	● The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship ● Practical steps they can take in a range of different contexts to improve or support respectful relationships ● How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) ● 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 people in positions of authority and due tolerance of other people's beliefs

	● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help ● That some types of behaviour within relationships are criminal, including violent behaviour and coercive control ● What constitutes sexual harassment and sexual violence and why these are always unacceptable ● The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal
Online and media	● Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online ● About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online ● Not to provide material to others that they would not want shared further and not to share personal material which is sent to them ● What to do and where to get support to report material or manage issues online ● The impact of viewing harmful content ● That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners ● That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail ● How information and data is generated, collected, shared and used online
Being safe	● The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships ● How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)
Intimate and sexual relationships, including	● How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship

sexual health	● That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing ● The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women ● That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others ● That they have a choice to delay sex or to enjoy intimacy without sex ● The facts about the full range of contraceptive choices, efficacy and options available ● The facts around pregnancy including miscarriage ● That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) ● How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing ● About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment ● How the use of alcohol and drugs can lead to risky sexual behaviour ● How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 2 : 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	