



A member of Hatton Academies Trust

Title	Relationships and Sex Education Policy
Reviewed	January 2025
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Associated Policies	Teaching and Learning Policy Assessment Policy Child Protection Policy
Originator	Laura Marshall, PHSE Leader
Approved	Claire Byron, Principal

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1. Aims

The aims of relationship and sex education (RSE) at our academy 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

2. Statutory requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education.

At Oakway Academy we teach RSE as set out in this policy.

3. Policy development

Documents that inform this policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping Children Safe in Education (Sept 2021)
- Children's Social Work Act (2017)

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, 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. Delivery of RSE

At Oakway Academy RSE is taught within the Personal Development curriculum and other aspects are included in religious education (RE). We use a published scheme to support our teaching of the Personal Development curriculum, Teaching RSE with Confidence. An overview of the modules covered in the RSE curriculum is provided in Appendix A.

In addition to the above scheme we see our RSE programme as supportive of our work to safeguard children. In this policy we pay particular attention to The United Nations Convention on the Rights of the Child (1989) with particular reference to Articles 19 and 34 (the right to be protected from abuse) and Article 17 (the right to reliable information from a variety of sources). In order to educate children about these rights we have included additional modules to enhance the curriculum offer, and details of these are provided in Appendix B.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How to keep healthy and look after yourself during changes of adolescence

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

6. Roles and responsibilities

6.1 The Directors

The Board of Directors will approve the RSE policy, and hold the Principal to account for its implementation.

6.2 The Principal

- Ensure that parents and staff are informed about our RSE policy
- The policy is implemented effectively.
- Ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- Managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 7).

6.3 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
- Answering children's questions sensitively and openly. Ensuring that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions

- Answering questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE
- Discussing questions which they feel uncertain about answering with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.
- Recording on CPOMS if they decide to discuss a matter on an individual basis
- 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 Principal.

6.4 Pupils

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

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

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

8. Training

Staff are trained on the delivery of RSE as part of their induction and as part of our continuing professional development programme.

The Principal 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.

9. Monitoring arrangements

This policy and schemes of work will be regularly reviewed and any feedback from teachers, parents/carers and pupils will be considered.

The delivery of RSE will be monitored through planning scrutinies and learning walks.

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

This policy will be reviewed by Laura Marshall (PD Leader) annually. At every review, the policy will be approved by the Board of Directors.

10. Confidentiality

Teachers conduct RSE lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances, the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection, or the Principal.

Appendix A- Curriculum overview and learning outcomes

Year Group and Theme	Lessons	Learning Outcomes
Early Years Our Lives	1: Our day 2: Keeping ourselves clean 3: Families	To consider the routines and patterns of a typical day To understand why hygiene is important To recognise that all families are different
Year 1 Growing and Caring for Ourselves	1: Keeping clean 2: Growing and changing 3: Families and care	To understand some basic hygiene principles To introduce the concept of growing and changing To explore different types of families and who to ask for help
Year 2 Differences	1: Differences boys and girls 2: Differences male and female 3: Naming the body parts	To introduce the concept of male and female and gender stereotypes To identify differences between males and females To explore some of the differences between males and females and to understand how this is part of the lifecycle To focus on sexual difference and name body parts
Year 3 Valuing Difference and Keeping Safe	1: Differences male and female 2: Personal space 3: Family differences	To explore the differences between males and females and to name the body parts To consider touch and to know that a person has the right to say what they like and dislike To explore different types of families and who to go to for help and support
Year 4 Growing Up	1: Growing and changing 2: What is puberty? 3: Puberty changes and reproduction	To explore the human lifecycle To identify some basic facts about puberty To explore how puberty is linked to reproduction
Year 5 Puberty	1: Talking about puberty 2: Male and female changes 3: Puberty and hygiene	To explore the emotional and physical changes occurring in puberty To understand male and female puberty changes in more detail To explore the impact of puberty on the body & the importance of hygiene To explore ways to get support during puberty
Year 6 Puberty, relationships and reproduction	1: Puberty and reproduction 2: Understanding relationships 3: Conception and pregnancy 4: Communication in relationships	To consider puberty and reproduction To consider physical & emotional behaviour in relationships To explore the process of conception and pregnancy To explore positive and negative ways of communicating in a relationship

Appendix B – Safeguarding Curriculum overview and learning outcomes

Year Group and Theme	Lessons	Learning Outcomes
Early Years RSE	1: NSPCC Pantasaurus	To understand and begin to learn the PANTS rules To name body parts and begin to know which should be kept private
Year 1 RSE	1: NSPCC PANTS 2: Touch, 1 Decision (KS1)	To recap the PANTS rules To know which parts should be private To know the difference between appropriate and inappropriate touch To understand that they have the right to say “no” to unwanted touch To start thinking about who they trust and who they can ask for help.
Year 2 RSE / computer safety	1: My body is mine (KS1) 2: Image sharing, 1 Decision	To recognise that some things are private and the importance of respecting privacy To know that parts of their body covered by underwear is private To know how to respond if physical contact makes them feel uncomfortable or unsafe
Year 3 RSE	1: My body is mine (LKS2)	To recognise different types of physical contact To know what is acceptable and unacceptable To know strategies to respond to unwanted physical contact.
Year 4 RSE	1: Touch, 1 Decision (KS2)	To understand the difference between appropriate and inappropriate touch To know why it is important to care about other people’s feelings To understand personal boundaries To know who and how to ask for help
Year 5 RSE	1: My body is mine (UKS2)	To recognise different types of physical contact To know what is acceptable and unacceptable To know strategies to respond to unwanted physical contact. To learn about seeking and giving permission (consent) in different situations.
Year 6 RSE	1: It’s my body (UKS2)	To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary To recognise different types of physical contact; what is acceptable and unacceptable To know strategies to respond to unwanted physical contact To know about seeking and giving permission (consent) in different situations To learn about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to To know when it is right to break a confidence or share a secret

Appendix C- Parents' Request to Withdraw Children

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: Child X 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>