Oakley School

Skills for Life and Independence

Relationships and Sex Education (RSE) Policy

Date written: June 2024

Date agreed and ratified by Governing Body: TBC

Date of next review: July 2025

1. Aims

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

- Teach pupils how to recognise and establish positive relationships in all areas of their daily life
- Teach pupils how to stay safe online and maintain positive relationships with those they interact with online
- 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

The content taught within RSE promotes our school ethos of 'work hard, be kind, have fun, stay safe' and underpins the school's values of enabling pupils to have confident, happy and independent lives, within the school environment and beyond.

2. Statutory Requirements

As a maintained Special school (primary and secondary) we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

However, we are not required to provide sex education but we do need to teach 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 Oakley School we teach RSE as set out in this policy.

3. Policy Development

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

- Review – a member of staff or working group collated relevant information including national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/carers consultation – parents and any interested parties were invited to attend a meeting about the policy
- Pupil consultation – we investigated what exactly pupils want from their RSE
- Lead Governor for RSE consulted
- Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

- RSE aims to educate all young people to be 'happy, healthy and safe' (Gov.uk).
- RSE covers all relationships; families, friendships and intimate relationships, ensuring that pupils understand and can recognise positive relationships within these sectors.
- RSE aims to educate pupils to recognise negative relationships and know when to ask for help and where to access support.
- RSE educates pupils about online / offline life, internet safety and friendships.
- 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.
- RSE teaches pupils to recognise differences in human sexuality and to understand and respect these differences for themselves and others.
- RSE embeds physical and mental health and well-being into pupils' daily lives.

5. Curriculum

The RSE Curriculum Map is set out in Appendix 1. This may need to be adapted to meet pupils' needs.

We have developed the curriculum in consultation with Parent/carers, pupils and staff, taking into account the cognitive ability of each pupil, the ages and the pupils' needs and feelings. If pupils ask questions outside the scope of this policy, staff will respond in an appropriate manner so they are fully informed to avoid pupils seeking answers online.

Primary sex education is not compulsory in primary schools; however as a school we have decided to educate pupils beyond the basic sex education covered within the Science curriculum, where it is necessary and appropriate. All sex education content will be sensitively taught and tailored specifically to the ability of pupils, including age, physical and emotional development.

Primary sex education will focus on:

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

LGBTQ+
Pupils will be taught about the society in which they are growing up and living in. Within this there will be subjects that are specifically designed to explore differences within families and to foster a respect for others. There will be factual information and support provided about the range of sexualities and identities.
This subject is taught to allow pupils to explore differences and ask questions in a safe place where appropriate and to enable pupils to be able to make informed decisions about their well-being and foster respectful relationships across their lives.

For more information about our curriculum, see our RSE 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 within the science curriculum, and other aspects are included in religious education (RE).

For our Primary aged pupils, 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 our older pupils, 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 use of media
- Being safe
- Intimate and sexual relationships, including sexual health

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 with grandparents as the primary carers, 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 body
The governing body 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 some or all of sex education, however Parents/Carers cannot withdraw their children from relationship education, health education or any other PSHE. (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 sex education 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.

Teachers will be responsible for the planning of RSE and will often deliver the teaching of these lessons; however there may be times when a Learning Support Cover Assistant (LSCA) will cover the teaching of RSE.

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

8. Parents' right to withdraw

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

Parents have the right to withdraw their children from some or all components of sex education within RSE.

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.

Parents of secondary aged children have the right to withdraw their children from some or all 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 3 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 or a member of the staff team 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 Sam Perryman (Headteacher), Sophie Rees (Deputy Head), and AHTs through:

- Learning walks
- Moderation scrutiny
- Book / folder looks
- Evidence for Learning (EfL)
- Teacher peer observation
- Review of curriculum / LTP content

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

This policy will be reviewed by Sam Perryman (Headteacher) every three years. At every review, the policy will be approved by the Governing Body.

Appendix 1: RSE Curriculum Map

PHASE/YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Phase 1	Autumn 1 Families and people who care for me	▪ Exploring individual families within learning about themselves ▪ Recognising differences within families ▪ Begin to explore feelings/emotions linked to families, e.g. love, happiness, safety	Zones of Regulation
Phase 2 / 3 / 4	Autumn 1 Families and people who care for me	As above with the following included where appropriate; ▪ Begin to understand the characteristics of what makes a family ▪ Explore words and emotions associated with family (Links to Zones of Regulations) ▪ Exploring other families – recognising and respecting differences ▪ Know what to do when feelings of being unhappy or feeling unsafe occur	Zones of Regulation Materials that explore a range of family set-ups
Phase 1	Autumn 2 Caring friendships	▪ Explore individual friendships, what do we like, what games do we play together, etc. ▪ Explore emotions associated with friendships – links to Zones of Regulations ▪ Begin to understand that all friendships have ups and downs	Zones of Regulations Role-play

PHASE/YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Phase 2 / 3 / 4	Autumn 2 Caring friendships	As above with the following included where appropriate; ▪ Be able to recognise who to trust/not trust ▪ Know when friendships make them feel sad, unhappy, etc. ▪ Begin to understand how to manage conflicts, know where to get help/support	Role play RSE resources
Phase 1	Spring 1 Physical and Mental Well-Being	▪ Understand that mental well-being is a part of everyday life, e.g. it is important to feel happy and well ▪ Understand and recognise that there might be times when they feel sad ▪ Explore Zones of Regulations every day to recognise a range of emotions through different situations	Emotion cards Games to explore different emotions Role-play
Phase 2 / 3 / 4	Spring 1 Physical and Mental Well-Being	As above with the following included where appropriate; ▪ Being to explore Online Safety and Harms ▪ Consider the effect of drugs, alcohol and tobacco ▪ Explore basic first aid ▪ Explore the changing adolescent body	Internet RSE resources First aid resources

PHASE/YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Phase 1	Spring 2 Respectful Relationships	▪ Exploring all their peers; what they like / dislike, understanding that not everyone likes the same things ▪ Self-respect – looking after themselves, thinking about emotions and managing when they feel sad / angry as well as excited / silly	Zones of Regulations RSE resources
Phase 2 / 3 / 4	Spring 2 Respectful Relationships	As above with the following included where appropriate; ▪ Respecting / looking after the school and wider community (Good link to Eco Schools?) ▪ Think about how they like to be treated and need to treat others ▪ Begins to understand different types of bullying including cyber bullying ▪ Have a basic understanding of what stereotyping means	Eco School RSE resources
Phase 1	Summer 1 Online Relationships	▪ Explore computers and the internet; think about what websites / games are safe to go on. *Include what websites / games individuals like to visit / play	Computers Internet Visuals

PHASE/YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Phase 2 / 3 / 4	Summer 1 Online Relationships	As above with the following included where appropriate; ▪ Explore social media and chat platforms in a safe, controlled environment ▪ Understand that people might pretend to be others on the internet ▪ Know that the same kindness / respect we show to each other applies online ▪ Knowing how to stay safe online, recognise risks and potential harmful content ▪ Understand personal data and how it is collected and shared	Social media Chat platforms Computers RSE resources
Phase 1	Summer 2 Being Safe	▪ Explore friendships – appropriate actions, e.g. no hitting, being unkind ▪ Explore appropriate physical contact, considering private parts of the body ▪ Stranger danger	Visuals
Phase 2 / 3 / 4	Summer 2 Being Safe	As above with the following included where appropriate; ▪ Begin to understand the concept of privacy ▪ How to recognise and talk about feelings of being uneasy or unsafe ▪ Know where to get help / ask for advice ▪ How to report any concerns for themselves and others	RSE resources

Appendix 2a: By the end of Year 6 pupils should know *(Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance June 2019; PSHE Association Programme of study, January 2020).*

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

TOPIC	PUPILS SHOULD KNOW
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

Appendix 2b: By the end of Year 13 pupils should know *(Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance June 2019; PSHE Association Programme of study, January 2020).*

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

TOPIC	PUPILS SHOULD KNOW
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)

Appendix 3: Parent form: withdrawal from Sex Education within RSE

Parents can request a pupil is withdrawn from the sex education component up until 3 terms before the young person's 16th birthday.

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from the sex education component 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	