

COGNITA



Oxford House
School

Relationships and Sex Education (RSE) Policy

September 2021

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1 Introduction and aims

The purpose of this policy is to ensure that our Relationships Education, Relationships and Sex Education (RSE) supports our school ethos and fulfils our school aims, which are defined as:

Aims and Objectives of this policy

This policy is a working document which provides guidance and information on all aspects of RSE, and aims to provide a secure framework within which staff can work.

Those who should read the policy are:

- staff
- parents/carers
- governors

Aims and Objectives of the RSE programme

Our RSE programme aims to:

- the skills needed for successful relationships;
- a moral framework that will guide their decisions and behaviours;
- an understanding of their own bodies;
- the confidence and know-how to seek help and advice;
- raise pupils' self-esteem, self-awareness and confidence;
- an awareness of the right they have over their own body;
- the ability to respect the rights of others to hold opinions that differ from their own as long as these views do not impact on the rights of anyone else;
- the ability to take responsibility for, and accept the consequences of, their own actions;
- the knowledge to reduce the risks to their own health and the health of others.

MORAL VALUES AND FRAMEWORK

Our primary school teaches RSE within the following moral and values framework, which promotes:

- self-respect and respect for others;
- empathy, mutual respect, support and cooperation;
- honesty;
- responsibility for personal actions;
- an awareness of the uniqueness of individuals;
- tolerance, respect and acceptance towards others who may have different backgrounds, faiths, beliefs, cultures and sexuality;
- an awareness of not making assumptions about others;
- the right of people to hold their own views (as long as these views do not impact negatively on the rights of others);
- the right not to be abused or taken advantage of by other people;
- the right to accurate information about sex and relationship issues.

1.1 This policy applies to all students, including those in the Early Years.

1.2 This policy forms part of the curriculum.

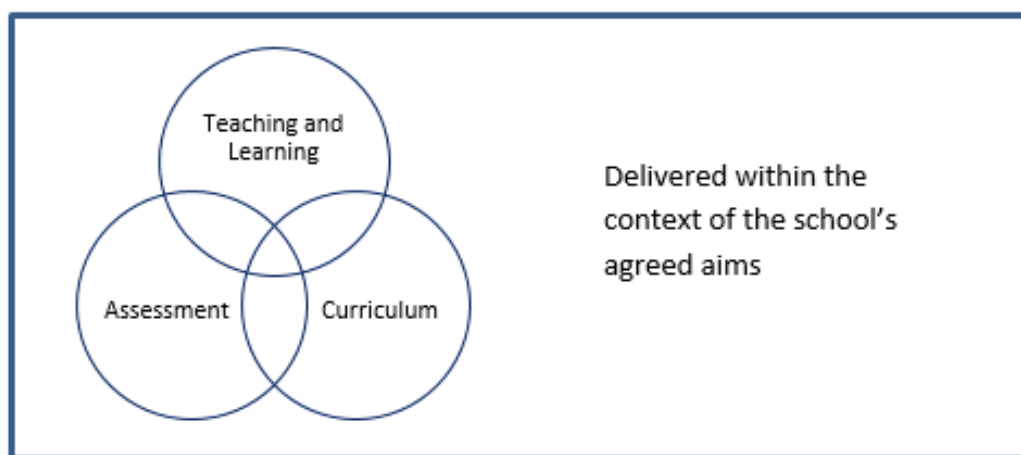
1.3 We see the curriculum as, 'The total learning experience for our students, which includes not only the taught lessons but also the routines, behaviours, events, activities and other opportunities that our students experience on a daily, weekly and yearly basis in order to ensure that all of them make the best progress possible and attain high standards'.

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- 1.4 A well-structured and coherent curriculum is a fundamental element of the tripartite education that underpins all successful schools and includes Teaching, Learning and Assessment (see model below) and is underpinned by Wellbeing.

The objectives of RSE at our school are to:

- 1.5 Provide a framework in which sensitive discussions can take place.
- 1.6 Prepare students for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- 1.7 Help students develop feelings of self-respect, confidence and empathy.
- 1.8 Create a positive culture around sexuality and relationships.



- 1.9 Teach students the correct vocabulary to describe themselves and their bodies.
- 1.10 Help students understand that healthy relationships are an important part of wellbeing.

2 Statutory requirements

- 2.1 Our policy follows the statutory guidance given by the government (DfE) and meets the requirements of the Independent School Standards/BSO Standards/Estyn Standards. Aspects of RSE are infused within the day-to-day operation of our school; incorporated through the curriculum, both in content included in subject schemes of work and through other planned learning opportunities in the school. They are captured in our written aims and expressed in the ethos and behaviours of everyone.
- 2.2 As a Primary School, we must ensure that every registered student who is provided with primary education at the school is provided with relationships education, in accordance with section 34 of the Children and Social Work Act 2017 and the Independent School Standards.

At Oxford House School we teach RSE as set out in this policy.

3 Policy development

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

- Review – The RSE Lead reviewed all relevant information, including but not limited to, relevant national and local guidance.

- The policy was drafted in accordance with statutory guidance and aligned with the Independent School Regulations/BSO Standards. The school curriculum plans were amended accordingly.
- Staff consultation – school staff were given the opportunity to review the policy and make recommendations.
- Parent consultation – parents and any interested parties were invited to attend a meeting and offer commentary.
- Student consultation – students were consulted with about their RSE lessons.
- Ratification – once amendments were made, the policy was published.
- Policy review – this policy will be reviewed on 31st August 2022.

4 Definition

- 4.1 RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- 4.2 RSE involves a combination of sharing information and exploring issues and values.
- 4.3 RSE is not about the promotion of sexual activity, sexual orientation, or a specific sexual identity.

5 Curriculum

- 5.1 Our curriculum is set out in Appendix 1, but we may need to adapt this as and when necessary.
- 5.2 We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students.
- 5.3 Primary sex education will focus on:
- Preparing boys and girls for the changes that adolescence brings; and
 - How a baby is conceived and born.
- It will:
- i. consider the ages, aptitudes and needs of all pupils, including those pupils with SEND/ and an EHC plan;
 - ii. not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs; and
 - iii. ensure that discriminatory, extremist opinions or behaviours are challenged as a matter of routine.
- 5.4 For more information about our curriculum, see Appendices 1 and 2 and our Curriculum Policy

6 Delivery of RSE

- 6.1 Our RSE is taught as part of our PSHEE curriculum. The PSHEE course is delivered to all students through discrete PSHEE lessons taught by our teachers. There is one lesson of taught PSHEE a week. Elements of the programme may be supported through the bringing in of additional expertise, such as outside speakers, trained health professionals, or the use of teachers with a particular interest or knowledge in a specific area. In addition to these discrete sessions, PSHEE is also embedded within the curriculum (e.g. social issues through the teaching of English Literature; Health through Biology and PE; Citizenship through History & RE). There are also centrally organised sessions which supplement the delivery in house e.g Crucial Crew.
- 6.2 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
- 6.3 For more information about our RSE curriculum, see Appendices 1 and 2 and our Curriculum Policy.
- 6.4 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, LGBTQ+ 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

Staff & Governance

7.1 RSE/PSHE Lead Teacher

The people with responsibility for the overview and yearly evaluation of this policy are Mrs D Roome and Mrs L Quinn. However, all staff are responsible for ensuring this policy is implemented and acted on.

When evaluating the use and impact of this policy, our school leaders will evaluate the extent to which there is evidence of a curriculum which:

- Fulfils the aims of the school;
- Embeds aspiration, attributes and the expectation to achieve high standards and high rates of progress; and
- Provides engagement and excitement for learning.

7.2 The Headteacher

The Headteacher is responsible for ensuring that statutory RSE is taught consistently across the school. To respond appropriately to parents who wish to withdraw their child from the components of RSE, explain we only teach statutory RSE and therefore unable to withdraw their son/daughter from lessons.

7.3 The Chair of Governors

The Chair of Governors (Director of Education) will hold the Headteacher to account for the implementation of this policy.

The Chair of Governors will ensure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

7.4 Staff

All Staff are responsible for:

- Delivering RSE in a sensitive way;
- Modelling positive attitudes to RSE;
- Monitoring progress;
- Responding to the needs of individual students; and
- Responding appropriately to students whose parents wish them to be withdrawn from the components of RSE and explaining we only teach statutory 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 teaching staff are responsible for teaching RSE lessons.

8 Students

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

8.1 Students with Special Educational Needs and Disabilities

Our curriculum is inclusive and our RSE and Health Education is accessible for all students. For those pupils with special educational needs or specific learning difficulties, the school will be led by our SENCO, Tess Khatri. Further details of this provision can be found in our Special Educational Needs and Disability (SEND) Policy.

High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

As set out in the SEND code of practice, when teaching these subjects to those with SEND, Oxford House School is mindful of preparing students for adulthood.

Oxford House School is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors will be taken into consideration in designing and teaching these subjects.

9 Parents' right to withdraw

- 9.1 Parents do not have the right to withdraw their children from statutory relationships education. As a primary school we only teach statutory RSE.
- 9.2 If parents require more information on RSE for primary aged children, this is a useful information source of information for them:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf

10 Training

- 10.1 Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development programme.
- 10.2 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.

11 Monitoring arrangements

- 11.1 The delivery of RSE is monitored by Mrs D Roome through: work scrutiny, lesson observations, learning walks, voice of the student and pupils/staff/parent feedback.
- 11.2 Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

Relationships and Sex Education Curriculum Map

YEAR	TERM	TOPIC DETAIL
Year 1	Autumn 1	<p>Ourselves, growing and changing:</p> <ul style="list-style-type: none"> Life stages, e.g. pregnant woman, baby, toddler, child, adolescent, adult
	Autumn 2	<p>Respectful Relationships:</p> <ul style="list-style-type: none"> The importance of respecting others, even when they are very different from the (e.g. physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
	Spring 1	<p>Being safe:</p> <ul style="list-style-type: none"> What sorts of boundaries are appropriate in friendships with peers and others) including in a digital context.
	Spring 2	<p>Families and people who care about me:</p> <ul style="list-style-type: none"> Understand that families are important for children growing up because they can give love, security and stability.
	Summer	<p>Caring friendships:</p> <ul style="list-style-type: none"> How important friendships are in making us feel happy and secure, and how people choose and make friends.

YEAR	TERM	TOPIC DETAIL
Year 2	Autumn 1	<p>Ourselves, growing and changing:</p> <ul style="list-style-type: none"> To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)
	Autumn 2	<p>Respectful Relationships:</p> <ul style="list-style-type: none"> Practical steps they can take in a range of different contexts to improve or support respectful relationships The conventions of courtesy and manners
	Spring 1	<p>Online Relationships:</p> <ul style="list-style-type: none"> Understand that people sometimes behave differently online, including by pretending to be someone they're not.

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	Spring 2	Being safe: <ul style="list-style-type: none"> Understand 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.
	Summer 1	Families and people who care about me: <ul style="list-style-type: none"> 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.
	Summer 2	Caring friendships: <ul style="list-style-type: none"> The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty and kindness.

YEAR	TERM	TOPIC DETAIL
Year 3	Autumn 1	Ourselves, growing and changing: <ul style="list-style-type: none"> Growing and changing from young to old and how people's needs change.
	Autumn 2	Respectful Relationships: <ul style="list-style-type: none"> The importance of self-respect and how this links to their own happiness.
	Spring 1	Online Relationships: <ul style="list-style-type: none"> Understand 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.
	Spring 2	Being safe: <ul style="list-style-type: none"> That each person's body belongs to them and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
	Summer 1	Families and people who care about me: <ul style="list-style-type: none"> Understand that others' families, either in school or the wider world, sometimes look different from their family, but that they

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		should respect those differences and know that other children's families are also characterised by love and care.
	Summer 2	<p>Caring friendships:</p> <ul style="list-style-type: none"> The characteristics of friendships, including generosity, trust, sharing interests and experiences and support with problems and difficulties.

YEAR	TERM	TOPIC DETAIL
Year 4	Autumn 1	<p>Ourselves, growing and changing:</p> <ul style="list-style-type: none"> Understand that for some people, gender identity does not correspond with their biological sex. To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.
	Autumn 2	<p>Respectful Relationships:</p> <ul style="list-style-type: none"> Understand 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.
	Spring 1	<p>Online Relationships:</p> <ul style="list-style-type: none"> The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
	Spring 2	<p>Being safe:</p> <ul style="list-style-type: none"> 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.
	Summer 1	<p>Families and people who care about me:</p> <ul style="list-style-type: none"> Understand 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.

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	Summer 2	<p>Caring friendships:</p> <ul style="list-style-type: none"> Understand that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded.
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YEAR	TERM	TOPIC DETAIL
Year 5	Autumn 1	<p>Respectful Relationships:</p> <ul style="list-style-type: none"> The importance of permission-seeking and giving in relationships with friends, peers and adults.
	Autumn 2	<p>Online Relationships:</p> <ul style="list-style-type: none"> How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met.
	Spring 1	<p>Being safe:</p> <ul style="list-style-type: none"> How to ask for advice or help for themselves or others, and to keep trying until they are heard.
	Spring 2	<p>Families and people who care about me:</p> <ul style="list-style-type: none"> Understand that marriage and a civil partnership represents a formal and legally recognised commitment of two adults who love and care for each other, which is intended to be lifelong. Understanding that forcing anyone to marry against their will is a crime in the UK; that help and support is available to people who are worried about this for themselves or others. Understand that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart.
	Summer 1	<p>Caring Relationships:</p> <ul style="list-style-type: none"> Understand 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.
	Summer 2	<p>Ourselves, growing and changing:</p> <ul style="list-style-type: none"> Understand about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams).

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		<ul style="list-style-type: none"> • Understand the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for. • About where to get more information, help and advice about growing and changing, especially about puberty.
YEAR	TERM	TOPIC DETAIL
Year 6	Autumn 1	Respectful Relationships: <ul style="list-style-type: none"> • Understand 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 • Understand what a stereotype is, and how stereotypes can be unfair, negative or destructive.
	Autumn 2	Online Relationships: <ul style="list-style-type: none"> • Understand how information and data is shared and used online.
	Spring 1	Being safe: <ul style="list-style-type: none"> • Know how to report concerns or abuse, as well as the vocabulary and confidence needed to do so. • Know where to get advice, e.g. family, school and/or other sources.
	Spring 2	Families and people who care about me: <ul style="list-style-type: none"> • Understand how to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.
	Summer 1	Caring friendships: <ul style="list-style-type: none"> • Know 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.
	Summer 2	Ourselves, growing and changing: <ul style="list-style-type: none"> • Understand about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams.

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		<ul style="list-style-type: none"> • Understand the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for. • About where to get more information, help and advice about growing and changing, especially about puberty.
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Appendix 2: By the end of primary school, students should know:

TOPIC	STUDENTS 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

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TOPIC	STUDENTS 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
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 4: DfE RSE Statutory Guidance Suggested Resources

Link to Annex B (page 46) in DfE Relationship Education, Relationships and Sex Education and Health Education guidance – Suggested resources:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

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Ownership and consultation	
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Document author (name)	Beth Kerr/PSHE Leads
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Review – June 2022	

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Audience	All school staff

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Spain	TBC

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Related documentation	
Related documentation	Curriculum Policy SEND Policy EAL Policy Prevent Duty Early Years Policy, where relevant Safeguarding and Child Protection Policy and Procedures Independent School Standards