



School Relationships and Sex Education Policy (RSE)

Introduction:

Name of school: Oaktree School **Date of Policy:** September 2020 **Member(s) of staff**

Responsible: PJ Fleming (PSHE Coordinator) **Review**

Date: September 2022

Policy Statement:

RSE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings (Relationships Education, Relationships and Sex Education (RSE) and Health Education July 2019). It is the

Government's ambition to support all young people to stay safe and to be prepared for life in modern Britain.

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

Other related policies and documents include the PSHE & Citizenship policy, Anti-Bullying Policy, Drug Education Policy, Child Protection Policy and the Promoting Race Equality document as well as our Internet Policy.

Aims and Objectives:

This policy is a working document which provides guidance and information on all aspects of RSE in the school for staff, parents/carers and governors. To be accessible to all of these groups the document needs to be available on request and presented in a way that is easy to understand.

Moral and Values Framework:

The RSE programme at Oaktree reflects the school ethos and demonstrates and encourages the following values:

- Respect for self;
- Respect for others;
- Responsibility for their own actions;
- Responsibility for their family, friends, schools and wider community.

Equal Opportunities Statement:

The school is committed to the provision of RSE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups.

Content :

We use Enfield Borough PSHE scheme of work (to augment our own scheme of work) which follows three core themes:

- 1) Health and well-being: covering RSE, drugs and Healthy living
 - 2) Relationships: which explores interpersonal, relationships, values and resilience
 - 3) Living in the wider world: covering citizenship, economic education and careers
- We also utilise, as our principal reference tool the very latest Government Guidance:

Relationships Education, Relationships & Sex Education (RSE) and Health Education – Statutory Governance for teachers

This is statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996 – and due for inclusion in the Oaktree Curriculum from September 2020

Pupils learn to recognise similarities and differences between themselves and others, identify and share their feelings with each other, recognise safe and unsafe situations and identify and be able to talk to someone they trust. Older pupils learn to express their opinions about relationships and bullying and to listen to and support others, including respecting other people's viewpoints and beliefs. They

learn to recognise their own worth and identify positive things about themselves and try to balance the stresses in life in order to promote their own mental health and well-being of others. Life processes are discussed including the physical changes that take place at puberty, why they happen and how to manage them.

Organisation:

RSE is not be delivered in isolation but firmly embedded in all curriculum areas, including Personal, Social Health Education (PSHE), Independence and citizenship. At Oaktree the *main* content is delivered in PSHE lessons.

RSE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. Active learning methods which involve children's full participation are used.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE in school. Oaktree School has a code of practice for using visitors to support the delivery of PSHE:

- Visitors are invited in to school because of the particular expertise or contribution they are able to make;
- All visitors are familiar with and understand the school's RSE policy and work within it;
- All input to PSHE lessons are part of a planned programme and negotiated and agreed with staff in advance;
 - All visitors are supervised/supported by a member of staff at all times;
 - The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

Some elements of the sex education and health education in the science curriculum are assessed formally.

Specific Issues within RSE:

Withdrawal

Prior to any teaching about Relationships and Sex, a letter will be sent home to parents/carers informing them of the general nature of the lessons and advising that they have the right to withdraw their children from all or part of the sex and relationships education provided at school except for those parts included in statutory National Curriculum. Those parents/carers wishing to exercise this right are invited in to see the Headteacher who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the RSE programme until the request for withdrawal has been removed.

Confidentiality

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named child protection coordinator who may confer with the headteacher before any decision is made. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Child Protection

The school has a separate Child Protection Policy. Effective RSE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

Controversial and Sensitive Issues

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

Dealing with Questions

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Coordinator if they are concerned.

Sexual Identity and Sexual Orientation

Oaktree School believes that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents on this issue to reassure them of the content and context.

Dissemination

All staff members, and governors have access to the RSE policy. Training is delivered to staff on the policy content. Several copies are available from the school office on request from parents. A short summary of the policy is included in the school prospectus.

The PSHE coordinator facilitates the gathering of policy feedback from parents, staff and pupils every two years.

Methodology (as per the latest Government Guidance):

Relationships Education (Primary School Level)

Our focus at primary school level is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This starts with our students being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. We build on how students are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary level.

Respect for others is taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

From the beginning we teach explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts enables students to

form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of the primary years many children will already be using the internet. When teaching relationships content, our teachers will address online safety and appropriate behaviour in a way that is relevant to students' lives. Teachers will include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

We teach about the different forms that 'families' takes. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care will be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context we encourage the development and practice of resilience and other attributes, this includes character traits such as helping students to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, students will develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This will be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Relationships Education also creates an opportunity to enable students to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through Relationships Education (and RSE), we will teach students the knowledge they need to recognise to report abuse, including emotional, physical and sexual abuse. We will focus on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This will also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Students will know how to report concerns and seek advice when they suspect or know that something is wrong. The safeguarding of our students is a primary objective.

Relationships and Sex Education (RSE): Secondary

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. We aim to enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. We will also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). We will teach what acceptable and unacceptable behaviours in relationships are. This will help our students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

Effective RSE does not encourage early sexual experimentation. We will teach our young people to understand human sexuality and to respect themselves and others. This enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports our students, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This will be delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment.

Our RSE programme will provide clear progression from what is taught at primary school level in Relationships Education. Our teachers will build on the foundation of

Relationships Education and, as students grow up, at the appropriate time extend teaching to include intimate relationships. Alongside being taught about intimate relationships, our students will also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult. This teaching will enable students to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.

Our students will understand the benefits of healthy relationships to their mental wellbeing and self-respect. Through gaining the knowledge of what a healthy relationship is like, they will be empowered to identify when relationships are unhealthy. They will be taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing. As in the primary level, secondary Relationships Education will be underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. These will include character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth.

Our students will be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. Sexual orientation and gender identity will be explored at a timely point and in a clear, sensitive and respectful manner. There will be an equal opportunity to explore the features of stable and healthy same-sex relationships.

Our students will be well informed about the full range of perspectives and, within the law, should be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs. Key aspects of the law relating to sex which will be taught include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy.

Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, will also be addressed sensitively and clearly.



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We will address the physical and emotional damage caused by female genital mutilation (FGM). We will also teach where to find support and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM.

Internet safety will also be addressed. Students will be taught the rules and principles for keeping safe online. This will include how to recognise risks, harmful content and contact, and how and to whom to report issues