



Oakhill

faith stronger than the oak

Relationships Education and Relationships and Sex Education (RSE) Policy

Aims

This policy is developed in response to the statutory guidance issued from the DfE that Relationships Education is compulsory in all primary settings and Relationship and Sex Education is compulsory in secondary settings from September 2020. Oakhill's Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and our RSE programme is an integral part of this education. School aims to complement and reinforce the role of the parents, in line with our aims to develop spiritual awareness; to encourage a sense of self-worth; challenge students to achieve; instill mutual respect and understanding and teach the value of service to others. In partnership with parents, we will aim to provide children and young people with a "positive and prudent sexual education" which is compatible with their physical, cognitive, psychological, and spiritual maturity

Defining Relationship and Sex Education

The DfE guidance states that "children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way" ([Relationships Education and Relationships and Sex Education \(RSE\) and Health Education.pdf](#) page 4). RSE should "give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should 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. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils 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." ([Relationships Education and Relationships and Sex Education \(RSE\) and Health Education.pdf](#) page 25)

Objectives

The three main aspects of RSE - attitudes and values, knowledge and understanding, and personal and social skills - will be covered in three inter-related ways: through the ethos of the whole school, through cross-curricular links and through the specific Relationships curriculum or Relationships and Sex Education curriculum. We aim:

To develop the following attitudes and values:

- respect for the dignity of every human being – in their own person and in the person of others
- responsibility for their own actions and a recognition of the impact of these on others
- recognising and valuing their own sexual identity and that of others
- recognising the importance of marriage, long term relationships, and family life

To develop the following personal and social skills:

- making sound judgements and good choices which have integrity, and which are respectful of the individual's commitments
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity

To know and understand:

- the physical and psychological changes that accompany puberty;
- the facts about human reproduction, how love is expressed sexually
- how to manage fertility in a way which is compatible with their stage of life, their own values and commitments
- how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.

Teaching strategies will include:

- establishing ground rules
- distancing techniques
- discussion
- project learning
- reflection
- brainstorming
- film & video
- group work
- role-play

Assessment

There are no formal assessments for subjects delivered through RSE. Pupil progress will be monitored through verbal and written assignments and self-evaluation. A

baseline assessment will take place prior to delivery of topics to capture pupil's understanding.

Inclusion and differentiated learning

We will ensure our RSE programme is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help.

Equalities obligations

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

Parents and carers

We recognise that parents (and other carers who stand in their place) are the primary educators of their children. Parents are consulted and their views reflected in this policy. Parents and carers will be informed when the more sensitive aspects of RSE will be covered in order that they can be prepared to talk and answer questions about their children's learning. They will be able to view the resources used by the school in the RSE programme on request. Our aim is that, at every parent and carer will have full confidence in the school's RSE programme to meet their child's needs.

Parents continue to have the right to withdraw their children from Sex Education except in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the Principal. Any child who wishes to receive sex education rather than being withdrawn, is entitled by law to receive sex education lessons from three terms before they turn 16. Further details on the right to be excused from sex education can be found here [RSE secondary schools guide for parents.pdf](#) and here [RSE primary schools guide for parents.pdf](#)

Balanced curriculum

We will ensure that pupils are offered a balanced programme by providing an RSE programme that offers a range of viewpoints on issues. Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSE (in secondary schools/academies relating to forced-marriage, female genital mutilation, abortion, the age of consent and legislation relating to equality). Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's ethos. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

Responsibility for teaching the programme

All staff will be involved in developing the attitudes and values aspect of the RSE programme. They will be role models for pupils of good, healthy relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

External visitors

Our school will call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits will always complement the current programme and never substitute or replace teacher led sessions. It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would.

Other roles and responsibilities regarding RSE

Principal

- ratify the RSE policy, in consultation with parents and teachers;
- ensure that the policy is available to parents;
- ensure that the policy is in accordance with other whole school policies, e.g. SEN, the ethos of the school
- ensure that parents know of their right to withdraw their children;
- establish a link governor to share in the monitoring and evaluation of the programme, including resources used
- ensure that the policy provides proper and adequate coverage of relevant science topics and the setting of RSE within PSHE

PSHE/RSE Coordinator

The PSHE / RSE coordinator, together with the Principal, has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE and the provision of in-service training.

All Staff

RSE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they will actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of our pupils. Appropriate training will be made available for all staff teaching RSE. All staff should be aware of this policy and how it relates to them.

Relationship to other policies and curriculum subjects

This RSE policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents (for example, Anti-Bullying policy, Safeguarding Policy, SEND policy)

Pupils with particular difficulties whether of a physical or intellectual nature will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of pupils. Learning about RSE in PSHE classes will link to/complement learning in those areas identified in the RSE audit.

Children's questions

We aim to promote a healthy, positive atmosphere in which RSE can take place. We want to ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people. Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse, is deliberately provocative or is of a personal nature.

Controversial or sensitive issues

There will always be sensitive or controversial issues in the field of RSE. These may be matter of maturity, of personal involvement or experience of children, of illegal activity or other doubtful, dubious or harmful activity. We believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion. (See also [Relationships Education and Relationships and Sex Education \(RSE\) and Health Education.pdf](#) Managing difficult questions, Page 23 for more detail)

Supporting children and young people who are at risk

Children will also need to feel safe and secure in the environment in which RSE takes place. Effective RSE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse they are required to follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible.

Confidentiality and advice

All governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

All lessons, especially those in the RSE programme, will have the best interests of our pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the understanding of what it means to be fully human.

Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the school's pastoral care policy. Teachers will explain to pupils

that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstances they would have to inform others, e.g. Designated Safeguarding Lead, parents, Principal, but that the pupils would always be informed first that such action was going to be taken

Monitoring and evaluation

The RSE coordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils' work at regular intervals. The programme will be evaluated by means of questionnaires / response sheets / needs assessment given to pupils, and / or by discussion with pupils, staff and parents. The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements.

Resources

www.brook.org.uk

<https://www.thinkuknow.co.uk/>

www.pshe-association.org.uk

www.campaignresources.phe.gov.uk/schools

www.catholiceducationorg.uk/schools

Reviewed: May 2021

Appendix 1

Overview of topics covered by age

Key Stage 1	<p>Families and people who care for me Caring friendships Respectful relationships Online relationships Being safe</p>
Key Stage 2	<p>Families and people who care for me Caring friendships Respectful relationships Online relationships Being safe Puberty Cyber safety-awareness of social media and what is posted online</p>
Key Stage 3	<p>Puberty Relationships - Friendships; healthy and unhealthy Social media, sexting and sharing sexual images and grooming Consent: introduction and recognising consent, consent and the law, avoiding assumptions relating to consent, capacity to consent and persuasion, pressure and coercion Gender identity and sexual orientation Sexual health including contraception</p>
Key Stage 4	<p>Intimate relationships Same sex relationships Healthy and unhealthy relationships Pregnancy and childbirth Parenting Consent: pornography, sexual images and consent, rape myths and victim blaming</p>