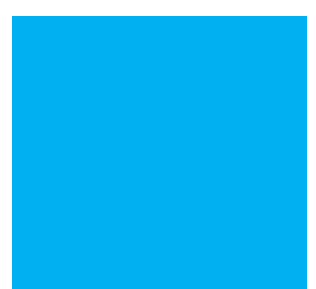




Oasis Academy Watermead

RSE Policy: [October 2023](#)



RSE at Oasis Academy Watermead

Aim of OAW Policy

The localised OAW RSE policy has been developed in line with the aims of the OCL RSE Policy 2023 (page 1). The aim of the localised RSE policy is to ensure that the RSE policy put in place within OAW meets the needs of our specific context, the pupils in which we serve and the DfE statutory guidance.

Definition of RSE

The definition of RSE is 'lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching' (DfE 2000).

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 pupils and young people to make responsible and informed decisions about their health and well-being.

RSE makes an important contribution to health and well-being by supporting pupils and young people's ability to learn, achieve and flourish.

"The right to education includes the right to sexual education, which is both a human right in itself and an indispensable means of realising other human rights, such as the right to health, the right to information and sexual and reproductive rights."

Report to the UN General Assembly - July 2010 | Item 69, paragraph 18

Wider Agenda

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the Academy and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The DfE specified as part of its National Curriculum guidance that '*All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice*'. The review also detailed:

"PSHE remains an important and necessary part of all pupils' education. We believe that all schools should teach PSHE, drawing on good practice, and have outlined this expectation in the introduction to the new National Curriculum" (Written Ministerial Statement: Review of Personal, Social, Health and Economic education, March 2013).

Schools and Academies Nationally are required to deliver RSE in line with Statutory requirements as stated in the OCL RSE Policy (page 4-5).

SECTION 1-The Context of Our Sex and Relationships Education Policy

1.1) Our Shared Beliefs about RSE:

At OAW we believe:

RSE is lifelong learning about us as individuals, including our emotions, self-esteem, relationships, rights and responsibilities, sexual behaviour, sexuality, and sexual health. It takes place in many contexts: at home, at the Academy and in the community. RSE is an entitlement for all young people and should reflect the 9 OCL habits we believe are key for all young people. Difference and diversity must be considered when delivering RSE and all RSE should be delivered at an age-appropriate level. Special educational needs or disability, gender, sexual health and age, nationality, religion, cultural and linguistic background, all affect access to RSE as stated in the OCL RSE Policy (page 6).

RSE is most effective when provided in the wider context of social and emotional development. In Academies, successful RSE is firmly rooted in personal, social and health education (PSHE).

RSE must enable young people to gain information, develop and transfer skills and explore attitudes and values, in order to support informed decision-making.

1.2) Entitlements:

We, together with our community partners, are committed to working towards the implementation and development of the following entitlements.

Pupils are entitled to:

- Accurate, up-to-date, useful and appropriate information delivered in a way that meets their individual needs
- A well-planned, well-delivered RSE programme, which is flexible to cater for their changing needs over time
- Know where and how to access information, support and local services
- Be informed about issues of confidentiality and how it affects them
- Have their views and ideas received in a respectful and non-judgemental manner
- Be involved in developing and evaluating the content, delivery and timing of their RSE programme.

Adults working with pupils are entitled to:

- Access to high quality, up-to-date, accurate information, resources and training
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of RSE
- Contribute their views and ideas in support of the development of RSE for pupils
- Professional guidance and support
- Opportunities to share good practice
- Be informed about issues of confidentiality and procedures to be followed.

Parents, carers and other adults in the community are entitled to:

- Accessible, accurate, up-to-date, information delivered in a way which meets their needs
- A safe and supportive environment for their pupils
- Information on how and when RSE is taught
- Understand their rights and responsibilities in relation to RSE policy and curriculum
- Be informed about issues of confidentiality and how it affects them and their children
- Have their views and ideas received in a respectful, non-judgemental manner.

1.3) Wider Agenda

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the Academy and of society, and
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SECTION 2 -Our Sex and Relationships Education Policy

2.1) Delivery of RSE

Our Curriculum for RSE describes the elements which will be taught. The Curriculum is wholly consistent with the National Curriculum (2020), DfE and OfSTED guidance. It also reflects best practice described by the PSHCE association. Guidance. We consider RSE to be a continuous process of learning, which begins well before the pupils enter our Academy and continues into adulthood. We have planned a progressive curriculum appropriate to each age group. All staff working with pupils have a part to play in supporting the delivery of RSE. The objectives of the RSE Curriculum will be taught in:

Primary Phase:

- An RSE scheme of work including planned aspects of the science and RE curriculum and directly through PSHE/personal development lessons.
- Circle time
- Day to day experiences and points arising from discussion.
- Enrichment activities, especially our assembly programme

Secondary Phase:

- Through Advisory character development sessions and an RSE scheme of learning from Oasis Community Learning.
- Other Curriculum areas, especially Science, English, PE and RE.
- Day to day experiences and points arising from discussions.
- Enrichment activities, especially our assembly programme.

The organisation and delivery of RE will ensure that a range of teaching and learning styles are used to support pupil participation and include all pupils in the learning, including those with SEN.

Ofsted has identified that ‘an emotionally safe and secure learning environment is a feature of outstanding PSHE’ (2013) and at OAW we strive to provide a stimulating and secure environment in which pupils can freely express their feelings and emotions without judgement or ridicule. ‘Ground rules’ for PSHE are set with the pupils to support a comfortable and welcoming environment.

The OAW specific RSE program can be seen within **Appendix 1**.

2.2) Teaching methodologies

Ground Rules: RSE is taught in a safe, non-opinion based environment where adults and pupils are confident that they will be respected. All staff will use the agreed and pre-planned lessons and resources provided. Specific ground rules will be established at the beginning of any RSE work, in addition to those already used in the classroom. They will cover the following areas: Appropriate use of language, the asking and answering of personal questions and strategies for checking or accessing information.

Answering Questions: We acknowledge that sensitive and potentially difficult issues will arise in RSE as pupils will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated Academy aims and curriculum content for RSE. As a first principle we will answer questions relating to the taught, planned curriculum for that age group to the whole class. We will answer questions relating to areas beyond the taught planned curriculum for that age group, in a sensitive and age-appropriate way only to the child or pupils who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it they will seek guidance from the PSHCE lead/Assistant Principal – Personal Development /Principal. If the pupils ask questions deemed inappropriate for their age and stage, this maybe be referred to our Pastoral and Safeguarding team for further support.

2.3) Inclusion

We understand the importance of ensuring that all pupils in our at OAW receive their entitlement to RSE. We will carefully consider special educational needs or disability, gender, sexuality and age, nationality, religion, cultural and linguistic background when planning and delivering RSE as stated in the OCL RSE Policy (page 6). In relation to nationality, sexuality, religion and cultural diversity, we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding, as required by law in the Equality act 2010. In order to ensure the RSE Curriculum meets the needs of all:

- We will not promote one lifestyle over another.
- We will not seek to gain consensus but will accept and celebrate difference.
- We will encourage respect and discourage abuse and exploitation.
- We will not ask pupils to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

In relation to those with special educational needs or disability, we will review our RSE programme to ensure that provision is made for those with additional needs as specified in the OCL RSE Policy (page 7)

2.4) Resources

Within the Primary Phase and Secondary Phase, we will use resources produced by OCL and adapted for our cultural context. We will avoid a 'resource-led' approach to delivering RSE, instead focusing on the needs of the pupils and our planned learning objectives. We carefully select resources which meet these objectives. We will select resources which:

- are consistent with the Curriculum for RSE
- relate to the aims and objectives of this Policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the pupils
- appeal to adults and pupils
- are up-to-date in factual content
- do not show unfair bias e.g. towards a commercial product
- avoid racial, gender and sexual stereotyping
- encourage active and participative learning
- conform to the legal requirements for RE.

2.5) Staff Training:

Teaching RSE can be very rewarding, but we understand that, in order to feel confident, staff need opportunities to develop the knowledge, skills and attitudes. We recognise that all adults have different personal beliefs and attitudes about RSE. All staff delivering RSE lessons will receive training to develop their understanding of the cultural and religious sensitivities of the Academy community. We will discuss relevant issues and, where appropriate, arrange training to enable staff members to feel confident in delivering the Curriculum for RSE. We will also encourage the sharing of good practice. Those with special responsibility for the development of RSE will be offered opportunities to consult with advisors.

2.6) Monitoring, evaluating and reviewing our RSE policy

The policy and teaching programme will be reviewed biannually. Senior staff will take a key role in monitoring the progress of the policy. Feedback from staff and pupils will be monitored by the head of PSHE as will lesson delivery and content.

We are committed to working towards the effective delivery of RSE which meet statutory requirements and our academy aims.

- We will reflect on our contribution to the provision of the Entitlements for RSE and seek to develop this.
- We will continue to work in partnership with parents/carers and members of our community to ensure the delivery of high quality RSE for our pupils.

The Policy will be formally reviewed every year. The next review will take place in July 2022.

SECTION 3 -The Content of Our Sex and Relationships Education Policy

3.1) Overview

RSE will be inclusive for all pupils, sensitive to all family and faith backgrounds and pupils' own identities. It will be respectful of all protected characteristics under the Equality Act 2010. Protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity. The Academy environment reflects, values and celebrates the diversity of our community.

Across all key stages, pupils will be supported with developing the following skills:

- Communication skills
- Forming positive relationships including self-respect as well as respect and empathy for others
- Recognising and assessing potential risks
- Assertiveness and managing conflict and difficult emotions.

Skills and knowledge will be taught in an age-appropriate way. Teaching methods are a combination of sharing information and facilitating discussions and exploring issues and values. Lessons will be delivered by teaching staff within OAW and where appropriate external agencies such as the NHS.

3.2) Statutory Requirements and Content

The Department for Education has set out guidance on what pupils should learn by the end of primary and Secondary school, under a series of themes. Some themes will recur throughout Primary and Secondary others will be delivered in the most appropriate year. Parents have the right to withdraw their pupils from lessons on sexual intimacy, sexualized behavior and sexual health, as detailed in Section 4.3. The statutory content can be viewed within the OCL RSE Policy (page 21-25)

The OAW specific RSE program can be seen within **Appendix 1**.

3.3) PSHE

"Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All Academies should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

The core concepts for Personal Development:

Core Concepts in SUBJECT					
Healthy Lifestyles	Keeping Safe	Mental and Emotional Health	Relationships and Sex Education	Living in the Wider World	9 Habits Character Education

SECTION 4 -The Working with parents on Our Sex and Relationships Education Policy

4.1) Policy development

This policy has been developed in consultation with staff, pupils and parents as required by the Department for Education. We are committed to on-going consultation with families and stakeholders throughout the evolution of OAWs relationships and sex education programme. The consultation and policy development process involved the following steps:

1. Review – a working group pulled together all relevant information including national guidance.
2. Staff consultation – all school staff have been given the opportunity to look at the policy and make recommendations through a staff survey. A staff working group was put together which represented different contextual and religious viewpoints.
3. Parent/stakeholder consultation – parents and interested parties were invited to work with us on the development of the policy. This took the form of a parent letter, survey and invitation to discuss concerns with the academy
4. Pupil consultation – we have and will continue to investigate and monitor what exactly pupils want from their RSE through pupil questionnaires, focus groups and meetings
5. Ratification – once amendments were made, the policy was shared with the regional director and ratified

4.2) Continuing to work with parent/carers and Academy community

Parents and carers are the key figures in supporting their children's through the emotional and physical aspects of growing up. Therefore, we seek to work in partnership with parents and carers when planning and delivering RSE. We will encourage this partnership by:

- Informing parents and carers by curriculum newsletters of forthcoming RSE topics
- Inviting parents to learn more about resources and activities used in RSE
- Gathering parents' views on the RSE Policy and taking these into account when it is being reviewed.
- Informing parents and carers about the RSE programme as their child joins OAW through the Academy brochure/prospectus
- Providing supportive information about parents' role in RSE
- Sending parents texts when content on relationship and sex education are being delivered (**appendix 4**)
- Inviting parents to discuss their views and concerns about RSE on an informal basis.

Parents and carers will be given access to this Policy on request.

4.3) Parents' right to withdraw

Parents have the right to withdraw their children from the sex education components of RSE until three terms before a child's 16th Birthday. That means the lessons that cover physical aspects of sexual development and intimate relationships and sexual health. Pupil cannot be withdrawn from any other aspects of RSE education. Requests for withdrawal should follow the flow of communication **Appendix 2** and be put in writing and addressed to the Deputy Principal leading on RSE using the OCL withdrawal form **Appendix 3**. A copy of withdrawal requests will be placed in the pupil's file. Will discuss any such request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.

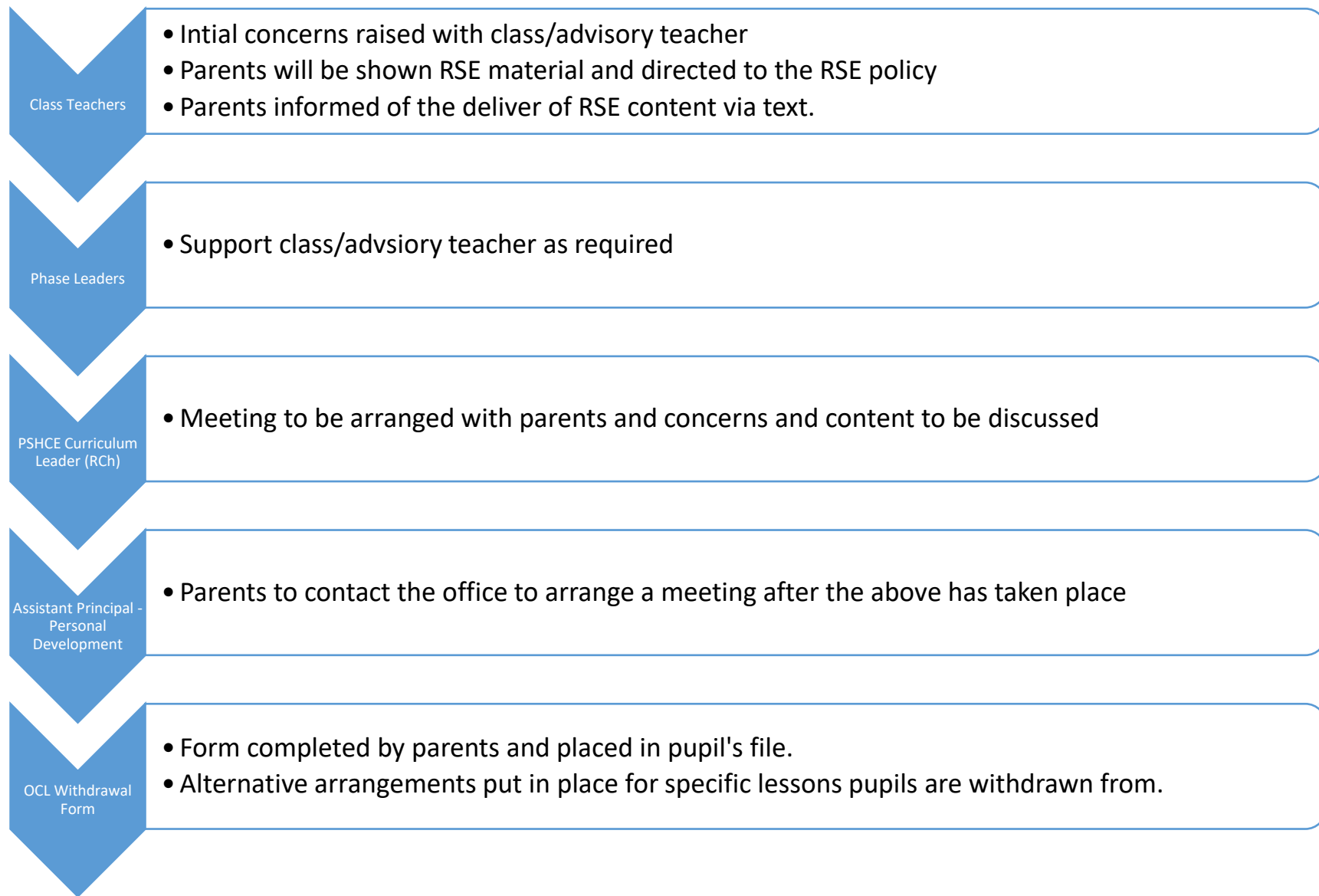
Appendix 1 – OAW RSE Overview

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Discrete – Summer term Relationships and Sex Education (Summer 1)	<ul style="list-style-type: none"> Who are people in my life who love and care for me? Similarities and differences between people Ways in which we are unique Similarities and differences between girls and boys 	<ul style="list-style-type: none"> What is private? (Body parts) Name main parts of the body including external genitalia What happens when the body changes from old to young? How people's needs change as they grow older How to manage when finding things difficult What is fair/unkind/kind? 	<ul style="list-style-type: none"> What is personal space? What does a healthy relationship look like? Why is being equal important in relationships? To recognise own individuality and personal strengths 	<ul style="list-style-type: none"> What is diversity? Do boys and girls have different roles? What changes happen to my body? To know about personal identity (ethnicity, faith, culture, hobbies) 	<ul style="list-style-type: none"> What is puberty? Hygiene routines around puberty Physical and emotional changes What are the different relationships in my life? What is unwanted touch? Understanding FGM Know that for some people gender identity does not correspond with their biological sex 	<ul style="list-style-type: none"> What changes happen in my life? What happens in a loving relationship? What is forced marriage? How is a baby made? How to manage setbacks and failures Identify reproductive organs in males and females and how puberty relates to human reproduction

This week is delivered in the first week of January before the 'Heritage and Culture' theme where the PSHE focus is keeping safe.

Safeguarding week						
	Y1	Y2	Y3	Y4	Y5	Y6
Clever Never Goes (40mins)	People we trust - Professionals	People we trust – why we trust others – safe/unsafe	Making good choices – questioning, knowing right from wrong	Who can support us when times are tough – speaking out	Influences – choosing wisely	Peer Pressure moving on, first impressions
Safe touch (40mins)	Pantasaurus	Some parts are not for sharing	What are different types of touch?	Your body is your own	Choice, Control, Consent.	Adults you come into contact with
E-Safety (40mins)	Recap of e-safety so far...	Recap of e-safety so far...	Recap of e-safety so far...	Recap of e-safety so far...	Recap of e-safety so far...	Recap of e-safety so far...

Appendix 2 – RSE Flow Chart of Communication



Appendix 3 – Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Year group	
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	Include notes from discussions with parents and agreed actions taken. e.g. Joe 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

Appendix 5 – Frequently asked questions

1. Can I withdraw my child from the relationship's aspects of RSE content?

- a. We have a statutory (legal) obligation to deliver all parts of the RSE statutory framework within our Academy. As per the DFE guidance parents cannot withdraw children from any lessons around Relationships, this includes different types of relationships and LGBTQ+. Parents will continue to have a right to request to withdraw their child from sex education delivered as part of RSE. Three terms before a child turns 16 the right to withdraw is given to them. At this point, if the child themselves have the right to receive sex education rather than be withdrawn if they wish.

2. Does the new Relationships Education and RSE curriculum take account of my faith?

- a. The subjects are designed to help pupils from all backgrounds build positive and safe relationships, and to thrive in modern Britain as per the 2010 Equality act. When putting together this policy, the religious background of pupils has been considered, so that topics are appropriately handled. In developing these subjects, the DFE, have worked with a number of representative bodies and faith organisations, representing all the major faith groups in England.

3. Within my religion there are rules around contraception and abortion, how will you ensure that this is handled sensitively?

- a. Where contraception and abortion are taught this will be done in a factual way. The range of contraception available will be discussed, this will include the use of abstinence and natural contraceptive methods. Where abortion is taught, this is done in line with the laws of the UK, and discussions will focus on the law around abortion and will not be opinion based. For both topics it will be highlighted that within certain religions both contraception and abortion are not allowed.

4. Will my child be taught about LGBT relationships?

- a. DFE guidance states that *"Pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference and educate pupils about healthy relationships Pupils should receive teaching on LGBT content during their school years. Teaching pupils about the society that we live in and the different types of loving, healthy relationships that exist can be done in a way that respects everyone. Primary schools should cover LGBT content when teaching about different types of families. Secondary schools should cover LGBT content in their RSE teaching. RSE should meet the needs of all pupils, – this should include age-appropriate teaching about different types of relationships in the context of the law."*

At Oasis Academy Watermead, we will have set phrases around the teaching of LGBTQ+ relationships in line with the equality act (2010) and which reflect the law within the UK. This will be focus on the idea that *"within modern Britain it is legal to.."* have LGBTQ+ relationships.