



Oasis Academy Watermead RSE (relationships and sex education) policy

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Introduction and aims

At Oasis Academy Watermead, we want all our children to be happy, healthy, independent, responsible and be able to form loving and responsible relationships. Our aim is for children to be able to manage their feelings and emotions, understand how to keep themselves safe, have friends and to be kind and show compassion. As part of the whole Oasis Ethos this is at the heart of teaching RSE at Watermead, including the commitment to promoting healthy and positive relationships, treating everyone equally and respecting differences.

This policy statement is designed to be complementary to, and supportive of, the role of parents/carers in educating their children about sexuality and relationships. It recognises that the prime responsibility for bringing up children rests with parents and carers, though it equally recognises that the focus of relationships and sex education must be the well-being of pupils and the provision of accurate, objective and appropriate information.

The policy is based on the belief that RSE is:

- an integral part of the learning process, beginning in childhood and continuing into adult life.*
- Should be provided for all children and young people including those with physical, learning or emotional difficulties.*
- Should encourage consideration of values, moral issues, sexuality, personal relationships and the development of communication and decision-making skills.*
- Should foster self-esteem, self-awareness, a positive body-image and the skills to avoid and resist unwanted sexual experiences and a sense of moral responsibility. By highlighting some of these issues to our pupils to provide them with a toolset which can be developed*

throughout life and help them to deal with a range of different situations.

- Teaches the importance of healthy relationships to pupils but also shows what unhealthy relationships may look like.*
- The importance of consent and pupils been able to make informed decisions.*

RSE involves a combination of sharing information, and exploring issues and values, within a safe and non-judgemental space, which can be monitored by teachers within class.

RSE is not about the promotion of sexual activity. We aim to promote children to make their own informed decisions with a key focus on consent. We provide factual information free from bias, we use scientific names where appropriate and required, and offer children a safe space in which to discuss and raise questions.

Statutory requirements

From September 2020, RSE has become a compulsory part of the national curriculum and although as an academy we have more freedom over what we teach, at Oasis Academy Watermead we feel that RSE is appropriate for our pupils. This has been designed specifically with our school and pupils in mind and we feel covers the key areas. This is done through the OCL curriculum and framework.

Policy development

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

- 1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance*

2. *Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations*
3. *Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy*
4. *Pupil consultation – we investigated what exactly pupils want from their RSE*
5. *Ratification – once amendments were made, the policy is agreed with the Regional Director.*

Delivery of RSE

RSE is taught within PSHE (personal, social, health and economic) education curriculum and is intertwined within the PSHE curriculum at Oasis Academy Watermead.

Biological aspects of RSE are taught within the science curriculum and other aspects are included with Religious education (R.E). Lessons follow a more spiral curriculum where the 7 main areas are repeated throughout the year, to ensure broad coverage and that no children miss out on important aspects.

Across all Key Stages, pupils will be supported with developing the following skills:

- *Communication, including how to manage changing relationships and emotions*
- *Recognising and assessing potential risks*
- *Assertiveness*
- *Seeking help and support when required*
- *Informed decision-making*
- *Self-respect and empathy for others*
- *Recognising and maximising a healthy lifestyle*
- *Managing conflict*
- *Discussion and group work*

An example of RSE lessons are able to be found in Appendix B, where it shows the overviews of both Year 5 and Year 6 lessons.

PSHE and RSE sessions are taught by teaching staff within the academy who have all had in-depth training, chances to ask questions and share practice. The curriculum has been planned around the needs of the children and families at Oasis Academy Watermead and is bespoke purely for them.

Roles and responsibilities

The CEO

The CEO will approve the RSE policy, on behalf of the Trustees. The CEO will hold Regional Directors to account for its implementation.

Principal

The Principal is responsible for ensuring that RSE is taught consistently across the Academy, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE.

Staff colleagues:

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 [non-statutory/non-science] 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 Principal.*

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Pupils

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

Rights to withdraw

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

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE, which are the following Year 6 objectives: What sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults That pregnancy can be prevented with contraception.

Appendix 1 is the OCL nation form to be filled in by parents if they wish to withdraw from one of the above RSE lessons. These are to be completed and handed back to the office with the chance to meet with PSHE lead to discuss concerns, and look at teaching materials.

Confidentiality

We acknowledge that sensitive and potentially difficult issues will arise in RSE as pupils will naturally share information and ask questions.

- Teachers cannot offer unconditional confidentiality*
- Pupils should be encouraged to talk to their parents and given support to do so*
- If the teacher has any child protection concerns, they will share these with the Academy's DSL.*

Staff will not provide more information than is appropriate to the age of the pupil. If a member of staff is uncertain

about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHE leader or the DSL Questions that arise can always be answered at a separate time, in order to provide suitable answers aimed towards the children in that class.

Inclusion

We intend our policy to be sensitive to the needs of different groups of pupils. We will respond to parental requests and concerns. All children whatever their experience, background and identity are entitled to an RSE curriculum that builds on their confidence, a positive sense of self, and provides them with knowledge and understanding to stay safe and healthy.

We must ensure that we comply with guidance and legislation set out on the Equality Act of 2010 when delivery RSE to ensure equal opportunities for all. These are;

- Age*
- Disability*
- Gender reassignment*
- Marriage or civil partnership*
- Pregnancy and maternity*
- Race*
- Religion or belief*
- Sex*
- Sexual orientation*

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in Academy professional development. We have also had additional training for all staff on how to deliver the new RSE curriculum sensitively and suitable for the needs of our children.

The Principal may invite visitors from outside the Academy, to provide support and training to staff teaching RSE.

Monitoring arrangements

The delivery of RSE is monitored by the Principal and senior leaders. This could include monitoring arrangements, such as planning scrutinise and learning walks.

This policy will be reviewed by the National Education Team regularly. At every review, the policy will be approved by the CEO.

At Oasis Academy Watermead, we are committed to monitoring and evaluating the effectiveness, which we cover RSE including:

- *Pupil feedback*
- *Staff review and feedback*
- *Parental feedback*
- *Learning walks*
- *Further guidance and legislative changes*

Distancing techniques to use in lessons.

- *Set ground rules and recap them each lesson to create a safe environment.*
- *Do not include names – ‘Some people...’ ‘I’ve heard...’ ‘I’ve read...’*
- *Use facts and scientific language.*
- *Promote discussion and thinking from different perspectives using 3rd person – ‘What if it was...’*
- *Do not put children on the spot.*
- *Use carefully selected case studies, stories, clips – pause & discuss.*
- *Acknowledge ambiguity – there is not always a ‘right’ answer.*
- *Support the development of communication skills and assertiveness techniques.*

RSE curriculum

At Oasis Academy Watermead we have a relationships and sex programme of study aimed at the age and physical and emotional maturity of our children. This has been carefully developed to meet the needs of children within our school.

These subjects meet statutory obligations as outlined in revised Department for Education statutory guidance (2019). The guidance states that from September 2020, all schools must deliver relationships education.

It also ensures that both boys and girls know about puberty and how a baby is born – as set out in Key Stages 1 and 2 of the National Science Curriculum. The early foundations about feelings and positive relationships are started using these statutory framework for the early years (2024)

All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes. In the early primary school years, education about relationships needs to focus on friendship, bullying and the building of self-esteem.

PSHE

PSHE (personal, social health and economic education) at Oasis Academy Watermead has been planned and developed in a bespoke way to our school. This is to cater for the direct needs of our children and families in order to help them to become healthy, independent and responsible citizens.

Daily check in sessions enable children to openly discuss their feelings, and learn methods to help with self-regulation, that support them to manage their emotional state. This links to the YouHQ assessment tool which children are able to complete on their ipads.

We have weekly contextualised sessions, which helps us to support the high level of mobility throughout the year. This is taught alongside the OCL curriculum which has been

planned and developed from leading practitioners The main areas which we follow bespoke to us are;

- *Getting to know you*
- *Relationships*
- *Safety*
- *Celebrating difference*
- *Health and changes*
- *Actions, emotions and consequences*
- *Dreams and goals*

The transition year before children leave for secondary school it is important in PSHE that we cover and best equip our children with the core skills which will benefit them both emotionally and physically in transition from primary to secondary school. Our aim is for all children to have been taught;

- *Changes in the body related to puberty, such as periods and voice breaking*
- *When these changes are likely to happen and what issues may cause young people anxiety and how they can deal with these*
- *How a baby is conceived and born*
- *How to resolve conflict when it arises*
- *The importance of high aspirations and steps of how to achieve their dreams*

Sexual abuse / child on child abuse

It is vital that any form of sexual abuse, sexual violence and sexual harassment in school is reported and appropriately investigated and victims are protected and supported.

Please refer to the school Safeguarding Policy.



In school any concern in relation to sexual abuse, sexual violence or sexual harassment is taken very seriously and should be reported to the Designated Safeguarding lead or Deputy verbally and recorded on CPOMS accurately and timely following the school safeguarding policy.



The safeguarding team will then take appropriate action to deal with the concern which could include a referral to the safeguarding hub, the police or victim support agencies and partners. Liaison may also be required with other schools.



As part of the new RSE curriculum in school it is important that children understand what positive, healthy and respectful relationships look like and also how to keep safe on and offline.

Support Agencies & Information

Relationships, sex and health education: guides for parents

English

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907638/RSE_primary_schools_guide_for_parents.pdf

Arabic

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/843478/RSE_primary_schools_guide_for_parents_v3_AR.pdf

Somali

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/843

Urdu

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/843484/RSE_secondary_schools_guide_for_parents_v3_UR.pdf
[481/RSE_primary_schools_guide_for_parents_v3_SO.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/843481/RSE_primary_schools_guide_for_parents_v3_SO.pdf)

A Slovak / Roma language guide has been requested

The NSPCC have launched a dedicated helpline for children and young people who have experienced sexual harassment or abuse at school and are worried and concerned.

<https://www.nspcc.org.uk/about-us/news-opinion/2021/sexual-abuse-victims-schools-helpline/>
adults and professionals that need support and guidance.

Sexually Harmful Behaviour

Category 1	Category 2	Category 3
<p>Harmful Sexual Behaviour Including but not limited to:</p> <ul style="list-style-type: none"> • Developmentally inappropriate problematic (using the Brook Traffic Light System) • Abusive sexualised behaviour on-line or off-line • Lewd comments/jokes • Creating a hostile, offensive or sexualised environment 	<p>Sexual Harassment Including but not limited to:</p> <ul style="list-style-type: none"> • Unwanted conduct or a sexual nature • On-line or off-line sexualised comments, remarks or observations • Intentional touching of person or clothing • Aggravated sexting • Behaviours likely to violate dignity, feel intimidated, degraded or humiliated e.g. Up-skirting • Creating a hostile, offensive or sexualised environment 	<p>Sexual Violence Including but not limited to:</p> <ul style="list-style-type: none"> • Rape • Assault by penetration • Sexual assault (touching in a sexual way without consent) • Grooming for sexual/ criminal exploitation

Appendix 1 – the right to withdraw from RSE lessons

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 2 –

A copy of the RSE lessons for Y5 + Y6

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>3 lessons - 1 hour each</p> <p>Lesson 1: Who are the people in my life that love and care for me?</p> <p>Lesson 2: What are the similarities and differences between people?</p>	<p>3 lessons - 1 hour each</p> <p>Lesson 1: What is private? (Body parts)</p> <p>Lesson 2: What happens when the body grows young to old?</p> <p>Lesson 3: What is fair, unfair, <u>kind</u> and unkind?</p>	<p>3 lessons - 1 hour each</p> <p>Lesson 1: What is personal space?</p> <p>Lesson 2: What does a healthy relationship look like?</p> <p>Lesson 3: Why is being <u>equal</u></p>	<p>3 lessons - 1 hour each</p> <p>Lesson 1: What is diversity?</p> <p>Lesson 2: Do boys and girls have different roles?</p> <p>Lesson 3: What changes happen to my body?</p>	<p>3 lessons - 1 hour</p> <p>Lesson 1: What are the different relationships in my life?</p> <p>Lesson 2: What is puberty?</p> <p>Lesson 3: What is unwanted touch?</p> <p>Additional lesson: Understanding FGM</p>	<p>3 lessons – 1 hour</p> <p>Lesson 1: What changes happen in my life?</p> <p>Lesson 2: What happens in a loving relationship (incl. Marriage) and what is forced marriage?</p> <p>Lesson 3: How is a baby made?</p>