

# Oak Meadow Primary School

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## Policy: Relationship and Sex Education

*From tiny acorns mighty oaks grow.*

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## Curriculum Statement – Relationship and Sex Education

This policy is a working document, which aims to provide guidance and information on all aspects of Relationships and Sex Education (RSE) in the school for staff, parents/carers and governors.

This policy aims to offer advice, which reflects updated legislation, including the Equality Act 2010 and the RSE/Health Education Statutory guidance requirements for September 2020.

Other related School policies and documents include the PSHE and Science Schemes of work, Safeguarding, Confidentiality, Behaviour, Inclusion, Anti Bullying, Health and Safety, External Visitor Policy, Equality Policy, E-Safety Policy, Extremism and Radicalisation in schools' policy.

### **Rational and Definition of RSE**

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

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.

At Oak Meadow, we believe that our pupils need to be educated in RSE themes as part of a broad and balanced curriculum which develops the whole child. We believe that RSE should be set in the context of respect, love, care and clear values, including the value of family life and of loving and stable relationships in bringing up children. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

RSE is important to ensure that children grow up with the ability to enjoy the positive benefits of loving, rewarding and responsible relationships. To be informed and comfortable with the changes they will go through during puberty. We teach pupils to be digitally safe in their online relationships with e-safety being a vital message throughout the school.

At an appropriate age for our children, we cover the teaching of sex education, as part of National Curriculum Science. However, RSE is taught, it is not about the promotion of sexual orientation or sexual activity, rather an understanding and acceptance of the diverse relationships that exist in our school community and beyond.

Effective RSE at Oak Meadow is dependent on partnerships at many levels; between our parents and carers, our children and at a more strategic level between the Local Authority, local faith communities, health professionals, partners in children's services and the voluntary community.

At Oak Meadow, we aim to achieve an effective RSE programme through building on these partnerships and the continued professional development of staff. This enables the delivery of a developmental, planned programme that is integrated into the curriculum and delivered over an extended period.

Oak Meadow believes that Relationships and Sex Education has three main elements:

## **Attitudes and Values – Developing a Moral Code**

- Learning the importance of values, individual conscience and moral considerations.
- Learning the value of family life, marriage and stable and loving relationships for the nurture of children, while recognising the diversity of family groups.
- Learning the value of love, respect and care; honesty and loyalty in relationships.
- Valuing diversity – an acceptance and exploration of difference, promoting equal opportunity, eg. by considering media, gender stereotypes and by being sensitive to the needs of culture and religion.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision-making.
- Making moral judgements about what to do, and acting accordingly.

## **Personal and social skills – important life skills**

### **Personal Skills**

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices based on an understanding of difference and with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Taking responsibility for one's own actions and learning.
- Communication skills.
- Listening sensitively to others' opinions.
- Asking questions, expressing emotions and opinions, discussing issues openly and without embarrassment.
- Reflecting on and evaluating information and opinions, and understanding the impact of external factors, such as the media, internet and peer pressures.
- Being assertive and an independent decision maker.

### **Practical Skills**

- Caring for oneself and others.
- Being confident to access support and advice when needed.
- Decision making skills – making sensible choices in the light of relevant information.
- Solving problems.
- Managing conflict.
- Learning how to recognise and avoid exploitation and abuse.

## **Knowledge and Understanding**

- Learning and understanding physical development through age appropriate information.
- Understanding human sexuality (age appropriate), reproduction (through National Curriculum Science), emotions and relationships; and the right to confidentiality and to be safe.
- Develop understanding of important knowledge, so correcting misconceptions and misinformation.

For this all to happen and for pupils to develop into mature, confident young people and adults, they need a well-planned, age-appropriate programme of Relationships Education starting with a focus on friendships, building of self-esteem, staying safe and mutual respect. We fully

embrace the viewpoint of the Secretary of State for Education in the Department for Education (DfE) document 'Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance':

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, 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."

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online."

For the purposes of this policy, we define Relationships Education (RE) as any theme and topic that is required content by the DfE within that section of the statutory guidance document. The required themes within Relationships Education are:

- Families and people who care for me.
- Caring friendships.
- Respectful relationships.
- Online relationships.
- Being safe.

This will be delivered as part of our PSHE education programme of study.

Statutory sex education content is also part of National Curriculum for Science. Please see the appendices at the end of this policy for relevant excerpts from the Science curriculum for information.

DfE guidance from 2020 also requires schools to deliver a 'Changing Adolescent Body' unit as part of statutory Health Education. This unit covers themes such as puberty, physical and emotional changes and menstruation. These themes will also be covered in an age-appropriate way within our PSHE programme.

### **Intent**

At Oak Meadow Primary School, good relationships are fundamental to our ethos and our success in being a happy, caring and safe school. Relationships and Sex Education (RSE) is lifelong learning about relationships, emotions, looking after ourselves and different families. We aim for the children in our school to acquire the appropriate knowledge, develop their skills and form positive beliefs, values and attitudes. RSE has a key part to play in the personal, social, moral and spiritual development of young people.

### **Implementation**

RSE is taught as explicit lessons through the PSHE and science curriculums but is also embedded in other areas of the curriculum and day-to-day life of the school. In PSHE, RSE is specifically covered in the units 'Relationships' and 'Changing Me' and in science 'Animals Including Humans' and 'Living Things and Their Habitats' also cover the statutory requirements; other elements are also covered in the Religious Education curriculum. Children are taught by familiar adults who they have a good rapport with, in order to facilitate constructive and supportive discussions around sensitive topics in a safe and secure environment. Staff have received in-house CPD to support them in responding to the needs

of the individual child and support children with any questions or concerns they may have. If staff feel uncomfortable or unsure when delivering the RSE curriculum or dealing with individual pupil needs, they know where to seek advice and support. The RSE curriculum has been mapped out clearly in the progression grids for PSHE and science which ensure coverage of all of the statutory elements by the end of the primary phase; these are delivered at the appropriate stage for our children. Our high expectations of behaviour, interpersonal relationships, respect and tolerance of others reflect the British Values upheld in both our community and the wider world. Through our rigorous and progressive curriculum, children develop key skills and are prepared for the wider world beyond primary school, a world in which they can keep themselves safe and healthy and thrive with the support of the positive relationships they forge with those around them.

### **Impact**

We continuously assess the implementation and impact of our RSE curriculum in order to achieve the highest outcomes possible across all year groups and ensure we provide the support that is necessary for all children to have a good understanding of the complexities of relationships and sexual matters and a secure knowledge and skills base to navigate their way through these, now and in the future. Through our RSE curriculum, we believe we can enhance children's education and help them to become confident individuals who have positive body awareness, an in-depth knowledge of how to keep themselves safe and healthy and who will, through respect, tolerance and understanding, forge and maintain positive relationships with a diverse range of family and friendship groups.

## **Knowledge and Skills Progression**

The curriculum is intended to focus on essential core subject knowledge and skills. As a school, we have worked hard to ensure the progression of skills for each subject from Early Years to Upper Key Stage 2. Our Skills Progression documents show the year group expectations in every subject and set out what will be taught in each year group based on the 2014 National Curriculum and DfE guidance. Pupils' knowledge acquisition is detailed within long term planning for each topic taught within a given year group. This includes a breakdown of the knowledge the children will learn in each planned lesson.

## **Assessment**

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key knowledge is taught to enable and promote the development of children's skills. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback, including interactive marking, to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.
- Monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners, with the acquisition of the pre-identified key knowledge of each topic being evidenced through the outcomes.
- Use of the 'what I know already, what I want to know and what I have learnt' (KWL) strategy throughout a unit, alongside specific and measurable WALTs

for each lesson with child and teacher review of the agreed success criteria.

At the end of each topic, the acquisition of knowledge and skills are evidenced within individual books or the class Padlet.

Our aim is to provide RSE that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we regularly review the RSE curriculum to evaluate its effectiveness and will inform parents and carers of any revisions to the school policy or curriculum as required.

We aim to monitor the effectiveness of our RSE provision through:

- Lesson visits.
- Teacher assessments.
- Work scrutiny.
- Monitoring of planning.
- Pupil feedback.
- Staff feedback.

Teachers will critically reflect on their work in delivering RSE so that they may feedback appropriate information to the subject lead in order to support development of the subject within school.

The subject lead for PSHE/ RSE will be responsible for monitoring and evaluation to ensure that content of the programme is effective and impactful. They will monitor the impact of the policy/curriculum on children's learning, and report to SLT, as is necessary. All monitoring and evaluation will follow school policy.

## Early Years

We teach about relationships in Early Years as an integral part of pupils' work covered during the year. As reception classes are part of the Foundation Stage of the National Curriculum, we relate the relationships aspects of the children's work to the objectives set out in the specific and prime EYFS framework areas. They will develop a positive sense of themselves and others, form positive relationships with others, develop respect for others, develop an awareness of similarities and differences between people. They are assessed according to the prime and specific learning areas set out in the Early Years framework.

## Cross – Curricular Links

We teach RSE through our PSHE curriculum and where appropriate through our Science curriculum. RSE is a strand that touches on many other areas taught in schools, especially PSHE and Science. For example, the teaching of the correct names of body parts. Cross-curricular outcomes are identified prior to teaching.

## SMSC Development

The aims of SMSC education are to develop open and consistent relationships and develop pupil's confidence and to help them to learn to treat each other and their environment with respect. Oak Meadow staff will provide a range of opportunities for students to extend their social experiences and understanding. The content of the curriculum and styles of teaching and learning offered will aim to encourage an increasingly mature response to social and moral

issues.

Oak Meadow strives to build a community which encourages all of its members to develop a healthy respect for each other. We provide a happy, stimulating and caring environment where there are opportunities, encouragement and stimuli to develop each student to their full potential.

SMSC education relates to the whole life of the school and we believe that each child will be valued as an individual and enabled to develop intellectually, socially and emotionally within a caring, purposeful and flexible framework.

The development of positive values and attitudes is considered to be intrinsically linked with spiritual, moral, social and cultural development.

## Planning and Resources

Our RSE programme is an integral part of our whole school PSHE provision. As part of our PSHE programme, Relationships Education is taught gradually across Key Stages 1 and 2, so that learning can be built upon in a way that is appropriate to the age and maturity of each child and enables them to successfully manage the challenges they face as they grow up. PSHE is timetabled on a weekly basis. It also is supported by statutory requirements as set out in the National Curriculum for Science.

Any non-statutory sex education lessons, which are designed to meet the needs of pupils and the local community will be delivered at age-appropriate points across the curriculum and clearly identified. Parents and Carers will always be consulted and informed on any non-statutory elements and are welcome to view any resources should they wish.

We believe that this approach supports current DfE guidance, which states that:

“It is important that the transition phase before moving to secondary school supports pupils’ ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born”

Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance.

Please refer to our curriculum planning overview document for PSHE, which can be found as an appendix at the end of this policy.

We use a variety of appropriate resources and external visitors to deliver our RSE curriculum. The curriculum model we use is based upon best practice and recommended resources as established by national organisations such as the PSHE Association; this will ensure that our delivery is age and stage relevant. Our approach will ensure inclusivity as part of our school ethos. We will ensure differentiation within delivery as outlined in our school ‘Teaching and Learning Policy’.

Pupils will be encouraged to reflect upon their own views, opinions and ideas using appropriate assessment for learning methods. These will vary depending on topic and year group.

Across KS1, we cover themes such as:

- How to communicate their feelings to others, to recognise how others show feelings and how to respond.



- To recognise that their behaviour can affect other people.
- The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.
- To recognise what is fair and unfair, kind and unkind, what is right and wrong.
- To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).
- To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.
- To identify and respect the differences and similarities between people.
- To offer constructive support and feedback to others.
- To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.
- That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).
- To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).
- To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.
- To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable.
- Strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.

Across KS2, we cover themes such as:

- To recognise and respond appropriately to a wider range of feelings in others.
- To work collaboratively towards shared goals.
- To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.
- To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.
- To recognise different types of relationship, including those between acquaintances, friends, relatives and families.
- To judge what kind of physical contact is acceptable or unacceptable and how to respond.
- The concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.
- To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary, constructively challenge others' points of view.
- To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.
- To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help).
- To recognise and challenge stereotypes.

The delivery of lessons is designed to give all pupils a chance to explore and investigate the subject in a safe and supportive way across the curriculum. Pupils will be encouraged to

reflect on their own learning and values by discussing their opinions and beliefs as this not only builds mutual respect and understanding of others, but also reinforces important skills and qualities such as compromise, listening and cooperation.

RSE is delivered predominantly by class teachers in mixed gender groups, other than when it is deemed more appropriate for topics to be covered in single sex groups. Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE in school, for example the School Nurse. All visitors will be familiar with and understand the school's RSE policy and be expected to work within it.

Relationships and Sex Education should empower the children at our school to:

- Develop confidence in talking, listening, and thinking about feelings, emotions and relationships.
- Be mature, build confidence and self-esteem, emotional wellbeing, and the knowledge and skills needed to deal with the conflicting pressures of young people, to be able to lead confident, healthy, independent lives.
- Know about their bodies and be able to describe the parts and functions.
- Protect themselves and ask for help and support.
- Be prepared for puberty, and move with confidence from childhood to adolescence, and on into adulthood.
- Learn about the nature and importance of marriage and stable relationships for family life and bringing up children, and as key building blocks of community and society.
- Make good academic progress, as children who feel safe and supported are more likely to achieve higher standards.
- Engage more confidently with their parent/carers around related topics. Effective RSE can assist and support parents in the difficult and changing role of educating their children about relationships.

### **Safe and Effective Practice**

Creating a safe learning environment is a vital part of allowing children to access PSHE/RSE lessons where sensitive and complex issues can be explored and discussed. We use a range of methods to support this:

#### **Ground Rules**

The use of ground rules and our school values are fundamental tools in creating a safe and secure learning environment within PSHE lessons. Given the often-sensitive nature of topics within RSE, ground rules are even more important. Guidance for staff around setting ground rules before each topic is given below for example but it is important that these are created in partnership with pupils so that they are fully embedded in the classroom:

- Listen carefully.
- Take turns to speak.
- Respect each other's contributions and opinions.
- No personal questions or information.
- If you want to share something personal or something is worrying you, talk to the teacher or another trusted adult after the lesson.

Good ground rules help teachers to manage appropriate discussions and reduce the number of disclosures made within the lesson. Pupils are made aware that they can always talk to a member of staff about any worries and concerns outside of lesson time and are regularly signposted to the HSLO or safeguarding leads, as well as other support services such as Childline.

## Dealing With Questions

During PSHE/ RSE sessions, pupils are encouraged to ask questions. Any questions arising from pupils are answered according to the age and maturity of the pupil concerned, and if the teacher delivering the session deems it appropriate to answer based on what is being covered.

Teachers will:

- Use specific ground rules for this work, which will clarify boundaries for children/young people, and mitigate disclosures in class.
- Clarify that personal questions should not be asked.
- Clarify that pupils should not give out personal information in class but speak to someone they trust after the lesson, eg. School Nurse, teacher, pastoral staff.

Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their professional judgement, skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned about any questions asked.

Teaching staff will endeavour to answer questions as openly as possible but if asked a question they do not feel comfortable answering within the classroom, or that is not age-appropriate to answer (or within the school's RSE policy), other provision may be made to address the individual child's requirements. This may involve referring the child back to their parent/carer, School Nurse, or seeking advice from the PSHE Coordinator, head teacher or Designated Safeguarding Lead.

If a teacher doesn't know the answer to a question or if a question is not deemed to be appropriate, this should be acknowledged and, if appropriate, this may be followed up outside of the classroom environment with individual pupils.

Children may also be signposted back to parents/carers who have ultimate responsibility in talking to their children about sensitive matters. We also encourage parents and carers to talk with school if they have any questions or queries, and if they would like advice on how to better support their child around such matters and continue learning outside of the classroom.

Oak Meadow believes in the importance of training for staff delivering RSE. Staff are encouraged to access appropriate training and support to help them deliver effective lessons as required.

## Confidentiality and Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In this situation staff should follow internal safeguarding policies including informing the Designated Safeguarding Lead.

There may be times when a child wishes to confide in a teacher. Whilst teachers conduct RSE lessons in a sensitive manner and in confidence, children are informed that teachers cannot guarantee absolute confidentiality if they or someone else may be at risk of harm. It is the school policy that information may need to be passed on to the Headteacher or Designated Safeguarding Lead if there is a risk of harm to the child. The Headteacher/ Designated Safeguarding Lead will decide what action to take to protect the best interest of the child, enabling action to be taken by other professionals if deemed necessary.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE in school. All visitors will be familiar with and understand the school's RSE policy and work within it. As per the Safeguarding Policy, visitors are supervised/supported by a member of staff at all times. Please note, School Nurses follow a separate code of practice linked with their own professional regulations.

## Subject Essentials

Each term children will have completed all objectives linked to their RSE theme. Work will be differentiated to ensure support and challenge for all pupils. All lessons will be evidenced in PSHE or class padlets, which may include a variety of recording methods such as QR codes, photographs etc. All written work will be marked and children will be expected to have spelt key vocabulary accurately. The work produced in all foundation subjects will be expected to be of the same quality as that presented in core curriculum lessons

## Role of the Subject Leader

The subject leader's responsibilities are:

- To ensure a high profile of the subject.
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To model the teaching of RSE.
- To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each age phase.
- To monitor electronic folders and ensure that key knowledge is evidenced in outcomes, alongside and as supported, by SLT.
- To monitor planning and oversee the teaching of RSE.
- To lead further improvement in and development of the subject as informed by effective subject overview.
- To ensure that the RSE curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment.
- To ensure that the RSE curriculum takes account of the school's context, promotes children's pride in the local area and provides access to positive role models from the local area to enhance the RSE curriculum.
- To ensure that approaches are informed by and in line with current identified good practice and pedagogy.

## Diversity and Equal Opportunities

As a school we appreciate that views around RSE related issues are varied. However, while personal views are respected, all RSE at Oak Meadow is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect those of others who may have different opinions. The personal beliefs and attitudes of staff delivering RSE will not influence the teaching of the subject in school.

The school is committed to working towards equality, promoting positive approaches to difference, and fostering respect for people of all cultural and social backgrounds whatever their age, sexuality, faith, ethnicity, gender, disability or additional educational need. Developing positive relationships between pupils of all backgrounds is an essential aspect of the work of the school.

We will ensure that all young people receive age-appropriate Relationships and Sex Education, regardless of their background and ability, and we will offer provision that is accessible and appropriate to the particular needs of all our pupils, including any pupils with

additional needs or those with SEND. We will respond to parental requests and concerns and will take specialist advice where necessary.

### Working With Parents and Carers/ Parental Right to Withdraw

The school recognises that parents/carers have the most important role to play in helping their children to cope with the emotional and physical aspects of growing up. The role of parents and carers in the development of their children's understanding about relationships is vital; parents and carers are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

Parents and carers are key partners in supporting the school to:

- Teach their children about relationships and sex at appropriate ages.
- Help their children to cope with the emotional and physical aspects of growing up.
- Prepare them for the challenges and responsibilities that sexual maturity brings.
- Identify any issues.

As part of the RSE curriculum we will support our parents and carers to:

- Help children to learn the correct names of the body.
- Talk with their children about feelings and relationships.
- Address any particular concerns or issues.

At Oak Meadow, we are committed to working closely with parents and carers to ensure that we create the best possible curriculum for our children, whilst also supporting parents and carers in the conversations they might have with their children around such topics. We will endeavour to make as much information as possible available to support parents and carers, including via this policy. As necessary, we will consult parents and carers on issues, which may arise and will offer opportunity to preview and discuss resources and materials that we intend to use, particularly those used to prepare children for changes experienced at puberty and any non-statutory sex education content.

The RSE policy will be made available to parents/carers via the school website. Parents/carers will be offered the opportunity to view and discuss the content and delivery of the programme with the subject co-ordinator if needed.

As a school, we have taken measures to ensure that by developing sensitive, inclusive policies and practices, and teaching within the agreed framework of our policy, we aim to reassure parents/carers and prevent children from missing aspects of this important work. Whilst we believe that all of the content within our PSHE/RSE curriculum is of the utmost importance and relevance to all pupils, including any additional non-statutory elements, parents and carers have the legal right to request that their child be withdrawn from some or all non-statutory sex education lessons other than that, which is delivered via the National Curriculum for Science. Parents and carers will be informed of any such relevant content in advance of delivery so that they understand what is to be covered and to decide if they wish to exercise this right of withdrawal from any non-statutory sex education.

As per the DfE statutory guidance document, there is no parental right of withdrawal from Relationships Education or Health Education content within the school curriculum, or from any statutory Sex Education, which forms part of the National Curriculum for Science. These are statutory requirements which the DfE mandates schools to teach; please see the statutory document if further information is required.

Should any parents or carers request the right to withdraw their child from any non-statutory part of our RSE curriculum we would invite them to make an appointment with the Headteacher/PSHE lead to discuss any concerns that they may have with the curriculum and discuss any impact that withdrawal may have on their child.

If parents and carers still wish to withdraw their child from non-statutory sex education lessons,

then this request will be recorded, and suitable alternative arrangements will be made for pupils during relevant lessons. Parents and carers should also understand that the decision to remove their child from these lessons means that they themselves will assume responsibility for talking to their children about any related sex education themes covered outside of National Curriculum Science. Pupils withdrawn from the programme will be taught elsewhere in the school for the relevant session(s), either on an individual basis or as part of a different year group or subject as pre-arranged.

We welcome parents' and carers' comments at any time on this policy or the teaching emanating from it. Any complaints about the content or delivery of RSE should be addressed to the Head teacher via the school complaints procedure.

## **Inclusion**

All pupils are entitled to access the RSE curriculum at a level appropriate to their needs. Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility, as well as to provide appropriate challenge to different groups of learners. The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential. Teaching takes account of children's needs to ensure topic relevance to all individual learners. Opportunities for enrichment are also fully utilised, to ensure a fully inclusive and engaging RSE curriculum.

## **Role of the Governors**

Governors are responsible for ensuring the effective delivery of the RSE Curriculum. The subject leader will ensure that the governing body is kept up to date with the actions and initiatives which are relevant to the subject. Regular reviews of action plans are sent to the governors throughout the year and the governors meet with the subject leader in order to provide link governor reports to the governing body annually.

## **Health and Safety**

The curriculum will be delivered in a safe and healthy manner and every effort will be taken to identify risks associated with a curriculum subject/activity and the appropriate control measures will be implemented. Children will be educated about health and safety issues as and when the opportunity arises throughout the course of normal teaching. All visitors who attend Oak Meadow to enhance the children's learning such as the school nurses will be DB checked.

PSHE EDUCATION: LONG-TERM OVERVIEW

		Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
		Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
	Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
	Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
	Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
	Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
	Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media