

# OAK FARM PRIMARY SCHOOL



## Relationship and Sex Education (RSE) Policy

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At Oak Farm Primary School, we aim to equip our children with the knowledge, skills and confidence required for them to grow and be prepared for their future life. This aim is integrated across the curriculum, including Relationship and Sex Education (RSE).

## **1. How this policy was developed**

The PSHE Co-ordinator researched and drafted the policy.

Consultation will take place with:

- parents
- staff
- school governors

## **2. Requirements on schools in law**

RSE became statutory in all schools from September 2020. The law requires that Relationships and Sex Education (RSE) is to be taught in all secondary schools in England and that Relationships Education is to be taught in all primary schools in England (section 34 of the [Children and Social Work Act 2017](#)).

Primary schools are also required to teach the elements of sex education contained in the science curriculum and Health Education is also mandatory in all Government-funded schools, which includes content on puberty.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Oak Farm Primary School, we teach RSE as set out in this policy.

## **3. What is Relationships and Sex Education?**

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships (between friends, family, peers, other adults, committed relationships and those online), sexual health, sexuality, healthy lifestyles, diversity and personal identity.

Relationships Education will put into place the building blocks needed for positive and safe relationships. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

Health Education aims to give children the necessary information they need to make good decisions about their own health and wellbeing as well as recognising issues in themselves and others. It gives them opportunities to seek support as early as possible when issues arise.

## **4. Curriculum**

Throughout the school we aim to teach Relationships and Sex education in a way that is relevant to all pupils. We encourage healthy and responsible attitudes to the human body by providing factual information and through exploring values and attitudes appropriate to the age, understanding and maturity of the children.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. We use the CORAM SCARF curriculum for all year groups which contain twelve half termly units. The SCARF

lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes

An overview is available on the appendix below and on the Coram Life Education/ SCARF website.

Biological aspects of RSE are taught within the science curriculum, and some other aspects are included in religious education (RE).

## **5. How the delivery of the content will be made accessible to all**

Our school aims to create an atmosphere in which children are able to develop and learn confidently. We promote safe and healthy lifestyles. RSE is part of a carefully planned element in PSHE and Citizenship education. Effective RSE needs to be taught in an atmosphere of trust, responsibility and respect where sensitive issues can be discussed without embarrassment or threat and children can ask questions.

Our curriculum is built upon a spiral curriculum, which means that children will revisit many of the outcomes in more detail as the years go on. It allows the children to access the lessons we feel are appropriate for them at a particular age. As Oak Farm Infant School also use Coram's Life Education SCARF for teaching PSHE, this allows for overall coverage of topics within PSHE for our children. Care is taken to present information impartially, in a factual way, with the aim of reassuring pupils and addressing misconceptions in a sensitive and respectful manner.

It is essential that lessons are sensitive to a range of views but we must ensure that pupils always have access to the learning they need to stay safe, healthy and understand their rights as individuals.

As part of preparing children for the world in which they live, we are willing to answer honestly and carefully any questions as they arise. This includes clear, impartial scientific information as well as covering the law. Some questions naturally arise in discussion with the class teacher, e.g. when a new baby is expected within a family, when parents get remarried, when there is a new adult in the family, when a baby is born, and when the children have new brothers and sisters. In all discussions, correct terminology is encouraged when dealing with, or describing any aspect of RSE.

Care is taken to present information impartially, with the aim of reassuring pupils and countering ignorance, in such a way that both sexes have access to knowledge about themselves and the opposite sex. We aim to ensure that information is appropriate to the age of the pupils, with due regard to any religious or cultural factors expressed by the parents.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships

- Online relationships
- Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances. Families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers and blended families amongst other structures along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

In Key Stage Two, sex education will focus on:

- Preparing boys and girls for the changes that puberty brings
- How a baby is conceived and born

Strategies used for answering children's questions that may be raised outside the context of the lesson

- When answering questions, teachers will try to broaden the conversation to include other forms of life already familiar to the children e.g. plants, seeds, chick/egg pets and their young. Should a child persist in pursuing more details about aspects of conception, then the teacher will consult with the parent to decide whether detailed answers should be given by the school or whether the parents themselves would prefer to deal with the matter.
- Find out why the child is asking the question and try to ascertain what they already know
- Use correct terms
- Don't express personal views or opinions by words, actions or body language

Adults in school should avoid answering personal questions, or avoid any implicit judgement in their responses by explaining either that some questions are personal or reply in a way which clarifies choice not judgement.

## 6. Parental concerns and withdrawal of students

Parents do not have the right to withdraw their children from relationships education as it is a statutory part of the National Curriculum.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE as outlined by the DfE (2019). *Any concerns should be put in writing and addressed to the Head teacher. The head teacher will then invite the parent to discuss their concerns with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.*

Should a child be withdrawn from the lessons, they will be given alternative work.

## 7. Dissemination of the Policy

Parents/carers were informed during the consultation period. The policy was sent to all parents and staff in March 2021. Once approved, the policy will also be shared on the school website and will be in place for the summer term 2021.

## 8. Policy Review and Development Plan

This policy will be reviewed by the PSHE Co-ordinator every two years. At every review, the policy will be approved by the PSHE Co-ordinator, headteacher and governing body.

## 9. Sources of Further Information

This policy has drawn on:

- ✦ DfES '[Sex and Relationship Education Guidance](#)' (2000)
- ✦ Brook, Sex Education Forum and PSHE Association 'Sex and Relationships Education (SRE) for the 21<sup>st</sup> Century' - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)
- ✦ [DfE Relationships Education, Relationships and Sex Education \(RSE\) and Health Education Draft Guidance \(July 2018\)](#)

### Useful resources

**Coram Life Education Online Teaching and Learning Training Film Clips and RSE Guidance Document:** supports schools in organising and delivering RSE with confidence. Available as part of the SCARF online comprehensive Relationships Education and Health Education curriculum resources: <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/relationships-education--teacherresources-guidance-documents-and-training-films> (password protected).

PSHE Association RSE Policy Guidance

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/writing-your-rse-policyguidance-pshe-association> (members only)

The Sex Education Forum RSE Policy Guidance

<https://www.sexeducationforum.org.uk/resources/advice-guidance/sre-policy-guidance>

The Sex Education Forum have also provided a free resource to assist you in consulting pupils, parents and staff to inform you about what changes need to be made to your RSE policy and practice. 'Activities for consulting about your school sex and relationships policy'. <https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/Consultation%20activities%20-%20SRE%20policy%20-%20Sept%202014.pdf>



## Appendix 1

OAK FARM INFANT SCHOOL PSHE (SCARF CORAM) OVERVIEW						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing
Nursery	<ul style="list-style-type: none"> <li>• Marvellous Me</li> <li>• I'm special</li> </ul>	<ul style="list-style-type: none"> <li>• Me and my friends</li> <li>• Friends and Family</li> <li>• Including everyone</li> </ul>	<ul style="list-style-type: none"> <li>• Safety indoors and outdoors</li> <li>• What's safe to go in my body?</li> </ul>	<ul style="list-style-type: none"> <li>• Looking after myself</li> <li>• Looking after others</li> <li>• Looking after my environment</li> </ul>	<ul style="list-style-type: none"> <li>• What does my body need?</li> <li>• I can keep trying</li> <li>• I can do it!</li> </ul>	<ul style="list-style-type: none"> <li>• Seasons</li> <li>• Life cycles</li> <li>• Getting bigger</li> </ul>
Reception	<ul style="list-style-type: none"> <li>• All about me</li> <li>• What makes me special</li> <li>• Me and my special people</li> <li>• Who can help me?</li> <li>• My Feelings</li> </ul>	<ul style="list-style-type: none"> <li>• I'm special, you're special</li> <li>• Same and different families</li> <li>• Same and different homes</li> <li>• Kind and Caring</li> </ul>	<ul style="list-style-type: none"> <li>• What's safe to go in my body?</li> <li>• Keeping myself safe - what's safe to go inside my body (including medicines)</li> <li>• Safe indoors and outdoors</li> <li>• Listening to my feelings</li> <li>• Keeping safe online</li> <li>• People who help to keep me safe</li> </ul>	<ul style="list-style-type: none"> <li>• Looking after my special people</li> <li>• Looking after my friends</li> <li>• Being helpful at home and caring for our classroom</li> <li>• Caring for our world</li> <li>• Looking after money</li> </ul>	<ul style="list-style-type: none"> <li>• Bouncing back when things go wrong</li> <li>• Yes, I can!</li> <li>• Healthy Eating</li> <li>• Move your body</li> <li>• A good night's sleep</li> </ul>	<ul style="list-style-type: none"> <li>• Seasons</li> <li>• Life stages – plants, animals, humans</li> <li>• Life stages – who will I be?</li> <li>• Where do babies come from?</li> <li>• Getting Bigger</li> <li>• Me and my body - boys and girls</li> </ul>
Assembly Theme	S- Safety	C-Caring	A- Achievement	R- Resilience	F-Friendship	

Year 1	<ul style="list-style-type: none"> <li>• Why we have classroom rules</li> <li>• Thinking about Feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Same or different</li> <li>• Unkind, tease or bully?</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy Me</li> <li>• Super sleep •</li> <li>• Who can help?</li> <li>• Harold loses Geoffrey</li> </ul>	<ul style="list-style-type: none"> <li>• Harold's wash and brush up</li> <li>• Around and about the school</li> </ul>	<ul style="list-style-type: none"> <li>• I can eat a rainbow</li> <li>• Eat well, Catch it! Bin it! Kill it!</li> </ul>	<ul style="list-style-type: none"> <li>• Inside my wonderful body</li> <li>• Taking care of a baby</li> <li>• Then and Now</li> </ul>
	<ul style="list-style-type: none"> <li>• Our feelings, feelings and bodies</li> <li>• Our special people, Good friends</li> <li>• How are we listening?</li> </ul>	<ul style="list-style-type: none"> <li>• Harold's school rules</li> <li>• Who are our special people?</li> <li>• It's not fair!</li> </ul>	<ul style="list-style-type: none"> <li>• What could Harold do?</li> <li>• Good or Bad touches?</li> <li>• Sharing pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Taking care of something</li> <li>• Harold's money</li> <li>• How should we look after our money? Basic</li> <li>• First Aid</li> </ul>	<ul style="list-style-type: none"> <li>• Harold learns to ride his bike</li> <li>• Pass on the praise! Harold has a bad day</li> </ul>	<ul style="list-style-type: none"> <li>• Who can help?</li> <li>• Surprises and secrets</li> <li>• Keeping privates private</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Our ideal classroom</li> <li>• How are you feeling today?</li> <li>• Bullying or teasing?</li> <li>• Don't do that!</li> <li>• Types of bullying</li> <li>• Being a good friend</li> <li>• Let's all be happy!</li> </ul>	<ul style="list-style-type: none"> <li>• What makes us who we are?</li> <li>• How do we make others feel?</li> <li>• My special people</li> <li>• When someone is feeling left out</li> <li>• An act of kindness</li> <li>• Solve the problem!</li> </ul>	<ul style="list-style-type: none"> <li>• Harold's Picnic</li> <li>• How safe would you feel?</li> <li>• What should Harold say?</li> <li>• I don't like that!</li> <li>• Fun or not?</li> <li>• Should I tell?</li> <li>• Some secrets should never be kept</li> </ul>	<ul style="list-style-type: none"> <li>• Getting on with others</li> <li>• When I feel like erupting</li> <li>• Feeling safe</li> <li>• How can we look after our environment?</li> <li>• Harold saves for something</li> <li>• special Harold goes camping</li> <li>• Playing games</li> </ul>	<ul style="list-style-type: none"> <li>• You can do it!</li> <li>• My Day</li> <li>• Harold's postcard – helping us to keep clean and healthy</li> <li>• Harold's bathroom</li> <li>• My body needs...</li> <li>• What does my body do?</li> </ul>	<ul style="list-style-type: none"> <li>• A helping hand</li> <li>• Sam moves away</li> <li>• Haven't you grown!</li> <li>• My body, your bod</li> <li>• Respecting privacy</li> <li>• Basic First Aid</li> </ul>



# OAK FARM JUNIOR SCHOOL PSHE OVERVIEW

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Rights and Responsibilities	Being My Best	Valuing Difference	Me and My Relationships	Keeping Myself Safe	Growing and Changing
Year 3	Our helpful volunteers Helping each other to stay safe Recount task Harold's environment project Can Harold afford it? Earning money	Derek cooks dinner! Poorly Harold For or against? I am fantastic! Getting on with your nerves! Body team work Top talents	Family and Friends My Community Respect and Challenge Our Friends and Neighbours Let's Celebrate Our Differences Zeb	As a rule My special pet Tangram team challenge Looking after our special people How can we solve this problem? Dan's dare Thunks Friends are special	Safe or unsafe? Danger or risk? The Risk Robot Help or harm? Super Searcher None of your business! Raisin challenge 1	Relationship tree Body Space Secret or Surprise My Changing Body Basic First Aid
Year 4	<ul style="list-style-type: none"> <li>Who helps us stay healthy and safe?</li> <li>It's your right</li> <li>How do we make a difference?</li> <li>In the news!</li> <li>Safety in numbers</li> <li>Logo quiz</li> <li>Harold's expenses</li> <li>Why pay taxes?</li> </ul>	<ul style="list-style-type: none"> <li>What makes me ME!</li> <li>Making choices</li> <li>SCARF Hotel</li> <li>Harold's Seven Rs</li> <li>My school community (1)</li> <li>Basic first aid</li> </ul>	<ul style="list-style-type: none"> <li>Can you sort it?</li> <li>Islands</li> <li>Friend or acquaintance?</li> <li>What would I do?</li> <li>The people we share our world with</li> <li>That is such a stereotype!</li> </ul>	<ul style="list-style-type: none"> <li>An email from Harold</li> <li>Ok or not ok? (1)</li> <li>Ok or not ok? (2)</li> <li>Human machines</li> <li>Different feelings</li> <li>When feelings change</li> <li>Under pressure</li> </ul>	<ul style="list-style-type: none"> <li>Danger, risk or hazard?</li> <li>Picture Wise</li> <li>How dare you!</li> <li>Medicines: check the label</li> <li>Know the norms</li> <li>Keeping ourselves safe</li> <li>Raisin challenge 2</li> </ul>	<ul style="list-style-type: none"> <li>Moving house</li> <li>My feelings are all over the place!</li> <li>All change!</li> <li>Period positive</li> <li>Secret or surprise?</li> <li>Together</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>What's the story?</li> <li>Fact or opinion?</li> <li>Rights, responsibilities and duties</li> </ul>	<ul style="list-style-type: none"> <li>Getting fit</li> <li>It all adds up!</li> <li>Different skills</li> <li>My school community (2)</li> <li>Independence and responsibility</li> </ul>	<ul style="list-style-type: none"> <li>Qualities of friendship</li> <li>Kind conversations</li> <li>Happy being me</li> </ul>	<ul style="list-style-type: none"> <li>Collaboration Challenge!</li> <li>Give and take</li> <li>How good a friend are you?</li> <li>Relationship cake recipe</li> </ul>	<ul style="list-style-type: none"> <li>'Thinking' about habits</li> <li>Jay's dilemma</li> <li>Spot bullying</li> <li>Ella's diary dilemma</li> </ul>	<ul style="list-style-type: none"> <li>How are they feeling?</li> <li>Taking notice of our feelings</li> <li>Dear Hetty</li> </ul>

	<ul style="list-style-type: none"> <li>• Mo makes a difference</li> <li>• Spending wisely</li> <li>• Lend us a fiver!</li> <li>• Local councils</li> </ul>	<ul style="list-style-type: none"> <li>• Star qualities?</li> <li>• Basic first aid</li> </ul>	<ul style="list-style-type: none"> <li>• The land of the Red People</li> <li>• Is it true?</li> <li>• It could happen to anyone</li> </ul>	<ul style="list-style-type: none"> <li>• Being assertive</li> <li>• Our emotional needs</li> <li>• Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Decision dilemmas</li> <li>• Play, like, share</li> <li>• Drugs: true or false?</li> <li>• Smoking: what is normal?</li> <li>• Would you risk it?</li> </ul>	<ul style="list-style-type: none"> <li>• Changing bodies and feelings</li> <li>• Growing up and changing bodies</li> <li>• It could happen to anyone</li> <li>• Help! I'm a teenager - get me out of here!</li> <li>• Dear Ash</li> <li>• Stop, start, stereotypes</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• Two sides to every story</li> <li>• Fakebook friends</li> <li>• What's it worth?</li> <li>• Jobs and taxes</li> <li>• Action stations!</li> <li>• Project Pitch (parts 1 &amp; 2)</li> <li>• Happy shoppers</li> <li>• Democracy in Britain 1 – Elections</li> <li>• Democracy in Britain 2 - How (most) laws are made</li> </ul>	<ul style="list-style-type: none"> <li>• Five Ways to Wellbeing project</li> <li>• This will be your life!</li> <li>• Our recommendations</li> <li>• What's the risk? (1)</li> <li>• What's the risk? (2)</li> <li>• Basic first aid</li> </ul>	<ul style="list-style-type: none"> <li>• OK to be different</li> <li>• We have more in common than not</li> <li>• Respecting differences</li> <li>• Tolerance and respect for others</li> <li>• Advertising friendships!</li> <li>• Boys will be boys? - challenging gender stereotypes</li> </ul>	<ul style="list-style-type: none"> <li>• Working together</li> <li>• Let's negotiate</li> <li>• Solve the friendship problem</li> <li>• Assertiveness skills</li> <li>• Behave yourself</li> <li>• Dan's day</li> <li>• Don't force me</li> <li>• Acting appropriately</li> <li>• It's a puzzle</li> </ul>	<ul style="list-style-type: none"> <li>• Think before you click!</li> <li>• Traffic lights</li> <li>• To share or not to share?</li> <li>• Rat Park</li> <li>• What sort of drug is...?</li> <li>• Drugs: it's the law!</li> <li>• Alcohol: what is normal?</li> <li>• Joe's story (pt 1)</li> <li>• Joe's story (pt 2)</li> </ul>	<ul style="list-style-type: none"> <li>• Helpful or unhelpful?</li> <li>• Managing change</li> <li>• I look great!</li> <li>• Media manipulation</li> <li>• Pressure online</li> <li>• Is this normal?</li> <li>• Dear Ash</li> <li>• Making babies</li> <li>• What is HIV?</li> </ul>

## **Appendix 2**

### **RSE expectations: primary**

Here are the expectations of what all pupils should know by the end of primary school. These are the expectations set by the Department for Education.

#### **Families and people who care for me**

- That families are important for children growing up because they can give love, security and stability
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- That other people's families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

#### **Caring friendships**

- How important friendships are in making us feel happy and secure, and how people choose and make friends
- The characteristics of friendships, including mutual respect, honesty, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences, and support with problems and difficulties
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed

## **Respectful relationships**

- The importance of respecting others, even when they're very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- Practical steps they can take in a range of different contexts to improve or support respectful relationships
- The conventions of courtesy and manners
- The importance of self-respect and how this links to their own happiness
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- About different types of bullying (including cyber-bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- What a stereotype is, and how stereotypes can be unfair, negative or destructive
- The importance of permission-seeking and giving in relationships with friends, peers and adults

## **Online relationships**

- That people sometimes behave differently online, including by pretending to be someone they're not
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online (even when we're anonymous)
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they've never met
- How information and data is shared and used online

## **Being safe**

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

- About the concept of privacy and the implications of it for both children and adults (including that it's not always right to keep secrets if they relate to being safe)
- That each person's body belongs to them, and the differences between appropriate and inappropriate/unsafe physical and other contact
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don't know
- How to recognise and report feelings of being unsafe or feeling bad about any adult ●How to ask for advice or help for themselves or others, and to keep trying until they're heard
- How to report concerns or abuse, and the vocabulary and confidence they need to do so
- Where to get advice (e.g. family, school, other sources)

**Source:**

These expectations are set out in the Department for Education's [guidance for schools on relationships education, RSE and health education](#).