



**ASPIRATIONS**

## **RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY**



**Ocean Academy Poole**  
an Aspirations Academy

<b>Date of last review:</b>		<b>Review period:</b>	September 2021
<b>Owner:</b>	Network	<b>Ratified:</b>	Board

## **1. Aims**

### **Ocean Academy Poole**

"Lifelong learning about physical, moral and emotional development. It is about the understanding 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 involves acquiring information, developing skills and forming positive beliefs, values and attitudes. It is not about the promotion of sexual orientation or sexual activity". DfE July 2000

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Ensure that all teaching materials used are appropriate to the age, religious and cultural backgrounds of its pupils
- Clarify the provision of Sex and Relationship Education to all pupils
- Set out the statutory provisions
- To represent our agreed view upon the delivery, monitoring and evaluation of Sex and Relationship Education
- Ensure that the Sex and Relationship Education provided by the school supports the personal and social development of all pupils

## **2. Statutory requirements**

As a primary academy school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Ocean Academy, we teach RSE as set out in this policy.

We teach all aspects of Sex Education included in the National Curriculum Science, PSHE (Jigsaw)

We ensure that all teaching materials used are appropriate to the age, religious and cultural backgrounds of its pupils.

We inform parents of their right to withdraw their children from RSE other than that taught in National Curriculum Science (1996 Education Act).

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## **3. Definition**

RSE is described as lifelong learning about physical, moral and emotional development.

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

This means that we want our children to understand:

- The importance of stable and loving relationships
- The importance of respect for one another, regardless of faith, culture or sexual orientation
- About sexuality and health
- About physical, moral and emotional development
- About the rights of an individual, in terms of their body.

We believe this will help them to become confident and responsible young people and prepare them for adult life.

## **4. Curriculum and its delivery**

There are three main elements to RSE:

### **1. Attitudes and Values**

- Moral considerations and conscience
- Valuing family life, commitment, stable and loving relationships
- Respecting and caring for each other
- The ability to explore and understand moral dilemmas
- Staying safe online when communicating with others

### **2. Personal and social skills**

- Learning to manage emotions confidently and sensitively
- Developing self-respect and empathy for others
- Making choices without prejudice
- Appreciating that choices have consequences
- Managing conflict
- Learning to recognise and avoid exploitation and abuse

### **3. Knowledge and understanding**

- Physical development
- Understanding sexuality, sexual health
- Understanding the range of human emotion
- Understanding different types of relationships

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, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers 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).

We have developed the curriculum in consultation with staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

## The Primary focus

The Academy has a key role, in partnership with parents/carers in providing Sex and Relationship Education and ensuring that it is both culturally and community sensitive. We aim to provide a broad and balanced curriculum including a rolling programme of RSE from Year 3 to Year 6, which ensures that children are provided with information that is easy to understand and relevant to age and maturity.

RSE is taught through Science, PSHE and Citizenship topics such as “Healthy Living” in Year 3 and “Body Matters” in Year 6. The RSE parts of the National Curriculum for science at KS2 are compulsory for all children.

A comprehensive picture of the PSHE and RSE curriculum can be found on the school website ([https://ocean.acADEmIES.asPIRAtIOnSaCAdEmIES.org/wp-content/uploads/sites/6/2019/12/3\\_465\\_pshce-201718-overview.pdf](https://ocean.acADEmIES.asPIRAtIOnSaCAdEmIES.org/wp-content/uploads/sites/6/2019/12/3_465_pshce-201718-overview.pdf)).

Some parts of RSE may be covered in assemblies, for example: stories about emotions, moral dilemmas and relationships. It will also be dealt with through answering children’s questions and responding appropriately, as they arise in the course of all teaching.

Local or national initiatives or strategies may also be incorporated into the curriculum as necessary. Different views, including different religious views on relationships and sex will be respected.

It is an essential part of the Relationship and Sex Education Policy that the following ground rules are observed in all teaching about sex and relationships:

- No-one (teacher or pupil) will be required to answer a personal question
- No-one will be forced to take part in any discussion
- Only the correct scientific name for body parts will be used
- Meanings of words will be explained in a sensible and factual manner

## 6. Roles and responsibilities

### 6.1 The governing board

The governing board will approve the RSE policy, and hold the Principal to account for its implementation.

### 6.2 The Principal

The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 7). **6.3 Staff**

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 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.

Please refer to the school website staff list (<https://www.ocean-aspirations.org/about-us/stafflist/>) for RSE leadership responsibility.

## **6.4 Pupils**

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

## **6.5 Parents**

Parents will be made aware of:

- The content and context of the RSE program
  - Their right to withdraw their children from RSE taught outside what is specified in the National Curriculum for Science
  - The process by which they can do this
- All schools will also work with parents to:
- Answer any questions that parents may have about the RSE of their child
  - Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school

When the RSE curriculum is due to be delivered, parents and carers are notified so that they may be prepared for any discussion and questions arising at home.

We will also invite parents to preview the materials used, if they wish.

## **7. Parents, right to withdraw**

Whilst the biological aspects of human reproduction are a statutory part of the National Curriculum, parents may withdraw their children from any other part of the school's Relationship and Sex Education programme.

Those parents/carers wishing to exercise this right are invited in to see the Principal or class teacher who will explore any concerns and discuss any impact that withdrawal may have on the child.

Once a child has been withdrawn they cannot take part in the RSE programme until the request for withdrawal has been removed.

If a parent wishes their child to be withdrawn from RSE lessons, they should notify the Principal in writing and make it clear which aspects of the programme they do not wish their child to participate.

Schools must comply with the wishes of parent.

## **8. Safeguarding**

Teachers have a responsibility to ensure the safety and welfare of pupils, and because teachers are considered by the law to act 'in loco parentis' (in place of parents), parents need to be reassured that the personal beliefs and attitudes of teachers will not influence the teaching of Relationship and Sex Education.

Generally, information about individual pupils will be kept confidential by schools.

However, school staff are obliged in the interests of pupil safety to pass on any information about a pupil that suggests that they may be at some risk.

In exceptional circumstances, a school may be in the position of having to handle information without parental knowledge.

Where younger pupils are involved, this would be where there are grounds for serious concern and child protection issues, which will need to be addressed.

As with all other aspects of school life, if during the RSE programme an adult becomes aware of possible safeguarding issues, this will be referred to the school's Designated Senior Lead for Safeguarding.

Within our RSE policy, we are committed to safeguarding children.

We ensure that lessons and assemblies equip children with knowledge relating to risks in the modern world, this includes difficult topics such as FGM, exploitation and abuse. The topics are explored at an age appropriate level throughout the school.

An example of this is teaching of the NSPCC “Underpants Rule” to help children understand the notion of private parts of the body.

The academy will always refer to the appropriate agency should any concerns relating to sexual exploitation, abuse or FGM arise.

#### **Disclosure:**

If during lessons and discussions, a child reveals information that could constitute a child protection issue, the DSL must be informed immediately. Please refer to the Safeguarding Policy. The academy regards the safeguarding of children as its first priority

#### **Equal Opportunities**

All schools within our Partnership believe that all pupils should be able to access the curriculum regardless of social circumstance, ability, race, creed or gender. Through careful planning and differentiation all schools strive to deliver a curriculum that is supportive and challenging to all our pupils.

#### **Personal Security Guidelines and Use of Social Media**

Ocean Academy staff are aware that, in an ever changing world, the Internet contains a vast store of information from all over the world, that is mainly aimed at an adult audience and may be unsuitable for children. We feel that it is extremely important to educate children in the safe use of the Internet, including safe use of images of self (“selfies”), safe use of social networking sites (which should not be accessed by children under 14), safe use of mobile phones and other portable devices. Parents and pupils are asked to sign and agree to the Academy Acceptable use policy.

### **9. Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Principal may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

### **10. Monitoring arrangements**

The delivery of RSE is monitored by year leaders and the subject leader, in terms of coverage, progression and outcomes. This occurs through ongoing monitoring arrangements such as planning scrutinies, book looks and learning walks.

Pupils' development in RSE is monitored by class teachers, as part of our internal assessment systems.

RSE policy and practice is reviewed in consultation with governors and staff.

This policy will be reviewed by the RSE subject lead bi-annually.

At every review, the policy will be approved by the governing board and Principal.

TO BE COMPLETED BY PARENTS

Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education other than that included in the national curriculum			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	