

Ocker Hill Academy



Aim High ● Aim Higher

Ocker Hill Academy

Relationships and Sex Education (RSE) Policy

To be reviewed in line with Ocker Hill Academy Policy Guidelines

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Statutory Requirements

The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017, and provide that pupils receiving primary education must be taught Relationships Education, pupils receiving secondary education must be taught RSE and that all primary and secondary pupils must be taught Health Education.

All schools, except independent schools, must make provision for Health Education. To give effect to the duty in section 34 of the 2017 Act and the power in section 35 of that Act, the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 amend existing provisions in the Education Act 1996 and the Education Act 2002 and insert new provisions into the Education (Pupil Referral Units) (Application of Enactments) (England) Regulations 2007, the Education (Independent School Standards) Regulations 2014 and the Non-Maintained Special Schools (England) Regulations 2015.

Statement of Intent and aims of the RSE Curriculum.

At Ocker Hill Academy, we believe that knowledge empowers and protects children as long as it is age-appropriate. The main focus of our RSE curriculum is on relationships and educating children to understand what constitutes a healthy, safe and loving relationship with family, friends and others. Our relationships education is inclusive and aims to teach children that families, both in school or the wider world, sometimes look different from their family, but that they should respect those differences and know that all families are characterised by love and care. Families can include for example single parent families, LGBT parents, families headed by grandparents, adoptive parents, and foster parents/carers amongst other structures.

The RSE programme will be approached with care and sensitivity by the teaching staff, whose aim it will be, to help pupils cope with the physical and emotional challenges of growing up and how the relationships in their lives can be affected by these changes. Being safe is also a major focus as we equip children with the knowledge and confidence to keep themselves safe and to know where to seek help or advice when they do not feel that something is right.

At secondary school, Sex Education is statutory and we believe that primary schools should prepare children with accurate knowledge about puberty and human reproduction before they transfer to secondary school and we do this in line with the KS2 science curriculum as outlined below. Correct terminology for body parts is introduced early to normalise this biological vocabulary and to support safeguarding by ensuring that children know that these are private parts of their bodies, how and where to seek support if they are concerned about anything and the correct vocabulary to use in order to make sure that their concerns are fully understood.

Key Stage 2 Programme of Study

Science

Year 5

- Describe the changes as humans develop to old age – This includes human reproduction and changes that happen during puberty.

Year 6

- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

RSE/PSHE modules taught are:

- Families and people who care for me
- Respectful Relationships
- Online relationships (internet safety and harms)
- Caring friendships
- Being safe
- Changing adolescent body
- Importance of a healthy lifestyle
- Mental Wellbeing
- Basic First Aid
- Preparing for change

[Click here](#) to view Statutory Guidance for Relationships Education (Primary)

Teaching methods and Tailoring RSE

RSE is taught, in the most part, through PSHE sessions which are mapped by the PSHE/RSE leader who works closely with colleagues in related curriculum areas to ensure that RSE and Health Education programmes complement, and do not duplicate, content covered in other national curriculum subjects such as science, computing and PE. All lessons are largely based round discussion and allowing pupils to share their thoughts and opinions. Teachers are also encouraged to use their judgement and discretion to adapt coverage to meet the needs of children in the class. Sex education, mostly covered in years 5 and 6, includes information about puberty and changes to the human body. Coverage is in line with the science curriculum and is supported by school nurses. RSE education at OHA is accessible for all and lessons are differentiated and personalised for children with special educational needs and disabilities where needed to ensure that all teaching is sensitive and developmentally appropriate for all children. Teachers also work closely with our school mentor to provide additional support for children with ESMH needs and ensure that RSE teaching compliments the work done in mentoring sessions.

Timetabling

PSHE/RSE is timetabled for at least 30 mins per week in all year groups. More time will be allocated to RSE where the teacher feels this is needed. The RSE curriculum is also supported by content delivered in assemblies and other subjects such as RE, ICT and PE.

Key Roles and Responsibilities

The role of parents

We wish to build a positive and supporting relationship with the parents of children at our academy through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents about the academy's RSE policy and practice.
- Answer any questions that parents may have about the relationship and sex education

- of their child.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the academy.

The role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the academy nurse and other health professionals, give us valuable support with our RSE programme. Other people that we call on include local clergy, social workers and youth workers.

The role of the Principal (in conjunction with RSE leader)

It is the responsibility of the Principal to ensure that both staff and parents are informed about our RSE policy, and that the policy is implemented effectively. It is also the Principal's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The Principal liaises with external agencies regarding the academy RSE programme, and ensures that all adults who work with children on these issues are aware of the academy policy, and that they work within this framework.

The Principal monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

Right to Withdraw

Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our academy. However, parents cannot choose to withdraw children from relationship and health education or aspects of the Science curriculum for KS2.

If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Principal, and make it clear which aspects of the programme they do not wish their child to participate in.

Confidentiality

Teachers conduct RSE lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Principal and designated safeguarding lead. The Principal and Designated Safeguarding Lead will then deal with the matter in consultation with health care professionals and follow the Safeguarding Policy and Procedures.

Assessment

Due to the open-ended and progressive nature of the RSE curriculum, assessments are completed mainly through observation and teacher judgement. Activities completed by children are logged in evidence books and teachers assess understanding in line with objectives from the RSE curriculum.