



Ox Close Federation

Relationships and Sex Education Policy

Approved	October 2023
Review Date	October 2024

1. Policy Development

This policy was developed in response to:

- Children and Social Work Act (2017)
- Relationships Education and Relationships and Sex Education (RSE) and Health Education Guidance, (Department for Education June 2019)
- Equalities Act 2010
- Not Yet Good Enough: personal, social, health and economic education in schools, (Ofsted 2013)
- Special Educational Needs and Disability code of practice: 0-25 years, 2017
- Life Lessons: PSHE and SRE in schools: Fifth Report, (House of Commons Education Committee 2015)
- Keeping Children Safe in Education – Statutory Safe Guarding Guidance (2021)
- Transforming Children and Young People's Mental Health Provision Green Paper (July 2018)

This policy should be considered alongside the following:

- Online Safety Policy
- Anti-bullying Policy
- Behaviour Policy
- Safeguarding Policy
- Equality Policy

2. The Consultation Process

The Consultation process has involved:

- RSE lead completed training.
- Questionnaire consulting with parents / carers.
- Information made available for parents using website.
- Consultation with staff.
- Review of Relationships Education Curriculum content with staff/ governors.
- Consultation with wider school community e.g. school nurse where applicable for necessary sessions.
- Consultation, agreement and implementation of policy by school governors

3. Definition – What is Relationship and Sex Education?

Relationships Education (Rel Ed) is the building blocks of healthy, respectful relationships, focusing on family and friendships, including on and off line. It gives children and young people the essential skills to build positive, enjoyable and non-exploitative relationships.

Relationships and Sex Education (RSE) is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

There should be a clear progression of what is taught from Relationship Education in primary school through to RSE in secondary school.

4. Principles and Values

In addition to the above definitions, Ox Close Federation believes that Relationship Education and Relationship and Sex Education should:

- be an integral part of the lifelong learning process, beginning in early childhood and to continue into adult life.
- be an entitlement for all pupils in our care.
- encourage every pupil to contribute to the school community that aims to support each individual as they grow and learn.
- be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. children living with step families; those living with same sex parents, children looked after, adopted children, extended family. It includes a variety of types of family structure, and acceptance of diversity.
- encourage pupils and staff to share and listen to each other's views and the right to hold/express views. We are aware of different values and opinions to sexual orientation and gender identity without promotion of any particular family structure. The important values are love, respect, kindness, generosity and care for each other.
- generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment.
- recognise that parents and carers are the prime educators in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents/carers and pupils, consulting them about the content of programmes.
- recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals.

Relationship Education (Including Relationships and Sex Education) in this school has three main elements:

Attitudes and Values

- Learning the importance of values, individual conscience and moral choices.
- Learning the value and valuing family life, stable and loving relationships, marriage and civil partnerships.
- Learning about the nurture of children.
- Learning the value of and demonstrating respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing skills including negotiation and decision making.
- The importance of permission seeking/consent and giving, in relationships with friends, peers and adults.
- Challenging myths, misconceptions and false assumptions about normal behaviour.

Personal and Social Skills

- Learning to manage emotions within relationships confidently and sensitively, including off and online.
- Developing positive self-esteem and confidence.
- Developing and demonstrating self-respect and empathy for others.
- Making informed choices with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Empower pupils with the skills to be able to recognise inappropriate/ uncomfortable situations and/or behaviours with their peers and adults.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.

Knowledge and Understanding

- Know the key facts about puberty and the changing adolescent body, particularly from ages 9 through to age 11, including physical and emotional changes. (Health Education)
- Learn about menstrual wellbeing including the key facts about the menstrual cycle. (Health Education)
- learning about reproduction, human sexuality, gender identity, personal health, emotions and relationships.
- learning about where to go for help or advice in school and how to access a range of local and national support agencies.

5. Aims and Ethos

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

- To keep children safe.
- To support children in gaining self-esteem and learning how to treat others.
- Teach pupils tolerance and understanding.
- 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.

This links to the school's ethos of "Nurture, Aspire and Prosper" as Relationships and Sex Education provides children with lifelong skills and promotes self-esteem. The aim of Relationships and Sex Education is to provide children with a mindset to approach challenges with confidence as well as showing respect towards others.

6. Roles and Responsibilities

6.1 The Governing Body

The governing body will approve the Relationships and Sex Education Policy, and hold the Executive Headteacher to account for its implementation.

The governing body has a designated member who has taken responsibility for joining the working party for the implementation of Relationships and Sex Education. The Link Governor responsible for this is Mrs Wendy Hall.

6.2 The Executive Headteacher

The Executive Headteacher is responsible for ensuring that Relationships and Sex Education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of Relationships and Sex Education (see section 8).

6.3 Staff

RSE leader is responsible for ensuring CPD is provided for:

- Liaising with the Governing Body, SLT, staff, parents and children to create a shared vision and curriculum for Relationships and Sex Education at Ox Close Federation.

- Ensure all updated guidance and documentation are followed.
- Ensure the Relationships and Sex Education policy is updated in accordance with guidance updates / checked on at least a yearly basis.
- Audit / Survey parent, staff, Governor and child views to ensure an appropriate curriculum is used within school which is personalised to our specific learners.
- Provide CPD and support materials for staff and parents to support the delivery of Relationships and Sex Education.
- Monitoring the effective delivery of Relationships and Sex Education Policy.

Staff are responsible for:

- Delivering Relationships and Sex Education in a sensitive way.
- Modelling positive attitudes to Relationships and Sex Education.
- 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 Relationships and Sex Education.

Staff do not have the right to opt out of teaching Relationships and Sex Education. Staff who have concerns about teaching Relationships and Sex Education are encouraged to discuss this with the Executive Headteacher.

The Lead Teacher for RSE is Mrs Lesley Woods.

6.4 Pupils

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

7. Curriculum

Organisation and Content

Ox Close Federation specifically delivers Relationships Education and Relationship and Sex Education through its Personal, Social and Health Education Programme, Religious Education and Science lessons at Foundation Stage, KS1 and KS2.

Much of the Relationships Education (including Relationship and Sex Education) at Ox Close Federation takes place within Personal, Social and Health Education lessons. Teachers generally deliver the Personal, Social and Health Education curriculum with support from professionals where appropriate. School staff are usually the best people to work with the pupils on many of the Relationship Ed topics as they are aware of each pupil's individual circumstances. Lessons are set within the wider context of the Personal, Social and Health Education curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction may also be taught as part of National Curriculum Science. The Personal, Social and Health Education Programme and Science National Curriculum are taught in every year.

Any Relationship Education and Relationships and Sex Education lessons may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons, a group/classroom agreement, formally

known as ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

When pupils ask questions, we aim to answer them honestly at an age appropriate level and within the group/classroom agreement established at the start of the sessions. If it is felt that answering a specific question would involve information at a level inappropriate to the age and development of the rest of the pupils, the question will be dealt with individually at another time. Children's whose questions go unanswered may turn to inappropriate sources of information.

More expert or specialist teachers and other professionals may support staff that are uncomfortable with teaching certain aspects of the Relationship Education and Relationships and Sex Education curriculum. Support and professional development will be provided for these staff, so that they can develop their confidence in delivering the whole of the Relationship Education and Relationships and Sex Education programme.

Assessment is carried out where appropriate, for example, at the end of every module and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

At Ox Close Federation, all staff will use scientifically correct vocabulary to avoid misunderstandings and ambiguity. The words which will be used are: penis, vulva, vagina, testicle, scrotum, breasts and pubic hair.

8. Inclusion

Pupils with Special Needs

We will ensure that all pupils receive relationships education and relationships and sex education, and we will offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary.

Gender, Identity and Sexual Orientation

The Relationship Ed lead should ensure that the content is fully integrated into their programme of study. Schools are free to determine how they do this, it is expected that all pupils to be taught LGBT content, at a timely point. We aim to deal sensitively and honestly with regard of sexual orientation and gender identity, answer appropriate questions and offer support. Pupils, whatever their developing gender identity and sexuality need to feel that relationship education is relevant to them.

Ethnic, Cultural and Religious Groups

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents /carers to discuss any concerns with the Executive Headteacher.

9. Working with parents/ carers and the wider community

Here at Ox Close Federation, we believe the role of parents and carers in the development of their children's understanding about relationships is vital. Parents/carers are the first educators of their children. Therefore, we will ensure that we work closely with parents/carers to ensure they are aware what is taught and when. This policy and information on what will be taught and when will be freely available on our schools' website for parent/carers to access.

Schools should consult parents before the final year of primary school about the detailed content of what will be taught. This process should include offering parents support in talking to their children about sex education and how the link this with what is being taught in school.

A maintained primary school should consult with parents on aspects of sex education which go beyond the national curriculum for science.

10. Pupils' right to be excused from Sex and Relationship Education

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to excuse their children from all or part of the sex education elements delivered as part of the statutory Relationships Education, except for those parts included in the statutory National Curriculum (i.e. in Science lessons).

In this case, we would make alternative arrangements in such cases. Parents are encouraged to discuss their concerns and / or decisions with the Executive Headteacher at the earliest opportunity. The leaders will document the process and outcome. Parents/carers are welcome to review any Relationship and Sex Education resources the school uses.

11. Safeguarding Reports of Abuse and Confidentiality

It should be made clear to pupils that all adults in school cannot guarantee absolute confidentiality. This should be made clear when forming the class/group agreement.

A child under 13 is not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child under 13 is very serious and should be taken to indicate a risk of significant harm to the child. Cases involving under 13's should always be discussed with the nominated child protection lead.

Under the Sexual Offences Act, penetrative sex with a child under the age of 13 is classed as rape. Therefore, in all cases where the sexually active young person is under 13, a referral should be made to First Contact, identifying the young person, and the sexual partner if known. Following this, a Strategy Meeting or discussion will be held. The meeting will involve a Team Manager, Social Worker, Police, Health Worker, Education and Welfare and other relevant agencies, to discuss appropriate next steps.

Where the allegation concerns penetrative sex, or other intimate sexual activity occurs, there would always be reasonable cause to suspect that a child, whether girl or boy, is suffering or likely to suffer significant harm. All cases involving under 13's should be fully documented and reported.

Health professionals in school are bound by their codes of conduct but have a duty to share information with relevant others, if they believe that a child is suffering abuse.

These procedures should be read in conjunction with the Durham Safeguarding Children's Partnership procedures ([link](#)) with special reference to Sections 3 'Referral and Investigation' and Section 6.13 'Sexually Active Children under 18' – 'Young People under the age of 13'

12. Confidentiality and Safeguarding

It should be made clear to pupils that all adults in school cannot guarantee absolute confidentiality. This should be made clear when forming the class Ground Rules. A child under 13 is not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child under 13 is

very serious and should be taken to indicate a risk of significant harm to the child. Cases involving under 13's should always be discussed with the nominated child protection lead.

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13. Monitoring Arrangements

It is the responsibility of the Executive Headteacher to oversee and organise the monitoring and evaluation of Personal, Social, Health and Cultural Education, in the context of the overall school plans for monitoring the quality of teaching and learning. The Personal, Social, Health and Cultural Education programme will be treated as a subject and will be involved in a yearly monitoring and evaluation exercise led by the Leadership Team.

The Governing body is responsible for overseeing, reviewing and organising the revision of the sex and relationship education policy and curriculum. Ofsted is required to evaluate and report on personal, spiritual, moral, social and cultural development of pupils. This may include evaluating and commenting on the school's sex and relationship education policy, curriculum, staff development, and quality of provision.

Appendix 1: Curriculum Map

RSE	LONG TERM PLAN		
	Autumn Term	Spring Term	Summer Term
THEME	RELATIONSHIPS	HEALTH & WELLBEING	LIVING IN THE WIDER WORLD
Year 1	<p>Be Yourself Aim: Enable children to recognise their personal qualities and appreciate their individuality.</p>	<p>It's My Body Aim: Children to explore choices they can make to look after their bodies. This includes learning about personal hygiene and keeping clean.</p>	<p>Money Matters Aim: Encourage children to think about where money comes from and how it can be used.</p>
Year 2	<p>Growing Up Aim: Introduce children to how they grow and change emotionally and physically amongst different types of families.</p>	<p>Safety First Aim: Children will learn about people who can help them to stay safe and how the Underwear rule helps them to recognise what is private.</p>	<p>One World Aim: Encourage children to compare their family home, life and school with those from around the world and respect differences.</p>
Year 3	<p>Be Yourself Aim: Enable children to develop the confidence to identify their strengths and achievements, explore their thoughts and feelings as well as how to rectify their own mistakes. Children consider situations which ignite a range of feelings including bereavement at an age-appropriate level.</p>	<p>It's my Body Aim: To develop an understanding of safer choices to look after their bodies linked with sleep, cleanliness, exercise and substances. This includes extending our understanding of personal hygiene to learn about both oral hygiene and the importance of good everyday hygiene habits to limit the spread of infection.</p>	<p>Diverse Britain Aim: Enable children to be respectful of differences linked to the British Values.</p>
Year 4	<p>Growing Up Aim: Building on prior knowledge, children to learn about the role of the male and female body in human reproduction alongside different relationships.</p>	<p>Safety First Aim: Children will learn about everyday hazards and the consequent decisions they can make to keep themselves safe.</p>	<p>Respecting Rights Aim: Enable children to recognise that <u>all</u> people have human rights and how they can make choices to respect other people's rights.</p>
Year 5	<p>Be Yourself Aim: Children to develop a positive view of themselves and enable them to recognise the importance of being proud of their individuality. Children deepen their understanding of a range of feelings and apply these to change including transitions between key stages, loss, separation, divorce or bereavement.</p>	<p>It's my Body Aim: Children to learn how to take care of their bodies independently focussing on the importance of body image, sleep, harmful substances. In addition, they will look at how their body changes during puberty.</p>	<p>Money Matters Aim: Encourages children to think about how money is used in the wider world. It will explore financial risks and how to avoid these.</p>
Year 6	<p>Growing Up Aim: Building on prior knowledge, children to develop an understanding of positive body image and stereotypes. They will also learn about different types of relationship including sexual relationships and health.</p>	<p>Safety First Aim: Children will learn what to do in an emergency, if they feel danger and how to keep themselves safe with particular focus on e-safety.</p>	<p>One World Aim: Enable children to explore the ideas of sustainability, the use of the earth's natural resources and the harmful effects of global warming.</p>

Appendix 2: By the end of primary school pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none">• 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 others' 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	<ul style="list-style-type: none">• 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, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are 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 cyberbullying), 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	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are 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 have never met • How information and data is shared and used online

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none">• 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 is 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 or unsafe physical, and other, contact• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not 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 are heard• How to report concerns or abuse, and the vocabulary and confidence needed to do so• Where to get advice e.g. family, school and/or other sources

Appendix 3: Parent/ Carer Form: withdrawal from Sex Education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of Child		Class	
Name of Parent/Carer		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	