

Maiden Erlegh Trust

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



MAIDEN ERLEGH  
TRUST

Including local arrangements in annexes for:

## OAK TREE SCHOOL

|                          |   |
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| <b>Initial approval:</b> | 2009  |
| <b>Review frequency:</b> | Every 3 years   |
| <b>Date(s) reviewed:</b> | May 2010, May 2011,<br>Updated 2014, May 2017,<br>May 2018, May 2019, May<br>2020, May 2023 |

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## Rationale

Maiden Erlegh Trust schools are inclusive schools and so we believe that all members of our community are of equal worth. At Maiden Erlegh Trust schools our aim is that everyone:

- Is respected and respects others
- Takes part in the life of the school
- Achieves to their potential
- Develops skills essential to life
- Can exercise choice

These aims underpin this policy which is also key to promoting pupils' spiritual moral, social and cultural development.

We recognise the important role of family, friends, media, advertising, community support groups and previous educational experiences on the development of people's physical and mental well-being.

This Relationships and Sex Education (RSE) Policy has been drawn up with reference to the Equality Act 2010 and Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers September 2020.

## Values

RSE does not attempt to prescribe values and standards on pupils; the Trust believes that these come primarily from the home, but they recognise that the school will inevitably influence how pupils determine their values and standards and exercise their responsibilities in life.

At Maiden Erlegh Trust Schools we believe that RSE is about pupils understanding the importance of stable and committed relationships based on mutual respect and love, including marriage, and the importance of family life.

It is also about the teaching of sex, sexuality, and sexual health; but is not about the promotion of sexual orientation or sexual activity.

## Delivery of RSE

The delivery of RSE in schools is guided by three overarching themes.

### Important attitudes and values

- Learning the importance of values, individual conscience and moral considerations
- Learning the value of family life
- Learning the value of love, respect and care
- Learning about the nature and importance of marriage and stable relationships

### Personal and social skills

- Learning how to manage emotions carefully
- Developing self-respect and empathy for others
- Learning to make choices & appreciating the consequences of choices made
- Managing conflict and peer pressure

### Key knowledge and understanding

- Learning and understanding physical development at appropriate stages
- Understanding human sexuality at appropriate stages, body functions, reproduction and emotions.
- Know the dangers of social media for exploitation and sexting

## Relationships and Sex Education in the context of the National Curriculum

### Early Years Foundation Stage (EYFS)

Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

### Key Stage 1

Through work in science, children learn about the life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and Citizenship, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

### Key Stage 2

In science, children build on their knowledge of life cycles and learn about the basic biology of human reproduction. In RE and Citizenship, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

Parents do not have the right to withdraw their child/children from Relationships and Sex Education in the context of the National Curriculum.

## Relationships and Sex Education outside the framework of the National Curriculum

\*See content in for local schools in Annex 2.

It is the responsibility of teachers to:

- Plan and deliver Relationships and Sex education according to the school's written policy.
- Not to guarantee complete, unconditional confidentiality.
- Follow the school's procedures in suspected cases of abuse.

The governing body, parents and pupils are encouraged to play a part in ensuring that RSE addresses the needs of the pupils and parents, as well as community health priorities. We work closely with health and other professionals to provide training for staff, access to resources and deliver bespoke sessions for pupils.

### Right of withdrawal

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. There is no right to withdraw from Relationships Education or Health Education or from elements of the science curriculum that discuss life cycles and reproduction. The lesson with a right of withdrawal are highlighted with an asterisk in the overview table in Annex 2.

This is explained to parents in a letter outlining the RSE course for their child's year group.

If parents wish to exercise their right to withdraw their child from the sex education lessons, they should inform the Headteacher in writing. If a pupil is excused from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

### Monitoring

Monitoring and evaluation of the programme is undertaken by the Senior Leadership Group.

# **ANNEX 1 – WHAT SCHOOLS MUST COVER BY THE END OF PRIMARY SCHOOL (TAKEN FROM THE DFE STATUTORY RSE GUIDANCE)**

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

Pupils should know:

- 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**

Pupils should know:

- 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.

## **Respectful relationships**

Pupils should know:

- 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**

Pupils should know:

- 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.

## **Being safe**

Pupils should know:

- 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.

## **Mental wellbeing**

Pupils should know:

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions (e.g. Happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.

- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

### **Internet safety and harms**

Pupils should know:

- That for most people the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- Why social media, some computer games and online gaming, for example, are age restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

### **Physical health and fitness**

Pupils should know:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle (including obesity).
- How and when to seek support including which adults to speak to in school if they are worried about their health.

## **Healthy eating**

Pupils should know:

- What constitutes a healthy diet (including understanding calories and other nutritional content).
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. The impact of alcohol on diet or health).

## **Drugs, alcohol and tobacco**

Pupils should know:

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

## **Health and prevention**

Pupils should know:

- How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- The facts and science relating to allergies, immunisation and vaccination.

## **Basic first aid**

Pupils should know:

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

## **Changing adolescent body**

Pupils should know:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing including the key facts about the menstrual cycle.

## **ANNEX 2 – OAK TREE SCHOOL OVERVIEW**

### **Rationale**

At Oak Tree School, we believe that effective RSHE education is essential to enable our young people to have healthy relationships, stay safe and make informed decisions about their lives. We believe that RSHE is a core subject whereby students gain knowledge, skills and values that will help them develop their independence. For children with Autism and associated complex needs developing positive relationships is a key challenge. Due to their sensory needs, health education is also a daily concern, therefore the content of the RSE programme is integrated into the PSHE curriculum. Oak Tree School ensure that topics around relationships and health are integral to the wider curriculum and teaching methods in all its forms.

Relationship and Sex Education is the lifelong learning about physical, moral and emotional development and at Oak Tree School the emphasis includes healthy relationships, rights and responsibilities and staying safe.

Sex education is that part of a student's education which provides knowledge about reproduction and puberty and an understanding of the nature of intimate relationships and sexuality. It is an essential element and forms part of a wider relationships' education that encourages acquisition of skills to make positive and fulfilling relationships, an aspect that can be a challenge for many of our students. It also helps students examine their own, and other people's, attitudes and values to respect and empathise with others. RSHE needs to be placed within a moral, social, legal, cultural, ethical and personal context. RSHE is taught once a week for those of statutory age. A different topic is taught every half term, and where appropriate will be taught in a cross curricular manner.

We aim to develop sex and relationship education in the context of a broad and balanced curriculum that is part of the wider framework of PSHE. Sex and relationship education will be fully integrated into the curriculum and not isolated, taken out of context, or over-emphasised in any way.

We aim to deliver RSE throughout our PSHE curriculum in a way that will help students learn the reasons for, and the benefits to be gained from, delaying sexual activity, considering the level of understanding and challenges our students face. Research demonstrates that good, comprehensive sex and relationship education makes young people less likely to enter sexual activity and helps to prevent unplanned pregnancy and sexually transmitted infections.

Oak Tree School appreciates the significant importance of RSE as the students continue to grow older. In light of this, from KS3 all students will be taught BTEC Personal Growth and Well Being and will achieve a qualification according to their cognitive understanding (e.g. Entry level 1, level 1 or 2) .

We aim to work in partnership with parents, offering information regularly on the content and delivery of our sex and relationship education. To the best of our ability we will reflect the wishes of parents, the culture of the local community and the views of students and teachers.

We aim to help students recognise the nature of marriage and its importance for family life and bringing up children. We also aim to help them understand the importance of other strong and mutually supportive relationships. We will ensure that there is no criticism of any one form of relationship and no stigmatisation of children based on their home circumstances.

We also recognise that a range of people from the wider community, such as health professionals, can help to enhance and enrich the delivery of our programme. However, we will ensure that anyone coming into school to help deliver the programme is aware of the school's policy and abides by it.

### **Legislation and Statutory Documentation**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2021) 'Teaching about relationships, sex and health'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2015) 'National curriculum in England: science programmes of study'
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Children and Social Work Act 2017

### **Teaching Methods**

Active learning methods which involve students' full participation are used and PSHE and RSE takes place within normal classroom provision of mixed-sex and mixed ability classes. When appropriate, students may be placed into different groups according to their relevant needs, or into single-sex groups for gender sensitive topics.

Teaching methods will take into account developmental differences of students and the potential for discussion on a one-to-one basis or in small groups. Teachers will plan a variety of activities which will help to engage all learners and cater to their differing needs. We will ensure that the programme is tailored to the individual needs of students and takes into account their physical and emotional maturity. Teachers will ensure that all learners can access a curriculum relevant to their own specific needs.

Staff will help students to develop the confidence to talk, listen and think about health, relationships and sex through a variety of strategies.

Parents' personal views and understanding of their children will always be taken into account in the use of teaching methods and resources, in line with the statutory expectations published by the DfE.

The school staff will liaise closely to ensure that both PSHE and Science programmes complement each other and reinforce learning. We will set all objectives covered as part of the Science curriculum within the context of feelings, relationships and values and not simply focus on the physical aspects of reproduction.

### **Planning, teaching and learning across age phases**

Oak Tree School includes students with severe or moderate learning difficulties. To support our students understanding of relationships in general, and RSE more specifically, the teachers will differentiate the learning depending on needs and ability. For all students, both physical and cognitive development will inform the programme of study they are given.

The following is a summative overview of topics covered in each school department. More detailed information is available within the PSHE curriculum documents.

## **KS1**

Pupils within KS1 following the Emerald curriculum pathway will be using the Early Years' Foundation Stage model all areas of personal development will be taught through Physical development, Literacy, PSED and Understanding the World. The ethos of the EYFS curriculum lends itself to the developing personal development in every subject.

Those following the forest pathway will be taught direct personal development lessons. Students engage in age-appropriate books and materials around the subject matter to help support understanding.

## **KS2**

Pupils following the Emerald pathway will be following the EQUALS curriculum. Here students will be taught personal development which will use information taken from the following schemes of work:

- My Independence
- My Play and Leisure
- The World About Me
- My Physical Well Being

As part of the children's RSE curriculum they will follow the EQUALS Relationship and Sex Education scheme of work which is specifically focused on: Knowing My Body, Knowing Me, Private and Public, Touching and allowing others to touch me, Forming Relationships and Sexual intimacy with another person.

Students following the forest pathway will be taught personal development with the following themes:

- RSE; including Relationships: including friendships, families and people students can go to for support, the importance of honesty and the concept of personal privacy, personal space and boundaries, showing respect, and understanding the differences between appropriate and inappropriate contact.
- Acceptable and unacceptable behaviour in relationships.
- Personal hygiene; healthy eating and physical health.
- Mental wellbeing

## **Specialist Emerald Curriculum**

Some students following the Emerald Curriculum will have multiple or severe learning difficulties or profound autism. For many students, their self-awareness and comprehension limits their ability to understand relationships in general and RSE more specifically. For this reason, teachers will differentiate the learning depending on needs and ability, as with all other subjects.

Topics are bespoke to students' needs and range from different relationships, friendships and families to public and private areas of the body.

## **Teaching Materials**

Materials used at Oak Tree School must be in accordance with the RSHE framework and the law. Inappropriate images should not be used, nor should explicit material not directly related to explanation. We will ensure that students are protected from teaching and materials via the internet, or on paper, which are inappropriate, having regard to the age, ability and cultural background of the students concerned.

## **Clinical Input**

The clinical team will be working closely with all staff to ensure that appropriate methods are used when teaching students. This will include AAC support in all areas and sensitive areas and OT regulation strategies. Clinical input will be needed when running 'girls group' to gradually introduce female students in more sensitive matters as their bodies grow and develop through puberty.

### **The Headteacher will:**

- Ensures that all students make progress in achieving the expected educational outcomes.
- Ensures RSE curriculum is well-led, effectively managed and well-planned.
- Evaluates the quality of provision through regular and effective self-evaluation.
- Ensures that teaching is delivered in ways that are accessible to all students with SEND.
- Provides clear information to parents on the subject content and the right to request that their child is withdrawn.
- Ensures that the personal development, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Ensures the policy is published on the school's website and provided free of charge to anyone who requests it.

### **The Leadership team will:**

The Leadership within the school will monitor school practice and review the Personal Development Policy and Scheme of Work to ensure that:

- All staff are up to date with developments in the subject by attending INSET, workshops, support groups, accessing books and other literature, and sharing this information with colleagues.
- Expertise and subject knowledge is shared through INSET, workshops, and staff meetings so that staff can teach effectively and handle any difficult issues with sensitivity.
- Resources are well developed, well organised, labelled and accessible.
- Appropriate planning, teaching methods, activities and resources are being delivered.
- Both staff and parents are informed about our RSE policy and that the policy is implemented effectively.
- External agencies are used effectively and appropriately for the school RSE programme.
- All adults who work with students on these issues are aware of the school policy and that they work within this framework.

### **Teaching Staff will:**

- All teachers are committed to delivering the PSHE and RSE curriculum.
- Staff are careful to ensure that their personal beliefs and attitudes do not influence the teaching of RSE. To this end, ground rules have been agreed to provide a common framework within which to teach and to deal with issues.
- Students will be given preparation so that they will know how to minimise any embarrassment they feel.
- No one (staff or student) should be expected to ask or answer a personal question.
- No one will be forced to take part in a discussion.
- In all sex education and Science based lessons, only the correct names for body parts will be used {breast, penis, vagina, bottom}.
- Meanings of age-appropriate words will be explained in a sensible and factual way.
- Sometimes an individual student will ask an explicit or difficult question in the school setting. Questions do not have to be answered directly and can be addressed later. Staff must use their skill and discretion in these situations and refer to SLT
- If a question or comment raises a Child Protection concern the DSL or deputy informed so that safeguarding procedures can be followed.

### **Parents will:**

The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we will:

- Work closely with parents when planning and delivering these subjects;
- Answer any questions that parents may have about the sex education of their child;
- Support parents who are finding it difficult to accept their children's developing sexuality;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;
- Encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- Liaise with parents so that wherever possible the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages.

### **Right to Withdraw**

We acknowledge that parents have the right to request that their child be withdrawn from some, or all, of the topics directly related to sex education delivered within RSE up to and until three terms before the child turns 16.

Where the young person, at this point, is still not cognitively able to choose for themselves, we will be guided by the parents in delivering the most appropriate content for that student. If the young person is cognitively able and wishes to partake in sex education lessons rather than be withdrawn, staff will make arrangements for this to happen from three terms before the child turns 16 - the legal age of sexual consent.

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

The government legislation does not allow parents to withdraw students from all other forms of Relationships' Education, including Health Education and Science based lessons on sexual reproduction. It is important that all students learn about relationships and understand their own health at the appropriate level for their understanding. We will make every effort to deliver that education in a way that respects the views of the students and parents and helps the students respect the views of others.