

Oxford Diocesan Bucks Schools Trust (ODBST)

"Empowering our unique schools to excel"

THIS POLICY IS UNDER CONSULTATION BETWEEN 1.2.24 & 31.3.24
Please email any comments to office@wsd.odbst.org marked RSE
CONSULTATION FAO MR LLOYD

Relationships and Sex Education

ODBST Level 1 Statutory Policy:	ALL Schools require this policy with no changes allowed to core text. No changes are necessary to personalise this with school name and branding, as this is a Trust level policy for use, without change, by all schools, except where a school contact is required as identified in the content of the policy. LGBs will note adoption in LGB meetings. Review will take place at Trust level, and schools will be notified of updates and review dates as necessary.
Other related ODBST policies and procedures:	ODBST Safeguarding and Child Protection Policy
Committee responsible:	SEC
Approved by:	SEC
Date Approved:	22 November 2023
Review Date:	Autumn term 2026

1. Aims

The aims of the ODBST relationships and sex education (RSE) 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;
- for pupils to know what safe and healthy relationships look like in order for pupils to keep themselves safe and healthy.

2. Statutory Requirements

All academies must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

ODBST schools are expected to offer all pupils a curriculum that is based on the National Curriculum, including requirements to teach science. This should include the elements of sex education contained in the science curriculum.

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](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

ODBST schools teach RSE as set out in this policy.

3. Policy Development

The ODBST are consulting with parents, staff and pupils as part of our process for making changes to this RSE policy. The consultation period will run from 01.02.24 until 31.03.24

The ODBST has determined the core policy and each school will ensure that:

- the Headteacher and RSE lead has considered all relevant information including relevant national and local guidance and has consulted with the ODBST Director of Education
- Staff consultation – all school staff are given the opportunity to look at the policy and make recommendations
- parent/stakeholder consultation – parents and any interested parties are invited to attend a meeting about the policy
- pupil consultation – we investigated what exactly pupils want from their RSE learning in school and use this to inform the relevant scheme adopted
- Ratification – once amendments are made, an appropriate scheme will be chosen and shared with governors. Any suggested amendments to the core policy will be sent to the ODBST via the school Headteacher and considered by the Director of Education and the ODBST Trustees.

4. Definition

Trustees of the ODBST expect all of our Key Stage 2 settings to include sex education in addition to what is covered in the core science curriculum.

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.

5. Curriculum

The RSE curriculum for Woodside Junior school is set out in Appendix 1. This may be adapted and parents/carers will always be informed when significant changes are made to the content that is being covered. Parents and carers are always welcome to come in and view the materials before

they are taught and the arrangements for doing this are that a meeting will be held in the second half of the Spring Term prior to delivery of the materials.

We have developed the curriculum in consultation with parents, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

Primary sex education will focus on:

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

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

Woodside Junior School follows SCARF (Safety, Caring, Achievement, Resilience, and Friendship) programme of study. SCARF's whole-school approach supports our school in promoting positive behaviour, mental health, wellbeing, resilience and achievement. It allows our school to fulfil its statutory requirements in relation to the RSE part of our PSHE curriculum.

Our aim is for our pupils to grow up healthy, happy and safe. Relationships and Sex Education is designed to equip our pupils with make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Lessons allow for rich discussions around topics using resources such as stories, videos, books, pictures and flash cards as a stimulus. Teachers will link the learning to current affairs where appropriate, for example climate change topics in the news or local and national elections. Lessons are often multi-part- allowing time for the pupils to gain new knowledge, discuss and debate, reflect, record and make connections between what they are learning and their own lives. Teachers model these skills, giving the pupils the confidence to apply them for themselves.

We have supplemented the SCARF programme with a number of high quality children's books which prompt further discussion and opportunities for learning. These books explore themes such as gender identity, bullying, inspirational people, 'perfection', identity, families and tolerance.

Most importantly, our teaching draws on what is going on day-to-day. Worry boxes in each class give the pupils a way to share any anxieties or concerns relating to their own or their peers' wellbeing. Pupil voice surveys also give teachers and leaders and insight into how children feel about the PSHE curriculum. This information, as well as any other issues that occur on the playground or in class, may be picked up in lessons and explored. Online safety is taught through the PSHE curriculum, but also during 'Internet Safety' days and each year we take part in Children's Mental Health week with a range of stand-alone lessons, assemblies and activities.

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

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life, taking care to make sure 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 and 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 will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

7. Inclusivity

ODBST schools will teach about these topics in a manner that:

- considers how a diverse range of pupils will relate to them;
- is sensitive to all pupils' experiences;
- during lessons, makes pupils feel safe and supported and able to ask the questions that they want to ask.

ODBST schools will ensure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats

We know that pupils with SEND are more likely to be subject to abuse and to relationship difficulties and that understanding some of the key concepts around RSE can sometimes be more challenging for pupils with SEND. ODBST schools will ensure that the materials used to support the RSE learning for pupils with SEND are suitably adapted and meet individual need.

8. Use of resources

ODBST schools will consider whether any resources we plan to use:

- are aligned with the teaching requirements set out in the statutory RSE guidance;
- would support pupils in applying their knowledge in different contexts and settings;
- are age-appropriate, given the age, developmental stage and background of our pupils;
- are evidence-based and contain robust facts and statistics;
- fit into our curriculum plan;
- are from credible sources;
- are compatible with effective teaching approaches;
- are sensitive to pupils' experiences and won't provoke distress.

Parents/carers are always welcome to view resources in advance of their use in the classrooms and will always be given opportunity to ask questions about them.

8.1 Use of external organisations and resources

Many of our ODBST schools rely on commercially produced resources from reliable providers. We will make sure that any agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Individual schools will make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- are age-appropriate;
- are in line with pupils' developmental stage;
- comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- only work with external agencies where we have full confidence in the agency, its approach and the resources it uses;
- make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum;
- review any case study materials and look for feedback from other people the agency has worked with;
- be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- ask to see in advance any materials that the agency may use;
- know the named individuals who will be there, and follow our usual safeguarding procedures for these people;
- conduct a basic online search and address anything that may be of concern to us, or to parents and carers;
- check the agency's protocol for taking pictures or using any personal data they might get from a session is in line with ODBST protocols;
- remind teachers that they can say "no" or, in extreme cases, stop a session;
- make sure that the teacher is in the room during any sessions with external speakers.

ODBST **will not**, under any circumstances:

- work with external agencies that take or promote extreme political positions
- use materials produced by such agencies, even if the material itself is not extreme

9. Roles and Responsibilities

9.1 The ODBST Trustees and Local Governing Body

The ODBST Trustees have approved the RSE policy and the Local Governing Body and ODBST Director of Education will hold the Headteacher to account for the implementation of this policy.

9.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from the non-statutory/non-science components of RSE (see section 9).

9.3 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/non-science components of RSE.

All teaching staff are expected to deliver RSE lessons and 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 Headteacher.

9.4 Pupils

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

10 Parent/carer right to withdraw

Parents/carers do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing and addressed to the Headteacher.

Alternative school work will be given to pupils who are withdrawn from sex education.

11. 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 Headteacher 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.

12. Monitoring arrangements

The delivery of RSE is monitored by Owen Lloyd (Headteacher), Julie Harrison (Deputy Head) and Sam Cave-Hawkes (PSHE Lead) through:

- Scrutiny of teachers' planning and preparation
- Learning walks and observations of classroom teaching
- Scrutiny of pupils' workbooks

- Pupil voice

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

Appendix 1

Details of our school's PSHE & RSE Curriculum can be found on our website, here: [Woodside Junior School - Personal, Social, Health and Economic Education \(PSHE\)](#)

Details of our Science Curriculum can be found here: [Woodside Junior School - Science](#)