

Oxford Diocesan Bucks Schools Trust (ODBST)

“Empowering our unique schools to excel”



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 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 Padbury CE 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 to contact Lucy McFarlane, RSE lead and Head.

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

At Padbury CE School, we follow the scheme of work from the 'Christopher Winter Project' as it is a resource recommended and quality assured by PSHE Association. RSE lessons form part of our wider PSHE curriculum, taught by class teachers. An overview of this is in appendix 1. Detailed planning and objectives from this can be obtained from the PSHE Coordinator or Head Teacher.

Teaching and learning styles

- Teaching methods take into account the developmental differences of children
- There is opportunity for discussion in whole class or small groups
- Teaching will focus on both boys and girls. Sessions will be taught in single sex groups and mixed groups depending on content
- Each class will establish a set of ground rules that create a safe environment in which no-one feels anxious or embarrassed
- Teachers can protect pupils' privacy by using distancing techniques i.e. depersonalising discussions
- Ground rules should reduce the chances of unexpected questions but in the event of inappropriate questions the teacher should return to it later
- Techniques used in other subjects are effective in RSE e.g. pre-assessment (what do we already know) what we want to find out, role play, discussion and reflection.

Visitors e.g. the school nurse can play a part in the delivery of RSE and will be included where it is felt necessary.

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).

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 schoolwork 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 Lucy McFarlane, Headteacher through:

- Planning scrutinies,
- Learning walks,
- Pupil voice.

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

Appendix 1

Curriculum Overview:

We will follow the scheme of work from the 'Christopher Winter Project' as it is a resource recommended and quality assured by PSHE Association. Detailed planning and objectives from this can be obtained from the PSHE Co-ordinator or Head Teacher.

EYFS

Family and Friendship

- **Caring Friendships**
- **Being Kind**
- **Families**

Year 1 and 2:

Growing and Caring for Ourselves

- **Different Friends**
- **Growing & Changing**
- **Families & Care**

Differences

- **Differences**
- **Male & Female Animals**
- **Naming Body Parts**

Year 3 and 4:

Valuing Difference and Keeping Safe

- **Body differences**
- **Personal Space**
- **Help and Support**

Growing Up

- **Changes**
- **What is Puberty?**
- **Healthy Relationships**

Year 5:

Puberty

- **Talking about Puberty**
- **The Reproductive System**
- **Help and Support**

Year 6:

Puberty, Relationships & Reproduction

- **Puberty & Reproduction**
- **Communication in Relationships**
- **Families, Conception & Pregnancy**
- **Online Relationships**

Appendix 2

Controversial and Sensitive Issues

Sex Education cannot be left to chance, it requires a pro-active approach, rather than simply reacting to questions or situations. It is important that as children look to staff as role models, teachers must present information impartially. At Padbury we aim to create a supportive atmosphere and environment for our children to ask questions and receive an age-appropriate sex education curriculum. Children's questions need to be answered honestly.

Teachers and other significant adults may feel apprehensive about teaching about sexual matters because of the very sensitive issues that may arise. Through our programme we aim to develop a sound and healthy attitude to growing up.

This section aims to clarify what is considered to be appropriate responses and information for our children.

Abortion

Natural abortion, i.e. miscarriage, may be explained as and when necessary. Staff and pupils may have strong or extreme views on this topic because of personal experiences or religious beliefs, therefore a more balanced and objective view is an appropriate educational response, should it be raised by children.

Condoms

It may be that as a natural progression from discussion about reproduction and sexual intercourse that children may ask about condoms. They will be informed that some people use condoms to prevent a pregnancy. Some simple discussion of other forms of contraception may also be introduced, e.g. the pill. This is so that children's questions are answered honestly.

HIV / Aids

As HIV/Aids is often mentioned in the media children at times will ask questions. These questions will be answered factually by teachers as needed. The SLT will be available for information and advice as needed.

Homosexuality

This is a topic often covered by the media. A homosexual relationship is understood to be a partnership between two adults of the same gender. It is acknowledged that men and women can find friendship and love with those of the same gender. Children should be encouraged to tolerate and respect all relationships.

Sexual Behaviour

We do not expect to teach about intimate sexual behaviours in any detail. If a child asks a question about any form of sexual behaviour, the teacher should deflect the question and deal with it on an individual basis. A possible starting point will be to ask the child, "What made you ask about that?" It is important that we avoid making any statements, which will contribute to sexual stereotyping. Questions about any sexual behaviour will be dealt with sensitivity according to the circumstances. Teachers will emphasise:

- The need for consent in any sexual behaviour between people
- The legal aspects

- The right of every person to refuse / say no to anything they do not want to do.

Sexual Language

The correct language will be used at all times although familiar terms will be acknowledged. Staff will refer to an ovum, not an egg, womb not stomach and penis rather than any of the other colloquial alternatives. Inaccurate language can lead to anxieties, misconceptions and confusion so where these occur they will be corrected. Since much colloquial sexual language is demeaning and used inappropriately this will be discouraged by the teacher using the correct terminology without making the child feel uncomfortable.