

Oasis Academy Fir Vale Relationships and Sex Education (RSE) policy



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Introduction and aims.

At Oasis Academy Fir Vale, we want all our children to be happy, healthy, independent, responsible and be able to form loving and responsible relationships. Our aim is for children to be able to manage their feelings and emotions, understand how to keep themselves safe, have friends and to be kind and show compassion. As part of the whole Oasis Ethos this is at the heart of teaching RSE at Fir Vale, including the commitment to promoting healthy and positive relationships, treating everyone equally and respecting differences.

This policy statement is designed to be complementary to, and supportive of, the role of parents/carers in educating their children about sexuality and relationships. It recognises that the prime responsibility for bringing up children rests with parents and carers, though it equally recognises that the focus of sex and relationships education must be the well-being of students and the provision of accurate, objective, and appropriate information.

The policy is based on the belief that RSE is:

- An integral part of the learning process, beginning in childhood and continuing into adult life.
- Should be provided for all children and young people including those with physical, learning, or emotional difficulties.
- Should encourage consideration of values, moral issues, sexuality, personal relationships and the development of communication and decision-making skills.
- Should foster self-esteem, self-awareness, a positive body-image, a sense of moral responsibility and the skills to avoid and resist unwanted sexual experiences.

By highlighting some of these issues to our pupils they are provided with a toolset which can be developed throughout life and help them to deal with a range of different situations.

RSE involves a combination of sharing information, and exploring issues and values, within a safe and non-judgemental space, which can be monitored by teachers within class.

RSE is not about the promotion of sexual activity.

Statutory requirements

From September 2020, RSE has become a compulsory part of the national curriculum and although as an academy we have more freedom over what we teach, at Oasis Academy Fir Vale we feel that RSE is appropriate for our students. Our curriculum has been designed specifically with our school and students in mind and we feel it covers the core key areas.

Policy development

This policy has been developed in consultation with staff, pupils, and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations and have had training in delivering the curriculum
3. Parent/stakeholder consultation – parents and any interested parties have been invited to look at the policy and the curriculum and to share their views
4. Pupil consultation – what do pupils want from their RSE curriculum?
5. Ratification – following consultation and adaptations the policy is agreed with the Regional Director.

Delivery of RSE

RSE is taught within the PSHE (personal, social and health education) curriculum at Oasis Academy Fir Vale.

Biological aspects of RSE are taught within the science curriculum and other aspects are included with Religious education (R.E).

Lessons follow a spiral curriculum approach where the 7 main areas are repeated throughout the year, to ensure broad coverage and that no children miss out on important aspects.

Across all Key Stages, students will be supported to develop the following skills:

- Communication, including how to manage changing relationships and emotions.
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

PSHE and RSE sessions are taught by members of staff within the academy who have had in-depth training, chances to ask questions and share good practice. The curriculum has been planned around the needs of the children and families at Oasis Academy Fir Vale and is bespoke to our school.

Roles and responsibilities

The CEO

The CEO will approve the RSE policy, on behalf of the Trustees. The CEO will hold Regional Directors to account for its implementation.

Principal

The Principal is responsible for ensuring that RSE is taught consistently across the Academy, and for managing requests to withdraw students from [non-statutory/non-science] components of RSE.

Staff colleagues:

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE.

Staff 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 Principal.

Students

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

Rights to withdraw.

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

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE, which are the following Year 6 objectives:

What sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults

That pregnancy can be prevented with contraception.

Requests for withdrawal should be put in writing using the form in appendix B of the Oasis policy and be addressed to the Principal. Alternative work provided by the class teacher will be given to pupils who are withdrawn from sex education.

Confidentiality

We acknowledge that sensitive and potentially difficult issues will arise in RSE as pupils will naturally share information and ask questions.

- Teachers cannot offer unconditional confidentiality.
- Students should be encouraged to talk to their parents and be given support to do so.
- If the teacher has any child protection concerns, they will share these with the Designated Safeguarding Lead.

Staff will not provide more information than is appropriate to the age of the pupil. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHE leader or Designated Safeguarding Lead. Questions that arise can always be answered at a separate time, to provide suitable answers aimed towards the children in that class.

Inclusion

We intend our policy to be sensitive to the needs of different groups of students. We will respond to parental requests and concerns. All children whatever their experience, background and identity are entitled to an RSE curriculum that builds their confidence, a positive sense of self, and provides them with knowledge and understanding to stay safe and healthy.

We must ensure that we comply with guidance and legislation set out on the Equality Act of 2010 when delivery RSE to ensure equal opportunities for all. This includes but is not limited to, awareness and consideration for.

- Faith perspectives in the context of balanced debate
- Cultural diversity
- Disability
- Varied family structures and home backgrounds
- Gender identity, sexual identity

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in Academy professional development. We have also had additional training for all staff on how to deliver the new RSE curriculum sensitively and suitably for the needs of our children.

Reviewed April 2021

The Principal may invite visitors from outside the Academy, such as school nurses, to provide support and training to staff teaching RSE.

Monitoring arrangements

The delivery of RSE is monitored by the Principal and senior colleagues. This could include monitoring arrangements, such as looking at planning and learning walks.

The Oasis policy will be reviewed by the National Education Team regularly. At every review, the Oasis policy will be approved by the CEO.

At Oasis Academy Fir Vale, we are committed to monitoring and evaluating the effectiveness with which we cover RSE including:

- Pupil feedback
- Staff review and feedback.
- Parental feedback
- Learning walks
- Further guidance and legislative changes

Distancing techniques to use in lessons.

- Set ground rules and recap them each lesson to create a safe environment.
- Do not include names – ‘Some people...’ ‘I’ve heard...’ ‘I’ve read...’
- Use facts & scientific language.
- Promote discussion and thinking from different perspectives using 3rd person – ‘What if it was...’
- Do not put children on the spot.
- Use carefully selected case studies, stories, clips – pause & discuss.
- Acknowledge ambiguity – there is not always a ‘right’ answer.
- Support the development of communication skills and assertiveness techniques.

RSE curriculum

At Oasis Academy Fir Vale, we have a sex and relationships programme of study aimed at the age and physical and emotional maturity of our children. This has been carefully developed to meet the needs of children within our school. These subjects meet statutory obligations as outlined in revised Department for Education statutory guidance (2019). The guidance states that from September 2020, all schools must deliver relationships education.

We define the RSE curriculum as ‘the building blocks needed for positive and safe relationships, including with family, friends and online, and the importance of treating ourselves, and others with kindness, equality and respect.’

It also ensures that both boys and girls know about puberty and how a baby is born – as set out in Key Stages 1 and 2 of the National Science Curriculum.

All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes. In the early primary school years, education about relationships needs to focus on friendship, bullying and the building of self-esteem.

PSHE

PSHE (personal, social and health education) at Oasis Academy Fir Vale has been planned and developed in a bespoke way to our school. This is to cater for the needs of our children to help them to become healthy, independent, and responsible citizens. Daily check in sessions enable children to openly discuss their feelings, and learn methods to help with self-regulation, that support them to manage their emotional state.

Weekly sessions are part of a 7week cycle:

- Getting to know you.
- Relationships
- Safety
- Celebrating difference
- Health and changes
- Actions, emotions, and consequences
- Dreams and goals

In the transition year before children leave for secondary school it is important in PSHE that we cover and best equip our children with the core skills which will benefit them both emotionally and physically in transition from primary to secondary school.

Our aim is for all children to have been taught.

- Changes in the body related to puberty, such as periods and voice breaking.
- When these changes are likely to happen and what issues may cause young people anxiety and how they can deal with this.
- How a baby is conceived and born
- How to resolve conflict when it arises
- The importance of high aspirations and steps of how to achieve their dreams.

Sexual Abuse / Peer on Peer Abuse

**It is vital that any form of sexual abuse, sexual violence and sexual harassment in school is reported and appropriately investigated and victims are protected and supported.
Please refer to the school Safeguarding Policy.**

In school any concern in relation to sexual abuse, sexual violence or sexual harassment is taken very seriously and should be reported to the Designated Safeguarding lead or Deputy verbally and recorded on cpoms accurately and timely following the school safeguarding policy.

The safeguarding team will then take appropriate action to deal with the concern which could include a referral to the safeguarding hub, the police or victim support agencies and partners. Liaison may also be required with other schools.

As part of the new RSE curriculum in school it is important that children understand what positive, healthy and respectful relationships look like and how to keep safe on and offline.

The NSPCC have launched a dedicated helpline for children and young people who have experienced sexual harassment or abuse at school and are worried and concerned.
[https://www.nspcc.org.uk/about-us/news-opinion/2021/sexual-abuse-victims-schools-helpline/adults-and-professionals-that-need-support-and-guidance.](https://www.nspcc.org.uk/about-us/news-opinion/2021/sexual-abuse-victims-schools-helpline/adults-and-professionals-that-need-support-and-guidance)

Support Agencies & Information

Relationships, sex, and health education: guides for parents

If any parents would like more information or would like to discuss this further, please contact school on 0114 2012300 and ask to speak Tracy Beevor or Helen Round.

English

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907638/RSE_primary_schools_guide_for_parents.pdf

Arabic

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/843478/RSE_primary_schools_guide_for_parents_v3_AR.pdf

Somali

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/843

Urdu

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/843484/RSE_secondary_schools_guide_for_parents_v3_UR.pdf481/RSE_primary_schools_guide_for_parents_v3_SO.pdf

A Slovak / Roma language guide has been requested.