



Oakfields
Preparatory School

Relationships and Sex Education (SRE) Policy

September 2021/22

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1 Introduction and aims

The purpose of this policy is to ensure that our Relationships Education and Health Education supports our school ethos and fulfils our school aims, which are defined as:

At Oakfields Preparatory School, we aim:

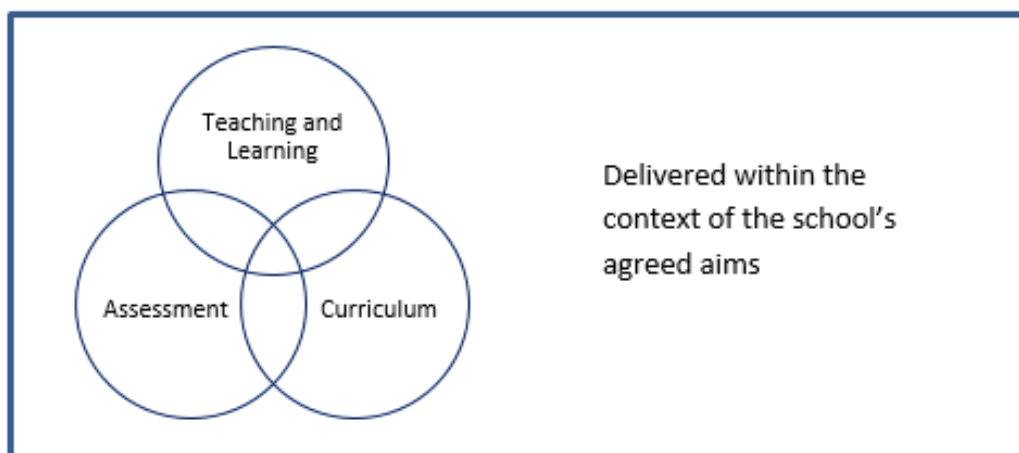
- Celebrate each child's individual talents and strengths which will enable them to make progress.
- Provide a happy school where children build confidence and enjoy learning.
- Promote kindness, co-operation and respect for all.
- Develop a curiosity in children that encourages them to discover and enjoy our world.
- Keep our pupils as children whilst preparing them for their next step.

1.1 This policy applies to all students, including those in the Early Years.

1.2 This policy forms part of the curriculum.

1.3 We see the curriculum as, 'The total learning experience for our students, which includes not only the taught lessons but also the routines, behaviours, events, activities and other opportunities that our students experience on a daily, weekly and yearly basis in order to ensure that all of them make the best progress possible and attain high standards'.

1.4 A well-structured and coherent curriculum is a fundamental element of the tripartite education that underpins all successful schools and includes Teaching, Learning and Assessment (see model below) and is underpinned by Wellbeing.



The aims of RSE at our school are to:

1.5 Provide a framework in which sensitive discussions can take place.

1.6 Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene.

1.7 Help students develop feelings of self-respect, confidence and empathy.

1.8 Create a positive culture around sexuality and relationships.

1.9 Teach students the correct vocabulary to describe themselves and their bodies.

1.10 Help students understand that healthy relationships are an important part of wellbeing.

2 Statutory requirements

- 2.1 Our policy follows the statutory guidance given by the government (DfE) and meets the requirements of the Independent School Standards. Aspects of RSE are infused within the day to day operation of our school; incorporated through the curriculum, both in content included in subject schemes of work and through other planned learning opportunities in the school. They are captured in our written aims and expressed in the ethos and behaviours of everyone.
- 2.2 As a Preparatory School, we must ensure that every registered student who is provided with primary education at the school is provided with relationships education, in accordance with section 34 of the Children and Social Work Act 2017 and the Independent School Standards

3 Policy development

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

- Review – The PSHE/RWE Lead reviewed all relevant information, including but not limited to, relevant national and local guidance.
- The policy was drafted in accordance with statutory guidance and aligned with the Independent School Regulations. The school curriculum plans were amended accordingly.
- Staff consultation – school staff were given the opportunity to review the policy and make recommendations.
- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy and offer commentary.
- Student consultation – students were consulted with about their RWE lessons during time with their classteachers.
- Ratification – once amendments were made, the policy was published.
- Policy review – this policy will be reviewed in June 2022.

4 Definition

- 4.1 RSE involves a combination of sharing information and exploring issues and values.
- 4.2 RSE is not about the promotion of sexual activity, sexual orientation, or a specific sexual identity.

5 Curriculum

- 5.1 Our curriculum is set out in Appendix 1, but we may need to adapt this as and when necessary.
- 5.2 We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students.
- 5.3 Sex education is not compulsory in primary schools.

- 5.4 Primary sex education will focus on:
- Preparing boys and girls for the changes that adolescence brings; and
 - How a baby is conceived and born.

It will:

- i. consider the ages, aptitudes and needs of all pupils, including those pupils with SEND/ and an EHC plan;
 - ii. not 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; and
 - iii. ensure that discriminatory, extremist opinions or behaviours are challenged as a matter of routine.
- 5.5 For more information about our curriculum, see Appendices 1 and 2 and our Curriculum Policy

6 Delivery of RSE

- 6.1 Our RSE is taught as part of our RWE curriculum. The RWE course is delivered to all students through discrete RWE lessons taught by the child's class teachers. There is one lesson of taught RWE a week. Elements of the programme may be supported through the bringing in of additional expertise, such as outside speakers, trained health professionals, or the use of teachers with a particular interest or knowledge in a specific area. In addition to these discrete sessions, RWE is also embedded within the curriculum.

6.2

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
- 6.3 For more information about our RSE curriculum, see Appendices 1 and 2 and our Curriculum Policy.
- 6.4 For more information about our RSE curriculum, see Appendices 1 and 2 and our Curriculum Policy.
- 6.5 These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, 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).

7 Roles and responsibilities

Staff & Governance

7.1 PSHE Lead Teacher

The person with responsibility for the overview and yearly evaluation of this policy is Miss Brewster. However, all staff are responsible for ensuring this policy is implemented and acted on.

When evaluating the use and impact of this policy, our school leaders will evaluate the extent to which there is evidence of a curriculum which:

- Fulfils the aims of the school;
- Embeds aspiration, attributes and the expectation to achieve high standards and high rates of progress; and
- Provides engagement and excitement for learning.

7.2 The Headteacher

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

7.3 The Chair of Governors

The Chair of Governors (Director of Education) will hold the Headteacher to account for the implementation of this policy.

The Chair of Governors will ensure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

7.4 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way;
- Modelling positive attitudes to RSE;
- Monitoring progress;
- Responding to the needs of individual students; and
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory 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 Headteacher.

Miss Lloyd – Year 1 class teacher
Miss Quinn – Year 1 class teacher
Miss Nunn – Year 2 class teacher
Mrs Lockwood – Year 2 class teacher
Miss Jeer – Year 3 class teacher
Miss McGuire – Year 3 class teacher
Miss Gowing – Year 4 class teacher
Mrs Sohal – Year 5 class teacher
Mrs Wells – Year 6 class teacher

8 Students

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

8.1 Students with Special Educational Needs and Disabilities

Our curriculum is inclusive and our RSE and Health Education is accessible for all students. For those pupils with special educational needs or specific learning difficulties, the school has well-established systems in place.

High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

As set out in the SEND code of practice, when teaching these subjects to those with SEND, Oakfields is mindful of preparing students for adulthood.

Oakfields is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors will be taken into consideration in designing and teaching these subjects.

9 Parents' right to withdraw

9.1 If parents require more information on RSE for primary aged children, this is a useful information source of information for them:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf

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

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

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

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

10 Training

10.1 Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development programme.

10.2 The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11 Monitoring arrangements

11.1 The delivery of RSE is monitored by the senior leadership team.

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

Appendix 1: Curriculum Map

Relationships and Sex Education Curriculum Map

	Families and people who care for me	Caring friendships
1	<ul style="list-style-type: none"> identify their special people (family, friends, carers), what makes them special and how special people should care for one another that they belong to different groups and communities such as family and school 	<ul style="list-style-type: none"> how important friendships are in making us feel happy and secure, and how people choose and make friend to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say to recognise what is fair and unfair, kind and unkind, what is right and wrong that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)
2	<ul style="list-style-type: none"> to identify and respect the differences and similarities between people about people who look after them, their family networks, who to go to if they are worried and how to attract their attention 	<ul style="list-style-type: none"> to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) to recognise that their behaviour can affect other people
3	<ul style="list-style-type: none"> that families are important for children growing up because they can give love, security and stability 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 	<ul style="list-style-type: none"> that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise
4	<ul style="list-style-type: none"> 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 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 	<ul style="list-style-type: none"> 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
5	<ul style="list-style-type: none"> to recognise different types of relationships, including those between acquaintances, friends, relatives and families to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support that marriage*(Dfe includes civil partnerships) represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong 	<ul style="list-style-type: none"> the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support

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6	<ul style="list-style-type: none"> • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed • that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment 	<ul style="list-style-type: none"> • to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships • 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
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	Respectful relationships	Being safe
1	<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 • strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help • the conventions of courtesy and manners* 	<ul style="list-style-type: none"> • the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid • to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' • How to recognise and report feelings of being unsafe or feeling bad about any adult
2	<ul style="list-style-type: none"> • that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed) • the conventions of courtesy and manners* 	<ul style="list-style-type: none"> • what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy • to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond • how to ask for advice or help for themselves or others, and to keep trying until they are heard,
3	<ul style="list-style-type: none"> • the conventions of courtesy and manners* • to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view 	<ul style="list-style-type: none"> • the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' • about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe • how to report concerns or abuse, and the vocabulary and confidence needed to do so
4	<ul style="list-style-type: none"> • the conventions of courtesy and manners* • practical steps they can take in a range of different contexts to improve or support respectful relationships 	<ul style="list-style-type: none"> • to recognise when they need help and to develop the skills to ask for help • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

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	<ul style="list-style-type: none"> 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 to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) 	<ul style="list-style-type: none"> 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
5	<ul style="list-style-type: none"> the conventions of courtesy and manners* the importance of self-respect and how this links to their own happiness† what a stereotype is, and how stereotypes can be unfair, negative or destructive to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help) 	<ul style="list-style-type: none"> about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know where to get advice from e.g. family, school and/or other sources
6	<ul style="list-style-type: none"> the conventions of courtesy and manners* 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 to recognise and challenge stereotypes the importance of permission-seeking and giving in relationships with friends, peers and adults to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk 	<ul style="list-style-type: none"> how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact

	Mental Wellbeing	Basic First aid
1	<ul style="list-style-type: none"> about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest 	<ul style="list-style-type: none"> about the 'special people' who work in their community and who are responsible for looking after them and protecting them

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2	<ul style="list-style-type: none"> to communicate their feelings to others, to recognise how others show feelings and how to respond 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 	<ul style="list-style-type: none"> how people contact those special people when they need their help, including dialing 999 in an emergency
3	<ul style="list-style-type: none"> 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 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 	<ul style="list-style-type: none"> know how to make a clear and efficient call to emergency services if necessary
4	<ul style="list-style-type: none"> how to judge what they are feeling and how they are to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support 	<ul style="list-style-type: none"> school rules about health and safety, basic emergency aid procedures, where and how to get help
5	<ul style="list-style-type: none"> how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' what positively and negatively affects their physical, mental and emotional health to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing 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 	<ul style="list-style-type: none"> concepts of basic first-aid, for example dealing with common injuries, including head injuries

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6	<ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health • to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing • to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities • 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) 	<ul style="list-style-type: none"> • concepts of basic first-aid, for example dealing with common injuries, including head injuries
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Appendix 2: By the end of primary school, students should know:

TOPIC	STUDENTS 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

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TOPIC	STUDENTS SHOULD KNOW
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
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

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TOPIC	STUDENTS 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 form: Withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		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	

Appendix 4: DfE RSE Statutory Guidance Suggested Resources

Link to Annex B (page 46) in DfE Relationship Education, Relationships and Sex Education and Health Education guidance – Suggested resources:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

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Ownership and consultation	
Document sponsor (role)	Group Director of Wellbeing
Document author (name)	Beth Kerr/PSHE Leads
Consultation February 2020	Consultation with the following schools: Alison Barnett, RSL/Danuta Tomasz, DE
Review – June 2022	

Audience	
Audience	All school staff

Document application and publication	
England	Yes
Wales	Yes
Spain	TBC

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Related documentation	
Related documentation	Curriculum Policy SEND Policy EAL Policy Prevent Duty Early Years Policy, where relevant Safeguarding and Child Protection Policy and Procedures Independent School Standards