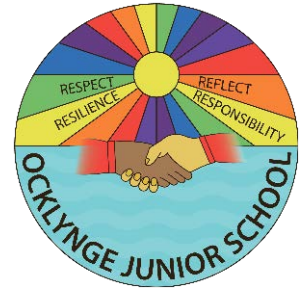




SOUTH DOWNS
— LEARNING TRUST —



OCKLYNGE SCHOOL

RSE POLICY

Date approved by Governors	September 2021
Date of next Review	September 2023
Status	Statutory
Lead Author	S BERHANE

OCKLYNGE SCHOOL VALUES

We are Responsible - We work hard, are helpful, reliable, look after property and co-operate with others.

We are Respectful - We are polite, well mannered, considerate, gentle and understanding of others.

We are Reflective - We are patient, honest, kind, good listeners, forgiving and admit when we have made a mistake.

We are Resilient - We do not give up, we try to sort our problems calmly and give things a go.

Rationale

We want our children to experience a '... lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings' (Sex Education Forum, 1999).

We believe that:

"The right to education includes the right to sexual education, which is both a human right in itself and an indispensable means of realising other human rights, such as the right to health, the right to information and sexual and reproductive rights." Report to the UN General Assembly - July 2010 | Item 69, paragraph 18

Definition

- RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships and human reproduction
- RSE involves a combination of sharing information, and exploring issues and values.
- RSE is not about the promotion of sexual activity.

Statutory requirements

As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would 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 [DFE Statutory Health and Relationships Guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Ocklynge Junior School, we teach RSE as set out in this policy.

Aims

The aims of relationships and sex education (RSE) at our school 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

Policy Development

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

- Review – a working group pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents were invited to complete an online survey – due to Covid.
- Pupil consultation – we investigated what exactly pupils want from their RSE
- Ratification – once amendments were made, the policy was shared with governors and ratified

Curriculum

Our curriculum is set out in Appendix 1, but we may need to adapt it as and when necessary.

RSE is taught as part of the Jigsaw scheme; Relationships in term 5 and Changing Me, in term 6 of each year. We believe that knowledge empowers and protects children as long as it is age-appropriate. At secondary school, Sex Education is statutory and we believe that primary schools should prepare children with accurate knowledge about puberty and human reproduction before they transfer to secondary school. Correct terminology for body parts is introduced early to normalise this biological vocabulary and to support safeguarding. These words are not used in isolation, but always in context, ensuring children know these are the private parts of their bodies. Puberty is introduced gently in Y3 because some girls may start their periods this early and Conception is introduced age-appropriately in Y4 in the context of understanding why our bodies change during puberty. Understanding of Human Reproduction, conception and puberty is built upon in Year 5 and then puberty, conception and childbirth is age-appropriately covered in Y6. .

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being. RSE makes an important contribution to health and well-being by supporting children and young people's ability to learn, achieve and flourish.

Year	Title	Content
Year 3	1.How babies grow	How babies change between conception and growing up and that usually it is the female that has the baby.
	2.Babies	How babies grow and develop in the mother's uterus. Understand what a baby needs to live and grow.

	3. Outside body changes	Boys' and girls' bodies need to change so that when they grow up their bodies can make babies. Identify how boys' and girls' bodies change on the outside during this growing up process.
	4. Inside body changes	Identify how boys' and girls' bodies change on the inside during the growing up process and say why these changes are necessary so that their bodies can make babies when they grow up.
Year 4	1. Unique me	Understand personal characteristics come from the birth parents because an egg and sperm have joined.
	2. Having a baby	Correctly label the internal and external parts of male and female bodies that are necessary for making babies. How this happens (animation).
	3. Girls and puberty	Describe how a girl's body changes in order for her to have babies when she is an adult and that menstruation is a natural part of this.
Year 5	2. Puberty for girls	Explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally.
	3. Puberty for boys	Describe how boys' and girls' bodies change during puberty.
	4. Conception	Understand that sexual intercourse can lead to conception and that is how babies are usually made. Understand that sometimes people need broader fertility treatment to help them have a baby.
Year 6	2. Puberty	Explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally.
	3. Babies- conception through to birth.	Describe how a baby develops from conception through the nine months of pregnancy, and how it is born.
	4. Boyfriends and girlfriends	Understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend.

Parents' right to withdraw their children

The puberty lessons in Jigsaw fulfil the requirements that sit under the 'Changing Adolescent Body' strand of statutory Health Education, and parents cannot withdraw their children from this.

At Ocklynge, Parents have the right to withdraw their children from the areas identified in red as this biology is taught within PSHE and not within the science curriculum. All parents are encouraged to view all materials used in RSE lessons so they are able to make informed decisions. We actively encourage parents to allow participation as it is better that children hear clear and accurate information rather than abridged versions in the playground.

Role	Responsibility
Governing body	Approve the RSE policy, and hold the headteacher to account for its implementation
Headteacher	Ensuring that RSE is taught consistently across the school
Staff	Delivering PSHE in a sensitive way Modelling positive attitudes to PSHE Monitoring progress Responding to the needs of individual pupils
Pupils	Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Monitoring arrangements

The delivery of RSE is monitored by RSE leader through:

- Book scrutinies,
- Pupil voice,
- Learning walks

The RSE leader will review the policy every 2 years. At every review, the governing body must approve the policy.

Links with other policies

This policy links to the following policies and procedures:

- PSHE
- Safeguarding and Child Protection
- E-Safety