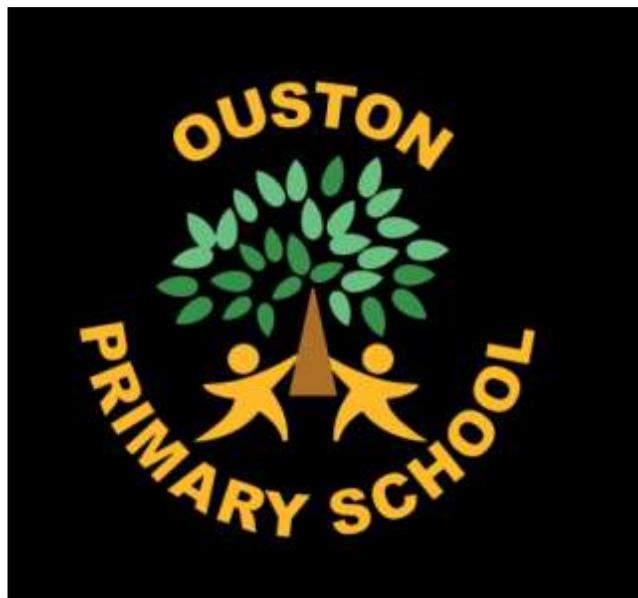


# OUSTON PRIMARY SCHOOL

## RELATIONSHIPS & SEX EDUCATION POLICY



Reviewed - Spring Term 2025

Next Review Date - Spring Term 2026

## **Intent**

At Ouston Primary, good relationships are fundamental to our ethos. Relationships and Sex Education (RSE) is learning about the emotional, social, moral and physical aspects of growing up. It is about the understanding of stable, loving, healthy, positive relationships, focusing on family and friendships, including those on and off line.

It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. Giving children and young people the essential skills to build positive, enjoyable and non-exploitive relationships. RSE has a key part to play in the personal, social, moral and spiritual development of young people.

The aims of relationship and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Provide balanced, factual information about physical and emotional changes that happen as children grow up
- Develop confidence in talking about feelings and relationships
- Help children develop feelings of self-respect, confidence and empathy
- Help children have the confidence and self-esteem to value themselves and others
- Create a positive culture around issues of relationships and sexuality and promote equality which is inclusive to all children and young people
- Understand about the diverse range of different relationships, and families, and their importance for the care and support of children
- Help children learn the value of family life, stable and loving relationships, marriage and civil partnerships
- Prepare children for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Teach children about human reproduction
- Teach children the correct vocabulary to describe themselves and their bodies
- Understand the consequences of their actions and behave responsibly within relationships
- Be able to recognise unsafe situations and be able to protect themselves and ask for help and support
- Develop an understanding of consent and understand that they have the right to say no in a range of situations
- Understand the role of the media in forming attitudes

- Understand that offence can be caused by the use of sexual terms as an insult

### **Implementation**

Ouston Primary School delivers RSE as its own subject and also through a range of subjects, where appropriate, including PSHE, RE, ICT and Science.

Much of the RSE takes place within the RSE/PSHE lessons and focuses on the emotional aspects of development and relationships. These lessons will be taught in planned topic blocks on a weekly basis.

We teach lessons so that children

- feel safe, confident and comfortable to talk about a range of issues
- gain an understanding of what a relationship is and what makes a relationship good
- value and respect diversity within relationships and our community
- understand the importance of mental well-being

### **Impact**

The successful approach to teaching RSE will result in children having an understanding of what a good, healthy relationship looks like. It will make sure that children and young people have self-belief, self-respect, self-esteem and equip them for the next stage in their lives.

A successful RSE curriculum will mean that children are able to talk about how they feel and be able to empathize and understand how others might feel. They will understand and accept the diverse world in which we live.

### **Teaching and Learning**

All year groups are taught RSE at an age appropriate level. Lessons are planned in small unit blocks under three main headings: Health and Well Being, Relationships and Living in the Wider World.

Lessons will be introduced in a variety of ways including watching videos, listening to stories, posing questions and allow children to share their thoughts and feelings, take part in class discussions and ask their own questions.

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital to

successful and effective teaching and learning within this subject. Each class will establish ground rules based on the following:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive

When pupils ask questions, we aim to give age appropriate, honest answers. When it is felt that answering a question would involve information at a level inappropriate to the development of the rest of the class, the question may be dealt with individually at a later time. It is felt that if a question is left unanswered, an answer may be sourced elsewhere and it may not be an accurate, honest and informed answer.

The physical aspects of puberty and reproduction are included in the Year 5 and 6 Science curriculum and through presentations by the school nurse. Children have the opportunity to talk in single sex groups with the school nurse and have appropriate questions answered.

More expert or specialist teachers and other professionals may support staff that are uncomfortable with teaching certain aspects of the RSE curriculum. Support and professional development will be provided for these staff, so that they can develop their confidence in delivering the whole of the RSE programme.

Our school is involved in Operation Encompass - The Next Steps which aims to form part of a wider strategy to break the cycle of Domestic Abuse through education and support. We include resources devised by professionals in this area that look at healthy/unhealthy relationships at an age appropriate level. These lessons are delivered in Years 1/2 and Year 5/6

## **EYFS**

Subjects will be discussed through story time and carpet time at an age appropriate level.

Children will learn about simple feelings and how to recognise them. They will learn about basic self-care and keeping themselves safe.

Children will gain a simple understanding of what a relationship is - a friend, parent, teacher etc and what makes them happy and sad within a relationship. They will also learn about the wider world, who helps them and rules they need to follow.

Teaching will also include learning about the names of the parts of their bodies.

## **KS1**

Within Key Stage One children continue to develop their understanding and knowledge of relationships, health and well-being and the wider world, building on what they learnt in EYFS.

## **KS2**

Within Key Stage Two children develop their understanding of relationships, health and well-being and the world around them further. They begin to raise their own questions for learning and explore a range of ways to keep themselves and others safe and happy.

### **Organisation, Planning and Resources**

RSE is taught by the class teacher within weekly RSE/PSHE lessons throughout the year. There are times when specialists or visitors may also teach classes/Year groups.

RSE is taught using the following headings:

- ~ Health and Wellbeing
- ~ Relationships
- ~ Living in The Wider World

A planning overview can be found in the Appendix. We cover key themes in year group pairs so that we can reinforce concepts, build on previous learning and explore further the following year.

### **Assessment**

Teachers will use work produced and small group discussions to informally assess pupil understanding within RSE. Teachers will use informal assessment to revise future RSE plans.

Evidence from RSE/PSHE lessons to support with assessment is kept in a class file and pupil work books.

## **Equal Opportunities**

At Ouston Primary School we are committed to promoting equal opportunities to all children, irrespective of their socio-economic background, gender, disability or ethnicity. We believe that all children have equal access to and participation in RSE.

## **Inclusion**

At Ouston Primary School we are committed to ensuring that all pupils access and participate in the SRE curriculum. Teachers will be sensitive to and inclusive of all children and their families in the teaching of RSE.

### *Ethnic, Cultural and Religious Groups*

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents /carers to discuss any concerns with the Head teacher.

### *Pupils with Special Needs*

We will ensure that all pupils receive RSE and we will ensure that we offer provision appropriate to the particular needs of all our pupils, taking specialist advice where necessary.

### *Gender, Identity and Sexual Orientation*

We will ensure we deal sensitively and honestly with issues of sexual orientation and gender identity, answer appropriate questions and offer support. Pupils, whatever their developing gender identity and sexuality need to feel that relationship and sex education is relevant to them.

## **Role of the Subject Leader**

The RSE lead will monitor and oversee the organization and teaching of RSE within the school. This will take place through a variety of ways including talking to children, looking at lesson plans, RSE folders and children's work.

The RSE lead will make sure that the curriculum overview and map is up to date and in line with current guidance by keeping up to date with ongoing training and any new strategies introduced within the subject. The RSE lead will also be responsible for keeping staff up to date with new initiatives, planning and resources. Carrying out or organizing any staff training that is necessary.

### **Working with Parents/Carers**

At Ouston Primary School we believe the role of parents in the development of their children's understanding about relationships is vital. Parents/carers are the first educators of their children. Therefore we will ensure that we work closely with parents/carers to ensure they are aware what is taught and when. This policy and information on what will be taught and when will be freely available on our schools' website for parent/carers to access.

### **Right of withdrawal of pupils from Sex Education**

Some parents prefer to take the responsibility for aspects of this element of the RSE programme. Parents have the right to request that their child be withdrawn from all or part of the sex education elements delivered as part of the statutory RSE, except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative arrangements in such cases. Parents are encouraged to discuss their concerns and / or requests with the Head Teacher at the earliest opportunity. The Head Teacher will document the request and a record is kept. Parents/carers are welcome to review any RSE resources the school uses for this area.

**Subject Lead: R. Dadswell**