

# Oxford Diocesan Bucks Schools Trust (ODBST)

*“Empowering our unique schools to excel”*



## Relationships and Sex Education

<b>ODBST Level 1 Statutory Policy:</b>	<b>ALL</b> Schools require this policy with <b>no changes</b> 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, <b>except</b> where a school contact is required as identified in the content of the policy. LGBs will <b>note</b> adoption in LGB meetings. Review will take place at Trust level, and schools will be notified of updates and review dates as necessary.
<b>Other related ODBST policies and procedures:</b>	ODBST Safeguarding and Child Protection Policy
<b>Committee responsible:</b>	SEC
<b>Approved by:</b>	SEC
<b>Date Approved:</b>	22 November 2023
<b>Review Date:</b>	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 are consulting with parents, staff and pupils as part of our process for making changes to this RSE policy. The consultation period will run from 01.02.24 until 31.03.24

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 Great Horwood 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 the school office to make an appointment with the RSE leader. The RSE planning and resources can also be found on the school website under the curriculum tab. Please contact the school office for the username and password if you would like to view the resources we use.

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**

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

At Great Horwood School, Sex Education is delivered alongside the Relationships curriculum as part of our PSHE and RSE curriculum. To ensure the content and delivery of Sex Education is appropriate and relevant to our pupils we use simple baselines to ascertain what pupils already know and find out what they would like to learn.

Distancing techniques are used in PSHE education, which provide depersonalised examples which support children to explore what is being taught without sharing their own personal experiences in the lesson.

At Great Horwood School we have a whole school RSE week in the summer term. This comprises of 3-4 lessons for each year following lessons from the Christopher Winters Project. Parents are invited to attend a meeting to discuss the implementation of the scheme and the materials and resources used. Parents will have the opportunity to ask questions and discuss any concerns they have.

**What do we use to support the teaching of Relationships Education?** At Great Horwood Church of England School we use the PSHE Association programme of study which is accompanied by the Christopher Winters Project. This resource is used in many Primary schools and has been quality assured by the PSHE Association. We use Kapow lesson planning for PSHE which has been mapped out against the PSHE Association programme of Study.

**Who teaches Relationships Education?** All teachers at Great Horwood School will be delivering statutory Relationships Education within the age appropriate PSHE curriculum.

**When is Relationships Education taught at GHS?** Relationships Education is taught as part of the PSHE curriculum and is detailed by year group. PSHE is taught for a minimum of one lesson per week across all year groups. At Great Horwood School, the children are taught in their separate year

groups for relationships and sex education and boys and girls will be in mixed classes together for this.

**How delivery and content will be made accessible to all pupils including SEND:** Pre-teaching of vocabulary to support children who need this. Differentiated resources and activities to ensure that learning and content is accessible to all pupils at Great Horwood.

**What do we use to teach Sex Education?** We use the PSHE Association programme of study partnered with the Christopher Winter Project to teach Sex Education. These resources are age appropriate, in line with the Science curriculum and have been quality assured by the PSHE association.

**Who teaches Sex Education?** Sex Education will be taught by class teachers with another adult present in the room during the Sex Education lessons.

**When is Sex Education taught?** Sex Education is taught as part of the PSHE curriculum in **Year 6**. At Great Horwood School, Sex Education is taught in separate year groups with boys and girls together. The Christopher Winters Project lesson planning and resources are used to teach sex education at Great Horwood School. Full planning and the resources can be found on the school website.

[RSE Planning | Great Horwood Church of England School \(secure-primariesite.net\)](https://secure-primariesite.net)

**How delivery and content will be made accessible to all pupils including SEND:** Pre-teaching of vocabulary and differentiated resources suited to the cohort/group to support teaching and learning such as vocabulary cards, matching activities and social stories.

**Where can you view the curriculum information?**

Please see appendix 2 for the curriculum mapping of Cycle A and Cycle B for all year groups to see how PSHE and RSE fit within our topics. The full curriculum and planning for Sex Education can be found on the school website. [RSE Planning | Great Horwood Church of England School \(secure-primariesite.net\)](https://secure-primariesite.net) Please contact the school office for the username and password if you would like to view the resources.

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 Chelsea Briggshaw (RSE leader) through activities such as planning scrutinies, learning walks, talking to pupils and looking at the class PSHE/RSE book.

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

## Appendix 1

### Sex Education Expectations:

Make sure boys and girls are prepared for the changes that adolescence brings (Puberty). This may include:	Draw on knowledge of the human life cycle set out in science lessons to explain how a baby is conceived and born. This may include:
<p><u>Key facts about puberty (particularly from the age 9-11) including physical and emotional changes including:</u></p> <p>Identify the physical, emotional and behaviour changes that occur during puberty for boys and girls;</p> <p>Understand that puberty is individual and can occur any time between 8-17;</p> <p>Understand that the body changes at puberty are a preparation for sexual maturity;</p> <p>Name the male and female sex cells and reproductive organs (<i>Note: scientific names will be used from KS1, but not in the context of conception and birth until Year 6</i>)</p>	<p><u>Pupils learn about human reproduction in the context of the human life-cycle:</u></p> <p>Understand that sexuality is expressed in a variety of ways between consenting adults'</p> <p>Understand the similarities and differences between friendships and intimate relationships;</p> <p>Describe how babies are made and grow (conception and pregnancy), where it occurs and how long it takes;</p> <p>Identify some of the roles, responsibilities, skills and qualities needed to be a parent/carer;</p> <p>Understand the needs of a baby and how parents/carers meet those needs;</p> <p>Recognise that both men and women can take on these roles and responsibilities</p>

### Great Horwood Church of England School PSHE and RSE Curriculum Mapping

#### Year 1 and 2 PSHE and RSE Cycle A & Cycle B

Year 1 and 2 Cycle A	Autumn		Spring		Summer	
PSHE/RSE studied	Health and Wellbeing- healthy lifestyles  <b>Relationships - Healthy relationships (feelings and emotions)</b>	Health and Wellbeing- keeping safe	Living in the Wider World- rights and responsibilities and money	Relationships- Valuing Difference	Living in the Wider World- Taking care of the environment	Health and Wellbeing- <b>Growing and Changing</b>  <b>RSE Week 3-4 lessons</b>

Year 1 and 2 Cycle B	Autumn		Spring		Summer	
PSHE/ RSE studied	<b>Relationships- Feelings, emotions and healthy relationships</b>	Health and Wellbeing- Healthy Lifestyles and Keeping Safe	Living in the Wider World- Taking Care of the Environment		Living in the Wider World- Rights and responsibilities and money	Health and Wellbeing- <b>Growing and Changing</b> <b>RSE Week 3-4 lessons</b>

Year 3 and 4 PSHE and RSE Cycle A and Cycle B

Year 3 and 4 Cycle A	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
PSHE/ RSE studied	Relationships - Valuing Difference	Health and Wellbeing- Keeping Safe	Living in the Wider World- Rights and Responsibilities and Money	Health and Wellbeing- Healthy Lifestyles	<b>Relationships - feelings and emotions. Health Relationships</b>	Health and Wellbeing- <b>Growing and Changing</b> <b>RSE Week 3-4 lessons</b>

Year 3 and 4 Cycle B	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
PSHE/ RSE studied	Health and Wellbeing- <b>Growing and Changing</b>	Health and Wellbeing- Healthy Lifestyle	Living in the Wider World- Money	Relationships- Feelings and Emotions	Living in the Wider World- Rights and Responsibilities	Health and Wellbeing- Healthy Lifestyles <b>RSE Week 3-4 lessons</b>

Year 5 and 6 PSHE and RSE Cycle A and Cycle B

Year 5 and 6 Cycle A	Autumn		Spring		Summer	
PSHE/ RSE studied	Health and wellbeing- healthy lifestyles	Living in the wider world- money, rights and responsibilities	Health and wellbeing- infection and hygiene	Relationships- healthy relationships	Health and wellbeing- growing and changing (including puberty)	Health and wellbeing- growing and changing (including puberty) <b>RSE Week 3-4 lessons</b> <b>Sex Education (Year 6 only)</b>

Year 5 and 6 Cycle B	Autumn		Spring		Summer	
PSHE/ RSE studied	Health and Wellbeing- Healthy Lifestyles	Health and wellbeing- growing and changing (including puberty)	Living in the Wider World- Money	Living in the Wider World- Rights and Responsibilities	Relationships- Healthy Relationships	Health and Wellbeing- Healthy Lifestyles  Health and wellbeing- growing and changing  <b>RSE Week 3-4 lessons</b> <b>Sex Education (Year 6 only)</b>

Highlighted in yellow is where the sex education lessons will be taught in Year 6. They will be taught as 1-2 individual lessons and will be taught at Year 6 and NOT in year 5. The children will be separated into year groups for this but will be mixed groups of boys and girls.

Parents/carers only have the right to withdraw from the 3-4 lessons highlighted in yellow as this is the sex education part of the topic. The remainder of the topic will be taught alongside the Year 5

and 6 science curriculum and will include the scientific names for body parts and the changes children will go through such as puberty.

**Great Horwood School PSHE and RSE Introduction of New Vocabulary across Year Groups:**

**Year 1:** Friends, feelings, similar, different, family, boy, girl, male, female, private parts, penis, vulva.

**Year 2:** Sex, gender roles, stereotypes.

**Year 3:** Testicles, vagina, uterus, fostering, adoption, relationships.

**Year 4:** Puberty, lifecycle, reproduction, physical, breasts, sperm, egg, pubic hair, emotional.

**Year 5:** Physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair.

**Year 6:** Sexual feelings, womb, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, relationship, friendship, love, consent, intimacy, communication, personal/private information, internet safety.