



Relationships and Sex Education (RSE) and Health Education Policy

**September 2020
Review Date: September 2021**

Introduction and Aims

At Oasis Academy Long Cross our vision is that children, with the core skills to succeed, will be the best they can be. Our relationships, sex and health education policy aims to support the continuing development of children's characters to become the best version of themselves through delivery of our exemplary curriculum which includes the active promotion and practice of the 9 Habits.



The Oasis ethos is rooted in what we believe and who we are.

- We have a passion to include everyone
- We have a desire to treat everyone equally, respecting differences
- We have a commitment to healthy and open relationships
- We have a deep sense of hope that things can change and be transformed
- We persevere and keep going for the long haul

The Oasis Education Charter sets out our commitment to work in partnership with our communities to transform lives and create a culture of excellence for all. To help achieve this, we make great learning the cornerstone of everything that we do.

As part of Oasis Community Learning (OCL), Oasis Academy Long Cross is committed to helping young people develop loving and respectful relationships and a responsible attitude to intimacy and sex. The Oasis Ethos is at the heart of all teaching on relationships, sex and health, including the commitment to promoting healthy and positive relationships, treating everyone equally and respecting differences. In line with the Equality Act (2010) Long Cross recognises that it has an obligation to take positive action to build a culture where any occurrences of sexism, misogyny, homophobia and gender stereotypes are identified and tackled rather than being tolerated. Through the delivery of our curriculum we actively seek to eliminate discrimination, advance equality of opportunity between all groups of people and foster good relations across all protected characteristics. Oasis Academy Long Cross recognises the breadth of human diversity and is committed to providing sex and relationship education which values this diversity. All adults have an important role to play in modelling positive behaviours and we understand our role as complementary to, and supportive of, the role of parents/carers in educating their children about sex, relationships and health. This policy has therefore been developed in consultation with parents, as well as with teachers and pupils. It has been approved by the OCL South West Regional Director and will be reviewed annually and updated as appropriate. Oasis Community Learning's full policy for relationship, sex and health education can be found on the Oasis Academy Long Cross and OCL website.

Curriculum

As part of a multi-academy trust, Oasis Academy Long Cross must, by law, provide relationships and health education to all students. At Long Cross, we use the exemplary Jigsaw scheme and resources for our PSHE (Personal, Social and Health Education) lessons, the content of which covers all statutory elements as required. Details of the statutory content of relationships, sex and health education can be found below in appendix A. At Long Cross we have chosen to include the sex education elements of the Jigsaw scheme in our curriculum which are non-statutory. Details of the content included in our curriculum as guided by Jigsaw and our planned teaching schedule, can be found in appendix B, which include the non statutory sex education elements. Some content relating to our relationships, sex and health curriculum are also taught through Science and Religious Education lessons.

How is it taught?

Jigsaw PSHE lessons are taught weekly as a stand-alone lesson by class teachers. We have taken Jigsaw themes and closely integrated them with the Oasis 9 Habits, which are then also taught regularly through whole school assemblies and celebrated on a whole school level. Class teachers use the Jigsaw planning and resources which they adapt and differentiate as appropriate, both to meet the needs of their class as a whole as well as the needs of specific individuals. Very occasionally, due to a specific identified SEND, it may be considered most appropriate for a child to be taught the curriculum content with further tailoring and personalisation, using an alternative set up away from the whole class Jigsaw lesson. This is planned and reviewed at least 3 times a year, or more often if necessary, as part of the individual's SEND plan development.

Our curriculum is lead by our Principal, Karen Sheppard. All lessons and impact are monitored in line with whole academy systems to ensure high quality delivery. All staff expected to deliver Jigsaw receive specific training to ensure that they are well placed and confident in delivering the curriculum. Staff can also access further support as and when appropriate.

The role of parents and their right to withdraw

- The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.
- At Oasis Academy Long Cross we work closely with parents to ensure they are aware of what their children are being taught and when and we pride ourselves on the trusted relationships we have formed which enables parents to ask questions and raise concerns through our open door policy.
- There is no right to withdraw children from Relationships Education or Health Education. However, parents and carers do have the right to request that their child be withdrawn from some or all elements of sex education (as outlined in appendix B). Should they wish to do so, parents and carers should submit their request in writing (see appendix C).
- If a parent or carer requests that their child be withdrawn from some or all elements of the sex education curriculum then this request will be fully respected and automatically granted. Parents and carers will, however, first be invited to discuss their request with a member of our staff to clarify the nature and purpose of the curriculum.

- If a pupil is withdrawn from sex education, Oasis Academy Long Cross will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Appendix A:

Statutory Elements to be taught in Primary Schools of Relationships Education, Relationships and Sex Education (RSE) and Health Education.

Curriculum detail taken from the DfE document: “Relationships Education, Relationships and Sex Education (RSE) and Health Education”

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

Relationships Education

<p>Families and people who care for me</p>	<p>Students should know:</p> <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.
<p>Caring friendships</p>	<p>Students should know:</p> <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.
<p>Respectful relationships</p>	<p>Students should know:</p> <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.

	<ul style="list-style-type: none"> • 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	<p>Students should know:</p> <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.
Being safe	<p>Students should know:</p> <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.

Health Education

Mental wellbeing	<p>Students should know:</p> <ul style="list-style-type: none"> • That mental wellbeing is a normal part of daily life, in the same way as physical health. • 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.
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	<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. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • 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. • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • 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). • 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.
Internet safety and harms	<p>Students should know:</p> <ul style="list-style-type: none"> • That for most people the internet is an integral part of life and has many benefits. • About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • Why social media, some computer games and online gaming, for example, are age restricted. • That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • Where and how to report concerns and get support with issues online.
Physical health and fitness	<p>Students should know:</p> <ul style="list-style-type: none"> • The characteristics and mental and physical benefits of an active lifestyle. • The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • The risks associated with an inactive lifestyle (including obesity). • How and when to seek support including which adults to speak to in school if they are worried about their health. •
Healthy eating	<p>Students should know:</p> <ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories and other nutritional content). • The principles of planning and preparing a range of healthy meals.

	<ul style="list-style-type: none"> The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<p>Students should know:</p> <ul style="list-style-type: none"> The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Students should know:</p> <ul style="list-style-type: none"> How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. The facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<p>Students should know:</p> <ul style="list-style-type: none"> How to make a clear and efficient call to emergency services if necessary. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<p>Students should know:</p> <ul style="list-style-type: none"> Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. About menstrual wellbeing including the key facts about the menstrual cycle.

Sex Education

There are no statutory elements to sex education in primary schools. The National Curriculum for science, however, does include subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Unlike any additional sex education included in the curriculum, there is no right to withdraw from these elements which are included in the National Curriculum for science.

The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. Students should be made aware of the relevant legal provisions, as age appropriate, when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls

- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism/radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

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Appendix B:

Relationship, Sex and Health Curriculum taught at Oasis Academy Long Cross

At Oasis Academy Long Cross we follow the 'Jigsaw' PSHE scheme throughout which we have integrated the Oasis 9 Habits. Further details of Jigsaw can be found on their website at www.jigsawpshe.com.

Below are details of the content of the curriculum as taught at Oasis Academy Long Cross, term by term, in each year group. The additional sex education elements, which we have chosen to include in our curriculum, are all taught in term six. Some elements are compulsory and are required to be taught as part of the national science curriculum, such as life cycles, including reproduction and puberty. However, some elements are non-statutory. Parents/carers may request for their child to be withdrawn when these concepts are taught.

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PSHE Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit of work	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Nursery	<ul style="list-style-type: none"> - Understanding feelings - Kindness and respect - What it means to belong - My responsibilities 	<ul style="list-style-type: none"> - Recognising my own strengths - Recognise differences between families and homes - Friendship 	<ul style="list-style-type: none"> - Understand what challenge means - Set goals for the future 	<ul style="list-style-type: none"> - Name body parts - Understand 'healthy' 	<ul style="list-style-type: none"> - My family and friends - My feelings 	<ul style="list-style-type: none"> - Name body parts - Being healthy - Growth - Moving classes
Reception	<ul style="list-style-type: none"> - Understanding feelings - What it means to belong - My actions and the impact of my actions - My responsibilities - Being a good friend 	<ul style="list-style-type: none"> - Recognise that I am unique - Identify similarities and differences between people - Friendship and how to manage unkindness 	<ul style="list-style-type: none"> - Explain challenge and overcoming challenge - Set goals for the future 	<ul style="list-style-type: none"> - Stranger danger - Importance of a healthy diet and exercise 	<ul style="list-style-type: none"> - My family - How to manage friendships 	<ul style="list-style-type: none"> - Name body parts - Being healthy - Growth - Moving classes
Year One	<ul style="list-style-type: none"> - What it means to belong in my class - How to be a responsibly class member - My actions and the impact of my actions - My rights and responsibilities in my class 	<ul style="list-style-type: none"> - Identify similarities and differences between people - Understand friendship and how to make friends - Understand bullying and who I can talk to about bullying 	<ul style="list-style-type: none"> - Set goals - Working co-operatively - Overcoming challenges 	<ul style="list-style-type: none"> - Self-care - Safe use of medicines - Road safety 	<ul style="list-style-type: none"> - What qualities make a good friend - Appropriate relationships with friends 	<ul style="list-style-type: none"> - Life cycles - Personal change - Body growth and changes since birth - Name male and female body parts - Moving classes

<p>Year Two</p>	<ul style="list-style-type: none"> - My hopes and fears - My support network - What it means to be a responsible class member - My rights and responsibilities as a learner 	<ul style="list-style-type: none"> - Identify similarities and differences between people - Understand bullying - Challenging gender stereotypes 	<ul style="list-style-type: none"> - Set goals - Work in a group to achieve a goal 	<ul style="list-style-type: none"> - Healthy bodies and healthy minds - Self-care and healthy diets 	<ul style="list-style-type: none"> - Appropriate relationships with friends and families, including keeping secrets - My relationships within the school community 	<ul style="list-style-type: none"> - Life cycles - Human life cycles - Body growth and change since birth - Name male and female body parts - Appropriate interactions - Moving classes
<p>Year Three</p>	<ul style="list-style-type: none"> - Recognising personal strengths and challenges - How to be a responsible class member - Working successfully with others - My behavior 	<ul style="list-style-type: none"> - Bullying and friendship - Reflecting on family, family conflict and belonging 	<ul style="list-style-type: none"> - Reflect on the success and challenges faced by others - Reflect on my ambitions - Reflect on my successes and challenges - Managing my feelings when I am challenged 	<ul style="list-style-type: none"> - The impact of exercise and diet on my body - The feeling of safety - Reflect on what is meant by drugs 	<ul style="list-style-type: none"> - Online safety - Rights and needs of children across the globe - Challenge gender discrimination 	<ul style="list-style-type: none"> - The growth and development of babies - Changes to the body in puberty - Challenging stereotypes - Moving classes
<p>Year Four</p>	<ul style="list-style-type: none"> - Creating a respectful and inclusive classroom - My actions and the consequences of my actions - Democracy in the school community 	<ul style="list-style-type: none"> - Bullying - Making assumptions - Bullying and my responsibilities 	<ul style="list-style-type: none"> - Managing disappointment and moving forward - Working co-operatively towards a shared goal 	<ul style="list-style-type: none"> - The impact of smoking and alcohol on the body - Dealing with peer pressure 	<ul style="list-style-type: none"> - Personal relationships - Feelings of jealousy, love and loss - Memories 	<ul style="list-style-type: none"> - My character and genes - Name male and female reproductive organs - Changes to the body during puberty - Understanding change - Moving classes

<p>Year Five</p>	<ul style="list-style-type: none"> - Creating a respectful, inclusive classroom which respects the rights of others. - Democracy in the school community - My rights as a citizen of this country 	<ul style="list-style-type: none"> - Understanding cultural differences and racism - Bullying and my responsibilities 	<ul style="list-style-type: none"> - Dreams and aspirations for my future careers - Career aspirations across the globe 	<ul style="list-style-type: none"> - Smoking and alcohol - Self-image and the media 	<ul style="list-style-type: none"> - Staying safe online - Online communities - Online gaming - My relationship with the internet 	<ul style="list-style-type: none"> - Self-esteem and body image - Changes to the body during puberty - Personal care - Conception - Responsibilities linked to growing up - Moving classes
<p>Year Six</p>	<ul style="list-style-type: none"> - Understand the rights of children - Compare the rights of children across the globe - Understand the consequences of my actions, both within school and beyond 	<ul style="list-style-type: none"> - Understanding and challenging perceptions of 'normal'. - Bullying - Celebrating difference, including disability and culture. 	<ul style="list-style-type: none"> - Setting realistic goals - Plan to achieve a goal - Managing my emotions 	<ul style="list-style-type: none"> - Drugs - Gangs and exploitation (including online) - Mental health 	<ul style="list-style-type: none"> - Safe use of technology - Recognising truth online - Mental health - Dealing with love and loss 	<ul style="list-style-type: none"> - Self-esteem and body image - Changes to the body during puberty - Growth of an unborn child - Understanding healthy, respectful relationships - Transitioning to secondary school

Appendix C:

Parent Form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Year group	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to know			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken. e.g. Joe will be taking part in all relationships lessons and during the sex education lessons, he will be working on a project in the Year 5 classroom



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