

Oakfield Primary School



Relationships and Sex Education Policy

*‘Opportunity to Achieve’
‘Cyfle i Gyflawni’*

As a **Rights Respecting School**, we promote the values and principles of the UNCRC. This policy promotes and enables the following articles:

Article 28	Every child has the right to an education.
Article 19	Every child has the right to be safe from violence or harm.
Article 34	Every child has the right to be protected from sexual abuse and exploitation.

September 2024

Review Date: Summer 2025

1. Introduction

1.1 Rationale

Welsh Government believes that all pupils in Wales should receive high-quality relationships and sex education RSE as part of their personal and social development and therefore recommends that primary schools have a *graduated* programme of RSE tailored to the age and emotional maturity of the children.

The Welsh Assembly Government's seven core aims describe the entitlement of children and young people to access educational and health services. It is important that a comprehensive and well-planned programme of sex education is delivered to pupils in order to help them cope with the physical, social and emotional aspects of growing up and to properly prepare them for changes.¹

Furthermore, Welsh Government believes that all young people should have the right to access information that keeps them safe from harm (Article 13, UNCRC). This includes learning about healthy relationships, keeping safe including online, and being confident to raise issues with responsible adults.

Parents, of course, have a central role to play in this. But there is also a crucial role for schools - especially in a world where there is so much information, including misinformation and harmful materials, circulating online. Schools create safe and empowering environments and the new Curriculum for Wales intends to build on and promote this. Therefore, **Welsh Government has made RSE a statutory requirement in the Curriculum in Wales, which was introduced from 2022 (RSE Code).**²

With this in mind, Oakfield Primary School endeavours to develop a RSE policy that is a working document, reflecting the needs of our pupils, families and community.

1.2 Aims

This policy is a formal statement of intent for Relationships and Sex Education at Oakfield Primary School, outlining our whole-school approach for curriculum development. Legal requirements of the Curriculum for Wales (2022) inform and underpin elements within this policy as well as existing statutory requirements from the Education Act (2002) and Welsh Government guidance.

Therefore, current Welsh Government priorities, as well as Oakfield Primary School Improvement Plan priorities are reflected within this policy. It is intended that this policy is to be used as a working document in order to ensure effective transition into new curriculum and assessment arrangements in Wales.

This policy relates to all pupils (ages 3-11), staff, parents/carers, governors and stakeholders of Oakfield Primary School.

1

<https://hwb.gov.wales/api/storage/fb82a7b3-c88a-4473-a0b2-80fb2395b872/sex-and-relationships-education-in-schools.pdf>

2

<https://hwb.gov.wales/api/storage/beb6421f-c602-4006-a8b9-eb3965a1b255/relationship-and-sexuality-education-rse-en.pdf>

1.3 Statements of 'What Matters', Health and Wellbeing AoLE

1. Developing physical health and well-being has lifelong benefits.
2. How we process and respond to our experiences affects our mental health and emotional well-being.
3. Our decision-making impacts on the quality of our lives and the lives of others.
4. How we engage with social influences shapes who we are and affects our health and well-being.
5. Healthy relationships are fundamental to our well-being.

1.4 Role of the SMT/RSE/Health and Wellbeing lead(s):

- To take the lead in RSE policy development and the implementation of an agreed graduated approach.
- To ensure procedures are followed and all staff are aware of what is expected from them.
- To provide members of staff with training and support in order to deliver the RSE programme and schemes of work effectively.
- To coordinate and develop resources alongside the whole staff and assist with requisition of resources required (within the confines of school budget).
- To identify and advise on Professional Learning needs for staff where appropriate (in-line with SIP and within the confines of school budget).
- To keep up-to-date with new initiatives and curriculum developments, informing staff as appropriate.
- To monitor the whole school approach to RSE.

1.5 Management and Organisation

A whole school approach will be adopted to ensure that all parties who make up the wider school community are actively involved regarding RSE.

Governing Body	Link Governors - Names
Headteacher and SMT	Mr. D. Harris
Health and Wellbeing/RSE Lead(s)	Acorns - Name Roots - Name Wings - Name
Teaching and non-teaching staff	All staff will be made aware of the RSE policy and graduated approach to the delivery of lessons.
Parents/Carers/Families	Information regarding the delivery of RSE lessons will be shared with relevant parents/carers at the start of each academic year. Drop in-sessions can be made available to parents to answer and questions or queries they may have.
School Nurse	Name
Outside Agencies	Healthy Schools, Rights Respecting Schools, NSPCC, Nurture Schools
Pupils	Oakfield Senedd

2. Teaching and Learning of RSE

Our RSE programme aims to equip all pupils with accurate, unbiased knowledge about relationships and sex education, giving pupils the opportunity to gain skills that will allow them to make use of this knowledge. RSE always aims to be age-appropriate, developmental and graduated, ensuring that pupils build upon existing knowledge and skills as they progress through the school.

Our programme is delivered using a combination of schemes and resources such as Jigsaw and NSPCC Resources.

2.1 Delivery

The Health and Wellbeing AoLE is delivered through both discrete and planned lessons, as well as through coordinated cross-curricular teaching. Below is an example of how our graduated programme of RSE works in practice across all Areas of Learning and Experience..

	Acorns - Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Term	Welcome Back (The 4 Rs) - Relationships, Rights, Routines, and Responsibilities World Children's Week (including Anti-Bullying Week and Children in Need) Umbrella Themes (Y2-6): Mind Body and Soul				
	Hygiene and Keeping Clean Empowering pupils to understand what areas most need cleaning, how to keep clean and what to use.	Gender Stereotypes Empowering pupils to explore and challenge gender stereotypes.	Human Life Cycle Empowering pupils to understand the nature of constant change and the positive side of growing up and how that impacts on our life and what we can do at different stages.	Growing Up/Keeping Safe Empowering pupils to recognise every child's right to feel safe and secure and to know where to go for support and advice if feeling unsafe and insecure.	
Spring Term	NSPCC Speak Out and Stay Safe Campaign - Whole-School Lesson/Assembly				
	Friendships Empowering pupils to develop healthy friendships. What makes a good friend? Rights respecting.	Friendships Empowering pupils to develop healthy friendships and recognise that similarities and differences between people contribute to diversity of friendship.	Families Empowering pupils to recognise that there are different kinds of families, and discuss how families look after each other.	Healthy Relationships Empowering children to explore the different types of relationships they may form and maintain in their life. Recognise the difference between a healthy and unhealthy	Healthy Online Friendships Empowering children to explore ways to keep online relationships healthy.

				relationship in a range of contexts.* <i>*not sexual</i>	
Summer Term		PANTS (NSPCC Underwear Rule) Empowering pupils to: Know the difference between appropriate and inappropriate touch; Understand that they have the right to say “no” to unwanted touch and start thinking about who they trust and who they can ask for help.	Physical Differences Empowering pupils to understand the physical differences between males and females – naming body parts.* <i>*We use the proper/biological names for body parts including sexual parts.</i>	Physical Changes Empowering pupils to understand the general changes boys and girls go through including both emotional and physical changes (puberty)* <i>*Boys and Girls to be taught separately</i>	Physical Changes Empowering pupils to understand the general changes boys and girls go through including both emotional and physical changes (puberty)* <i>*Boys and Girls to be taught separately</i> Secondary School Empowering pupils to handle the challenges associated with moving from Year 6 into secondary school. Changing Friendships Empowering pupils to explore the nature of friendships, the benefits and opportunities that new ones bring, and the positive, safe and healthy ways to manage them.
	Transition <i>Empowering pupils to handle the challenges associated with change.</i>	Transition <i>Empowering pupils to handle the challenges associated with moving from Year 3 to Year 4</i>	Transition <i>Empowering pupils to handle the challenges associated with moving from Year 4 to Year 5</i>	Transition <i>Empowering pupils to handle the challenges associated with moving from Year 5 to Year 6</i>	Series of Boxall Transition Lessons and feeder school(s) talks/visits.
Whole-School - ‘ On Your Move Week ’ will include lots of transition lessons delivered by the current teacher to prepare pupils for change.					

Each term parents are informed of our ‘Jigsaw Piece’ that the whole school is working on as part of the specific Health and Wellbeing and RSE learning. See below an example of overview that is sent to parents via the whole-school newsletter (Summer 2 - Changing Me):

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<p style="text-align: center;">Our next Jigsaw piece is all about Changing Me We will be focusing on: Our Bodies & How they Change During this half term each year group will be:</p>	
<p style="text-align: center;"><u>Nursery</u></p> <p>Pupils will be naming parts of their bodies and learning about respecting their own body. Pupils will be talking about healthy eating and how to look after their bodies. Discussing how we change from a baby, to a child to an adult. Pupils will be discussing growing up and changes they will face knowing their next step is full time school. Pupils will reflect on their time in Nursery.</p>	<p style="text-align: center;"><u>Reception</u></p> <p>Pupils will be naming their body parts understanding that everyone is unique and special. Discuss ways to eat healthy and have a healthy life style. Pupils will develop an understanding of how they grow from babies to adults. Discuss and reflect on the year and the changes to come with moving to Year 1. Pupils will share their memories of their best bits of this year in Reception.</p>
<p style="text-align: center;"><u>Year 1</u></p> <p>Pupils will develop their understanding that changes happen as they grow and that this is natural. Pupils will talk about and recognise changes that have happened to them so far in their lives and things that may stay the same. Show an understanding of how their bodies have changed since they were babies and how change isn't at the same time for everyone and that is also normal. Pupils we develop an understanding of their body parts and how to respect them and be private. Reflect on their year and what they have learnt and understand how new knowledge and skills change you a little bit as you develop.</p>	<p style="text-align: center;"><u>Year 2</u></p> <p>Pupils will talk about and develop an understanding that some changes are out of their control and recognise their own feelings towards this. Pupils will look at the natural process of growing from young to old and understand that this is part of growing up. Furthermore, identify respect towards the older generation and why this is important. Develop an understanding of their own independence and how this has helped them in their journey. Pupils will discuss and identify physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of my body are private. Pupils will talk about private areas and being confident to say what they like and don't like knowing when to ask for help. This will include appropriate types of touch.</p>
<p style="text-align: center;"><u>Year 3</u></p> <p>Pupils will express their feelings when they see babies and baby animals, develop an understanding that normally it is the female who has the baby and discuss changes as people grow. Discuss feelings and emotions to new babies arriving into a family. Pupils will develop an understanding that boys' and girls' bodies need to change so that when they grow up their bodies can make babies and recognise what the physical changes to their bodies will be. Identify how boys' and girls' bodies change on the inside and the necessity of those changes. Pupils will talk about family stereotype and how every family is different. Reflect and plan for the next year ahead to develop goals for their future.</p>	<p style="text-align: center;"><u>Year 4</u></p> <p>Pupils will understand that some of their personal characteristics have come from their birth parents and that this happens because they are made from the joining of the egg and sperm. Pupils will correctly label the internal and external parts of male and female bodies that are necessary for making a baby. Pupils will discuss and develop an understanding of what responsibilities there are in parenthood and the joy it can bring. Pupils will describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation is a natural part of this. Pupils will take time to understand and respect the changes that they see in other people and be positive about making changes to benefit themselves. Understand that change is natural and going to happen so it is out of their control. Reflect on the year and identify what they are looking forward to in Year 5.</p>
<p style="text-align: center;"><u>Year 5</u></p> <p>Pupils will develop an awareness of their own self-image and how their body image fits into that. Pupils can explain how a girl's body changes during puberty and understand the importance of looking after themselves physically and emotionally. Pupils can describe how boys' and girls' bodies change during puberty. They will discuss that sexual intercourse can lead to conception and that is how babies are usually made. But also understand that some people have to have IVF to help them have a baby.</p>	<p style="text-align: center;"><u>Year 6</u></p> <p>Pupils will discuss their own awareness of their self-image and how their body image fits into that. Pupils will explain how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally. Pupils will be able to describe how a baby develops from conception through the nine months of pregnancy, and how it is born. Pupils will discuss and develop an understand of how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend.</p>

2.2 Teaching

Class teachers and support staff will:

- Deliver and support RSE lessons without bias;
- Present topics in a way that considers all viewpoints, so pupils are able to form their own opinions, and also encouraged to respect others;
- Deliver and support RSE lessons in third person - 'some people', etc. to prevent stigmatisation of any group of people;
- Use question boxes (if appropriate to the lesson) for pupils to anonymously ask questions. *An individual child may ask an explicit or inappropriate question. These questions do not have to be answered, and will be addressed sensitively with parents/carers if appropriate;*
- Follow the school's safeguarding policy and procedures when dealing with information shared/ child protection issues;
- Respect pupils' confidentiality throughout RSE lessons, and make clear to pupils that anything disclosed during RSE sessions is confidential but that we must respect their right to be safe and report any concerns and
- Provide parents/carers with up-to-date information regarding RSE coverage and have an 'open door policy' to discuss content with parents if required.

3. Inclusion and Equal Opportunities

Every child has the right to access information (Article 17) regardless of their gender, race, cultural background, ethnicity or disability.

Please refer to Oakfield Primary School's:

- *Equality Opportunities Policy*
- *ALN Policy*
- *EAL/EMTAS Policy*

4. Additional Involvement

4.1 Parents, Carers and Families

Developing learning in this area requires clear communications with families so that they are informed about what and what and how children are learning. Families will always have an essential role in the education of their child, and this will include supporting children to understand relationships and sex education. RSE in Oakfield Primary School will not replace this learning, but will exist alongside it to ensure that all pupils develop their understanding of healthy relationships, equality, safety, wellbeing and their rights.

Oakfield Primary School values the involvement from parents/carers/families and aims to maintain positive relationships. This will be achieved through:

- Regular RSE overviews outlining the RSE lessons for the term;
- Drop-in sessions/an open door policy to discuss any questions or queries related to our RSE policy/lessons;
- Opportunities for parents to view/access resources used within RSE lessons and
- Sharing information with parents with regards to developments in curriculum requirements and Welsh Government legislation.

4.2 Health Professional and External Agencies

Oakfield Primary School welcomes the involvement of visitors from external agencies to complement the core delivery by teaching staff. All visitors will be supported in the classroom by the class teacher and informed about the school's RSE policy.

4.3 Governing Body

Under the current Welsh Government guidance, governing bodies of all maintained schools are required to make, and keep up to date, a separate written statement of their policy with regard to the provision of RSE.³

We consider our governing body as a critical friend and value their contribution to our self-evaluation processes. Our RSE/Health and Wellbeing Link Governors are:

- Name
- Name

Date: **September 2024**

Headteacher: _____

Chair of Governing Body: _____

For review Summer 2025

³ <https://www.publichealthnetwork.cymru/en/topics/sexual-health/sex-education/>

CHANGING ME SUMMER 2 LESSON MESSAGES

Dear parents/carers,

RSE LESSON - NEXT WEEK

Tuesday 16th July 2024

All year groups will be delivering their 'Changing Me' lesson next week. Here is a reminder of what will be covered in your child's year group (see attached).

The full range of lessons (Nursery to Year 6) has been previously shared with families on our weekly newsletter. Please see:

<https://primarysite-prod-sorted.s3.amazonaws.com/oakfield-primary-school-cardiff/Uploaded Document/a684cabb-f771-48b9-87ea-7d1984d1909a/newsletter-9-summer-2024-pdf.pdf>

Although all RSE lessons are statutory, we fully appreciate that some parents/carers may wish to have further information.

If this is the case, then please contact your child's class teacher prior to the scheduled lesson.

Many thanks,

The ___ Team