



Relationships and Sex Education

ODBST Level 1 Statutory Policy:	ALL Schools require this policy with no changes 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, except where a school contact is required as identified in the content of the policy. LGBs will note adoption in LGB meetings. Review will take place at Trust level, and schools will be notified of updates and review dates as necessary.
Other related ODBST policies and procedures:	ODBST Safeguarding and Child Protection Policy
Committee responsible:	SEC
Approved by:	SEC
Date Approved:	22 November 2023
Review Date:	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 Thomas Harding Junior 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 make an appointment (through the school office) to see either the PSHE lead or class teacher.

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

- Please see Appendix 1- RSE Curriculum Overview and End Points for each year group
- Please see Appendix 2- Where school chooses to teach sex education- by the end of primary schools pupils should know

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

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/carers 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 school work 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 the Head teacher and PSHE Lead through:

- Planning scrutinises
- Learning walks
- Pupil interviews
- Staff interviews

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

Appendix 1- RSE Curriculum Overview and End Points for each year group



RSE Curriculum Overview



Overview	Lesson Title	Learning Objectives	Endpoints	Vocabulary
Year 3				Year 3
Core Theme 1: Health and Wellbeing - the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls - to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong	Differences: Male and Female	To explore the differences between males and females and to name the body parts	- Know some differences and similarities between males and females - Name male and female body parts using agreed words	Stereotypes Gender roles Similar Different Male Female
	Personal Space	To consider touch and to know that a person has the right to say what they like and dislike	- Identify different types of touch that people like and do not like. - Understand personal space - Talk about ways of dealing with unwanted touch	Private parts Penis Testicles vagina Womb Family Fostering Adoption Relationship
	Family Differences	To explore different types of families and who to go to for help and support	- Understand that all families are different and have different family members - Identify who to go to for help and support	
Core Theme 2: Relationships				
- to be aware of different types of relationship, including those between friends and families, civil partnerships and marriage - to judge what kind of physical contact is acceptable or unacceptable and how to respond				
Overview	Lesson Title	Learning Objectives	Endpoints	Vocabulary
Year 4				Year 4
Core Theme 1: Health and Wellbeing - how their body will, and emotions may, change as they approach and move through puberty - to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them - about human reproduction	Growing and Changing	To explore the human lifecycle,	- Describe the main stages of the human lifecycle - Describe the body changes that happen when a child grows up	Puberty Lifecycles Reproduction Physical Breasts Sperm Egg Pubic hair Emotions Feelings
	What is puberty?	To identify some basic facts about puberty	- Discuss male and female body parts using agreed words - Know some of the changes which happen to the body during puberty	
Science Attainment Targets				
To be able to describe the changes as humans develop to old age	Puberty changes and reproduction.	To explore how puberty is linked to reproduction	- Know about the physical and emotional changes that happen in puberty - Understand that children change into adults so that they are able to reproduce	

Overview	Lesson Title	Learning Objectives	Endpoints	Vocabulary
Year 5	Talking about Puberty	To explore the emotional and physical changes occurring in puberty	- Explain the main physical and emotional changes that happen during puberty - Ask questions about puberty with confidence	Year 3
Core Theme 1: Health and Wellbeing - how their body will, and emotions may, change as they approach and move through puberty - to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them	Male and Female Changes	To understand male and female puberty changes in more detail	- Understand how puberty affects the reproductive organs - Describe how to manage physical and emotional changes	Puberty Physical changes Emotional changes Moods Menstruation Periods Tampons Sanitary towels Wet dreams Semen Erection Sweat Breasts Spots Pubic hair Facial hair Underarm hair
Core Theme 2: Relationships - to feel confident to raise their own concerns, to recognise and care about other people's feelings Science Attainment Targets - describe the changes as humans develop to old age	Puberty and Hygiene	To explore the impact of puberty on the body & the importance of hygiene	- To explore ways to get support during puberty - Explain how to keep clean during puberty - Explain how emotions change during puberty Know how to get support and help during puberty	
Overview	Lesson Title	Learning Objectives	Endpoints	Vocabulary
Year 6	Growing and Changing	To consider puberty and reproduction	- Describe how and why the body changes during puberty in preparation for reproduction - Talk about puberty and reproduction with confidence	Year 6
Core Theme 1: Health and Wellbeing how their body will, and emotions may, change as they approach and move through puberty about human reproduction	What is puberty?	Consider physical & emotional behaviour in relationships	Discuss different types of adult relationships with confidence Know what form of touching is appropriate	Pregnancy Sexual intercourse Twins Fostering Adoption Relationship Friendship Love Consent Intimacy Communication Personal/private information Internet safety
Science Attainment Targets to be aware of different types of relationship, including those between friends and families, civil partnerships and marriage to recognise what constitutes positive healthy relationships and develop the skills to form them	Puberty changes and reproduction.	To explore the process of conception and pregnancy	Describe the decisions that have to be made before having a baby Know some basic facts about pregnancy and conception	
	Communicating in Relationships	To explore positive and negative ways of communicating in a relationship	- To have considered when it is appropriate to share personal/private information in a relationship - To know how and where to get support if an online relationship goes wrong	

Appendix 2- Where the school choses to teach sex education- by the end of primary school pupils should know

Make sure boys and girls are prepared for the changes that adolescence bring (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:
Key facts about puberty (particularly from the age of 9-11 including physical and emotional changes including: • Identify the physical, emotional and behavioural changes that occur during puberty for boys and girls; • Understand the puberty is individual and can occur at any time between 8-17; • Understand that the body changes at puberty are a preparation for sexual maturity; • Name the male and female sex cells and reproductive organs.	Pupils learn about human reproduction in the context of the human life cycle; • Understand that sexuality is expressed in a variety of different ways between consenting adults; • Understand the similarities and differences between friendships and intimate relationships; • Describe how babies are made and grow (conception and pregnancy), where it occurs and how long it takes; • Identify some of the roles, responsibilities, skills and qualities needed to be a parent/carer. Understand the needs of a baby and how parents/carers meet those needs; • Recognise that both men and women can take on these roles and responsibilities