

How has the policy been produced and how will it be reviewed?

[OADV RSE POLICY PAGE 6](#)

4.1) Policy development

This policy has been developed in consultation with staff, pupils and parents as required by the Department for Education. We are committed to on-going consultation with families and stakeholders throughout the evolution of OADVs relationships and sex education programme. The consultation and policy development process involved the following steps:

- 1. Review – a working group pulled together all relevant information including national guidance.*
- 2. Staff consultation – all school staff have been given the opportunity to look at the policy and make recommendations through a staff survey. A staff working group was put together which represented different contextual and religious viewpoints*
- 3. Parent/stakeholder consultation – parents and interested parties were invited to work with us on the development of the policy. This took the form of a parent letter, survey and invitation to discuss concerns with the academy*
- 4. Pupil consultation – we have and will continue to investigate and monitor what exactly pupils want from their RSE through pupil questionnaires, focus groups and meetings*
- 5. Ratification – once amendments were made, the policy was shared with the regional director and ratified*

2.6) Monitoring, evaluating and reviewing our RSE policy

The policy and teaching programme will be reviewed biannually. Senior staff will take a key role in monitoring the progress of the policy. Feedback from staff and pupils will be monitored by the head of PSHE as will lesson delivery and content. We are committed to working towards the effective delivery of RSE which meets statutory requirements and our academy aims.

- We will reflect on our contribution to the provision of the Entitlements for RSE and seek to develop this*
- We will continue to work in partnership with parents/carers and members of our community to ensure the delivery of high quality RSE for our pupils*

The Policy will be formally reviewed every year. The next review will take place in July 2022.

What is the localised Academy policy and where can it be found?

[OADV RSE POLICY PAGE 1](#)

Aim of OADV Policy (this is the localised policy)

The localised OADV RSE policy has been developed in line with the aims of the OCL RSE Policy June 2020 (page 1). The aim of the localised RSE policy is to ensure that the RSE policy put in place within OADV meets the needs of our specific context, the pupils in which we serve and the DfE statutory guidance.

This can be located on the Academy website and a paper copy can be obtained from the Academy main reception.

How is the curriculum content chosen and designed?

[OADV RSE POLICY PAGE 4 & 5](#)

2.1) Delivery of RSE

*Our Curriculum for RSE describes the elements which will be taught. **The Curriculum is wholly consistent with the National Curriculum (2020), DfE and OfSTED guidance.** It also reflects best practice described by the PSHCE association.*

2.3) Inclusion

We understand the importance of ensuring that all pupils in OADV receive their entitlement to RSE. We will carefully consider special educational needs or disability, gender, sexuality and age, nationality, religion, cultural and linguistic background when planning and delivering RSE as stated in the OCL RSE Policy (page 6). In relation to nationality, sexuality, religion and cultural diversity, we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding, as required by law in the Equality act 2010. In order to ensure the RSE Curriculum meets the needs of all:

- We will not promote one lifestyle over another*
- We will not seek to gain consensus but will accept and celebrate difference*
- We will encourage respect and discourage abuse and exploitation*

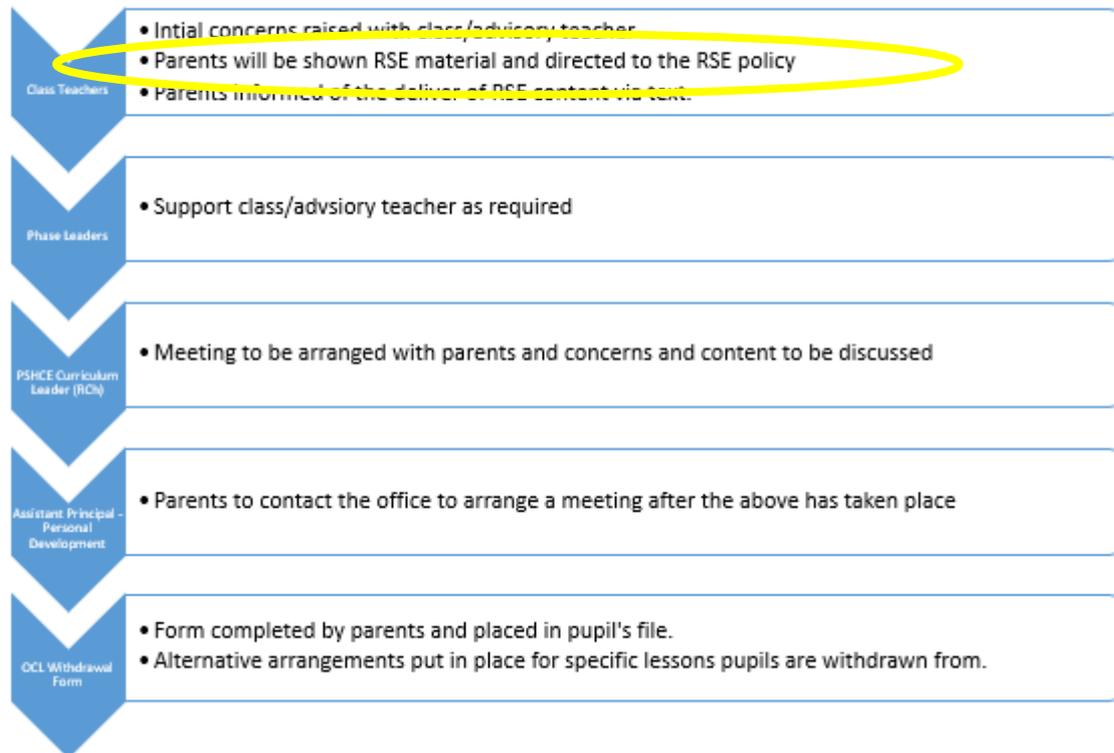
- We will not ask pupils to represent the views of a particular religious or cultural group to their peers, unless they choose to do so

How can parents see the resources? What further consultation can take place with parents?

OADV RSE POLICY APPENDIX 1

The OADV specific RSE program can be seen within Appendix 1.

Appendix 3 – RSE Flow Chart of Communication



Why and how does the Primary Phase use Jigsaw scheme of learning?

*Jigsaw is a mindful approach to PSHE that meets our Trust ethos, 9 habits, Academy vision and values, the primary phase have used Jigsaw as they basis for teaching **since 2017**.*

It is a whole-school approach, Jigsaw PSHE / Health and Well-being providing a detailed and comprehensive scheme of learning for ages 3-16. Jigsaw provides well-structured, progressive lesson plans with all teaching resources included. Jigsaw is a unique, spiral, progressive and effective scheme of work, aiming to prepare children/young people for life, helping them really know and value who they are and understand how they relate to other people in this ever-changing world.

Jigsaw includes Relationships, Sex and Health Education, fulfilling DfE statutory requirements and supports Ofsted.

A concern expressed is that schools buying into whole-school PSHE Programmes were at risk of using these without giving due regard to differentiation in order to meet the needs of their pupils. This is not true at OADV, and plans have been adapted to ensure that our curriculum meets the needs of our pupils and communities whilst still upholding the statutory guidance and safeguarding. – See OADV RSE POLICY Appendix 1