

# West Ashtead Primary School

## Policy for



## Relationships and Sex Education

<b>Governors' committee responsible</b>	N/A
<b>Person responsible for updating policy</b>	Head Teacher
<b>Reviewed</b>	Spring 2021
<b>Next Review</b>	Spring 2022

**West Ashtead currently has 320 pupils from ages 4-11. We have 11 classes at present, one class in each infant year and two in each junior year. Our children are representative of the area in which they live and each class contains a diverse community each with unique skills and abilities.**

### **Relationships and Sex Education Policy Statement.**

At West Ashtead we believe that children should be educated to understand the world around them and how they fit into that world. Our Relationships and Sex Education is taught within our PSHE curriculum and focusses on the individual and how they relate to and keep themselves safe within their family, friends, school, community and the wider world.

### **Aims and objectives**

Our Relationships education concentrates on what healthy relationships are, how they are formed and maintained and how they benefit us.

- Friendships
- Family relationships
- Relationships with other children
- Relationships within school and the wider community

We teach

- Respect for self and others
- Boundaries- the importance of personal privacy and space
- Kindness and consideration
- Honesty
- Seeking and giving permission
- Safe touch
- Correct vocabulary relating to body parts
- Taking care of mental and physical health
- Keeping safe personally and online

### **Governors**

The governing body will approve the PSHE and RSE policy, and hold the headteacher to account for its implementation. Governors are informed about the curriculum content and delivery. There is a link governor for RSE and PSHE and governors are encouraged to ask questions and discuss the curriculum with subject leads.

### **The Governors commit to support the principles and aims of this Policy.**

### **Progression of knowledge.**

#### **EYFS**

Children are taught to cooperate, listen, share, treat others with kindness and respect. They learn how to look after their body and to regulate their behaviour, recognise their feelings and to begin to notice how others are feeling. They learn about healthy family relationships, friendships and other relationships. They learn about positive touch and respecting personal space. They are taught to seek permission to touch others and that others should seek permission to touch them. They are

encouraged to always use 'kind hands and kind words'. Children are taught to say 'no' to anything that makes them uncomfortable. Children are introduced to the idea of online safety and are encouraged to use technology in the same room as an adult.

### **Key Stage 1**

Children are taught about making friends, identifying their feelings, recognising how others are feeling, managing their bodies. Family relationships and others who care for them, differences and similarities between their own and others families. They learn about positive touch and respecting personal space. They are taught to seek permission to touch others and that others should seek permission to touch them. They are encouraged to always use 'kind hands and kind words'. Children are taught to say 'no' to anything that makes them uncomfortable. Children are taught about keeping themselves safe online.

### **Key Stage 2**

Children are taught about respecting others. To recognise and respect similarities and differences, to think about the needs and feelings of others. How they fit into their family and how their family supports them. They are taught about maintaining and developing friendships and how these change over time. They are taught about being resilient learners and citizens and to have respect for themselves and others. They learn about online safety and the importance of communicating clearly with people online, what they should share and what might put them at risk. How to ask for help from trusted adults and the vocabulary they need to use to get help.

Our Relationships and Sex Education scheme builds on the previous learning of the children and is responsive to their needs.

Year group	Curriculum Content	How is it taught?
EYFS Our Lives	My Day Keeping Ourselves Clean Families	Discussion, games and stories.
Year 1 Growing and Caring for Ourselves	Keeping Clean Growing and Changing Families and Care	Sorting and labelling activities, stories, discussion, games.
Year 2 Differences	Differences: Boys and Girls Differences: Male and Female Naming the Body Parts	Sorting and labelling activities, stories, discussion, games.
Year 3 Valuing Difference and Keeping Safe	Differences: Male and Female Personal Space Family Differences	Sorting and labelling activities, stories, discussion, games.
Year 4 Growing Up	Growing and Changing What is Puberty? Puberty Changes and	Presentations, discussion, games, anonymous questions, problem pages.

	Reproduction	
Year 5 Puberty	Talking about Puberty Male and Female Changes Puberty Hygiene	Presentations, discussion, games, anonymous questions, problem pages.
Year 6 Puberty, Relationships and Reproduction	Puberty and Reproduction Understanding Relationships Reproduction and Conception Communication in Relationships	Presentations, discussion, games, anonymous questions, problem pages. Online presentations/ video.

Relationships Education is taught by class teachers or our HLTA . Children are guided in developing their understanding of the elements of strong, supportive relationships in all areas of their lives inside and outside school. They are encouraged to share their ideas, successes, worries and important events.

They are supported to understand the importance of and develop resilience in their learning and relationships, to persevere and to respect that others may not share their opinions or experiences. They are taught to say ‘no’ to things that make them feel uncomfortable and that they should seek support from a trusted adult if they are unhappy about something that happens. They are taught to identify who their trusted adults are and learn the correct vocabulary for explaining what they are experiencing.

### **Accessibility**

As far as is appropriate, pupils with special educational needs should follow the same PSHE and RSE education programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning support assistants work with individual pupils where required, and if appropriate.

It is not the school’s policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement

### **Managing Difficult Questions**

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. Questions will be addressed in a factual way and ‘positive interruption’ will be used where a discussion is deemed inappropriate. Children will have access to a ‘question box’ which can then be answered as a whole class or on an individual basis. Teachers will seek advice about questions they are uncomfortable about answering.

### **Right to Withdraw**

The school is well aware that the primary role in children’s relationships and sex education lies with parents and carers. We wish to build a positive and supportive relationship with the parents of

children at our school through mutual understanding, trust and cooperation. In promoting this objective we:

- Make available online, via the school's website, this RSE Policy;
- Answer any questions that parents may have about the RSE/PSHE education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE/PSHE in the school;
- Inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

We have committed to retain parents' right to withdraw their child from sex education within RSE (other than sex education in the National Curriculum as part of science). There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

If a parent wishes their child to be withdrawn from the sex education elements of RSE, they should discuss this with the headteacher, and make it clear which aspects of the programme they do not wish their child to participate in.

Parents should be aware that schools are legally required to provide a broad, balanced curriculum. Sex education topics can arise incidentally and overlap with relationships education lessons and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record.

The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from these lessons.

### **Legal Obligations**

We recognise that as a school we have a legal responsibility under The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made under sections 34 & 35 of the Children & Social Work Act 2017, to provide comprehensive Relationship Education and Health Education for all pupils receiving primary education. We acknowledge that in order for children to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. We understand that high quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils to develop resilience, to know how and when to ask for help.

As part of the Education Act 2002/Academies Act 2010 all schools must *provide a balanced and broad based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life...*

We recognise that we have a responsibility under the Equality Act 2010 to ensure the best for all pupils irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion, sexual orientation or whether they are looked after children. As a result RSE needs to be sensitive to the different needs of individual pupils and may need to adapt and change as the pupils of the school change. Not only does the teaching need to be sensitive to these needs, but also to help the pupils realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours or prejudice-based language.

Whilst as a school we are aware we need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive; equally it is essential that young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals. This must include clear, impartial scientific and factual information on matters such as; naming their body parts, puberty, menstruation, the variety of family structures, gender identity, gender equality and sexuality. Furthermore, all teaching should reflect the law as it applies to relationships, marriage, adoption and care.

We acknowledge that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

### **Review, Assessment and Evaluation**

Monitoring of the RSE Policy is the responsibility of the headteacher, named governor (Matt Rowland), and PSHE leader.

The school will assess the effectiveness of the aims, content and methods in promoting students learning by lesson observation, sampling teachers, planning and feedback from parents.

The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change if required.

### **October 2020**

### **Link to other policies**

[Equal Opportunities](#)

[SEND](#)