

West Ashtead Primary School

Policy for



Relationships and Sex Education

Person responsible for updating policy	Head Teacher
Reviewed	Spring 2022
Next Review	Spring 2023

West Ashtead Primary School is committed to providing a happy, stimulating and supportive learning environment underpinned by our values of respect, equality, aspiration and perseverance.

This policy uses these principles to support its aims, objectives and procedures.

Relationships and Sex Education Policy Statement.

At West Ashtead we want our children to grow into confident, kind, caring young people who are able to contribute positively to society. We believe that our children should be educated to understand the world around them and the part they play in it. We support our children to develop the skills, attitudes and understanding to make informed and positive choices, to develop and maintain healthy relationships with their families, peers and within their community and to respect and understand that difference is not a barrier to friendship. We want our children to learn the knowledge and skills to keep themselves and others safe at home, online and in the wider community and to develop a positive self image.

School adults will always challenge language and behaviours that reinforce stereotypes, that are sexually inappropriate or that undermine another person's identity: race, gender, faith, social & family background or ability .

Governors

The governors commit to support the principles and aims of this policy and 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 as well as children.

Aims and objectives

We have a well-structured curriculum which is adapted and responsive to the needs of each cohort of children. The curriculum is supported by carefully selected resources appropriate to the age and stage of our children. It builds on their prior learning and experiences and provides opportunities for our children to.

- develop skills, knowledge and understanding to make positive and healthy choices about relationships and personal safety as they grow and deal with risk.
- have a good awareness of their roles, rights and responsibilities as they grow up so they can become active citizens and make their way positively in the world.
- understand how and why it is important to develop and maintain healthy relationships with family, friends, peers and people they meet in the community.
- understand that our differences and diversity are not a barrier to friendship
- be self-aware and be comfortable in their own skin

We will also teach

- Respect for ourselves and others
- Boundaries- the importance of personal privacy and space
- Kindness, consideration and courtesy
- Honesty and openness
- Seeking and giving permission for actions
- Safe touch
- Correct vocabulary relating to body parts

- Taking care of mental and physical health
- Keeping safe personally and online

Accessibility

Pupils with special educational needs fully participate in RSE lessons as appropriate and are given the same opportunity to follow the same PSHE and RSE education programme. 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 as needed and when 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

Dealing with Sensitive Issues and 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 and carers of children at our school through mutual understanding, trust and cooperation. In promoting this 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. This includes providing opportunities for parents to view the resources that are used in lessons;
- 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.

Statutory Requirements

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.

We are aware that we need to be mindful of and respectful to a wide variety of faith and cultural beliefs. We, 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.

Roles and Responsibilities

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

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

The headteacher also:

- Ensures that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
- Monitors this policy on a regular basis and reports to governors on the effectiveness of the policy

Staff

All staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE
- Monitoring progress

Class teachers are responsible for teaching RSE at West Ashted.

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions. Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

Staff 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. Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date.

Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parents

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation.

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.

February 2022

Link to other policies

Equal Opportunities

SEND

Behaviour

Safeguarding and Child Protection Policy

Anti-bullying Policy

Online Safety Policy

Appendix1

We have constructed the curriculum taking into account the age, needs and feelings of our pupils. We are responsive to changing needs and adapt our curriculum as appropriate.

Progression of knowledge.

Through our EYFS curriculum

Children are taught to

- cooperate, listen, share
- treat others with kindness and respect
- how to look after their body and their teeth
- regulate their behaviour
- see themselves as valuable people
- recognise and name their feelings
- notice how others are feeling.
- seek permission to touch others and that others should seek permission to touch them (consent)
- always use 'kind hands and kind words'.
- say 'no' assertively to anything that makes them uncomfortable.

Children learn about

- healthy family relationships
- friendships and other relationships
- diversity, difference and discrimination
- the importance of respect for and understanding of different lifestyles
- the similarities they have with people with different life experiences from them
- positive touch and respecting personal space
- identifying trusted adults
- online safety and are encouraged to use technology in the same room as an adult.

Through relevant and age appropriate stories, discussion, pictures and drama children are introduced to the idea that others that have different life experiences from them due to environmental, natural and national events, have many similarities too.

Our Key Stage 1 curriculum covers

- making friends and the importance of friendship
- identifying and naming their feelings,
- recognising how others are feeling
- looking after their bodies and how they grow
- diversity of family relationships and others who care for them
- differences and similarities between their own and others' families
- tolerance for and understanding of the perspectives of others
- that it is important to have their own opinions and to be able to express them respectfully.
- how to express themselves using correct vocabulary
- importance of developing a positive self image
- how to keep themselves safe mentally and physically
- positive touch and respecting personal space

- to seek permission to touch others and that others should seek permission to touch them (consent)
- always use 'kind hands and kind words'
- saying 'no' to anything that makes them uncomfortable
- keeping themselves safe online.

Our Key Stage 2 curriculum covers

- respecting themselves and others, awareness of appropriate and safe behaviour and language in different settings
- understanding how their behaviour can affect the feelings of others particularly related to sexual harassment, sexualised language and behaviour, online sexual abuse and sexual violence
- recognise and respect similarities and differences
- to think about the needs and feelings of others, the importance of kindness
- diversity, the importance of recognising differences and for demonstrating tolerance
- knowledge of race, disability, gender and LGBT equality and correct vocabulary and behaviour surrounding this
- the importance of considering their own opinions in relation to those of others and how to decide what to think
- how their lives differ from others and what they can do to support their peers
- different family structures and how their family supports them
- maintaining and developing friendships and how these change over time
- recognising healthy and unhealthy relationships both online and offline and how to keep themselves safe
- being resilient learners and citizens
- online safety and the importance of communicating clearly with people online, what they should share and what might put them at risk
- asking 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 and appropriate to their age and stage of development.

Appendix 2

Teaching

Our curriculum is enquiry based in line with our school motto 'Curious Creative Motivated'. Children are taught from a root question. Their knowledge and skills are assessed at the beginning of a topic and their learning is measured at the end of the topic.

Relationships Education is taught by class teachers who receive training in this subject area and discuss coverage and resources prior to delivery of this learning. 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.

Teachers are aware of the importance of establishing a 'safe learning' environment, using distancing techniques and adjusting their teaching to the needs of their class. They use a range of different teaching strategies and activities to support the childrens' learning.

	Taught	How?
EYFS	<ul style="list-style-type: none">● Keeping their body and teeth clean and healthy● Privacy and consent● Family structures● Difference, diversity and discrimination● Correct anatomical vocabulary	<ul style="list-style-type: none">● Stories● Demonstrations● Games● Quizzes● Role play● Discussion
Year 1	<ul style="list-style-type: none">● Looking after their bodies● Privacy and consent● Safety online and in person● Different family structures● Celebrating difference and diversity● Forming independent opinions and discrimination● Appropriate behaviour towards others and ourselves● Healthy relationships with peers, family and others● Correct anatomical vocabulary	<ul style="list-style-type: none">● Stories● Demonstrations● Games● Quizzes● Role play● Video clips● Articles and newspapers● Discussion
Year 2	<ul style="list-style-type: none">● Respect for self and others● Care of body● Privacy and consent● Safety online and in person● Different family structures● Celebrating difference and diversity● Forming independent opinions	<ul style="list-style-type: none">● Stories● Demonstrations● Games● Quizzes● Role play● Video clips● Articles and newspapers● Discussion

	<ul style="list-style-type: none"> and understanding discrimination ● Appropriate behaviour towards others and ourselves ● Healthy relationships with peers, family and others ● Correct anatomical vocabulary 	
Year 3	<ul style="list-style-type: none"> ● Respect for self and others ● Care of body ● Differences in male and female bodies ● Privacy and consent ● Safety online and in person ● Different family structures ● Celebrating difference and diversity, correct vocabulary ● Forming independent opinions and understanding discrimination ● Appropriate behaviour towards others and ourselves ● Healthy relationships with peers, family and others ● Correct anatomical vocabulary 	<ul style="list-style-type: none"> ● Stories ● Demonstrations ● Games ● Quizzes ● Role play ● Video clips ● Articles and newspapers ● Discussion
Year 4	<ul style="list-style-type: none"> ● Respect for self and others ● Care of body ● Changing bodies ● Privacy and consent ● Safety online and in person ● Different family structures ● Celebrating difference and diversity, correct vocabulary ● Forming independent opinions and understanding discrimination ● Appropriate behaviour towards others and ourselves ● Healthy relationships with peers, family and others ● Correct anatomical vocabulary 	<ul style="list-style-type: none"> ● Stories ● Demonstrations ● Games ● Quizzes ● Role play ● Video clips ● Articles and newspapers ● Discussion
Year 5	<ul style="list-style-type: none"> ● Respect for self and others ● Care of body ● Puberty ● Privacy and consent ● Safety online and in person ● Different family structures ● Celebrating difference and diversity, correct vocabulary ● Forming independent opinions and understanding discrimination ● Appropriate behaviour towards 	<ul style="list-style-type: none"> ● Stories ● Demonstrations ● Games ● Quizzes ● Role play ● Video clips ● Articles and newspapers ● Discussion

	<p>others and ourselves</p> <ul style="list-style-type: none"> ● Healthy relationships with peers, family and others ● Correct anatomical vocabulary 	
Year 6	<ul style="list-style-type: none"> ● Respect for self and others ● Care of body ● Puberty and conception ● Body image ● Privacy and consent ● Safety online and in person ● Different family structures ● Celebrating difference and diversity, correct vocabulary ● Forming independent opinions and understanding discrimination ● Appropriate behaviour towards others and ourselves ● Healthy relationships with peers, family and others ● Correct anatomical vocabulary 	<ul style="list-style-type: none"> ● Stories ● Demonstrations ● Games ● Quizzes ● Role play ● Video clips ● Articles and newspapers ● Discussion