



## **Ashlands Primary School Relationships and Sex (RSE) Policy**

***"Where every child has the chance to shine"***

**This policy embodies our Ethos Statement – Safe Children at Ashlands**

### **Statement of intent:**

At Ashlands Primary School, the teaching of Relationships and Sex Education is an important aspect of pupil's education. Relationships and Sex Education includes supporting young people in developing self-confidence in preparing for physical and emotional changes into adulthood.

"Sex and Relationships Education is lifelong learning about physical, moral and emotional development; understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and health. It is not about the promotion of sexual orientation or sexual activity." (DFE July 2000)

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education.

### **Aims and objectives:**

Taking account of the age, maturity and needs of the pupils, Relationships and Sex Education aims to teach pupils about:

- the importance of relationships
- the importance of family life
- moral questions
- respect for the views of other people
- the physical development of their bodies as they grow into adults
- the way humans reproduce
- respect for their own bodies and the importance of sexual activity as part of a committed, long term and loving relationship
- what they should do if they are worried about any sexual matters

We aim to do this by:

- providing the correct information which is easy to understand, relevant and appropriate to the age and maturity of the pupils
- delivery of lessons to all children

- developing communication and social skills
- challenging stereotypes and highlighting misconceptions
- encouraging the exploration and clarification of values and attitudes

## **Moral and values Framework**

Relationships and Sex Education will reflect the values of the PHSE and Citizenship programme. In addition, RSE will promote self-esteem and emotional health and well-being. It will also help pupils form and maintain worthwhile and satisfying relationships based on respect for themselves at home, school and work and in the community.

## **Teaching and learning including delivery of the curriculum:**

Relationships and Sex Education is defined as learning about physical, moral and emotional development. RSE aims to support children's emotional development by educating them about relationships and emotions. Lessons will be tailored to the age and maturity of the children. The lessons and units are progressive and will build upon their learning in Science and PE.

Children will mostly be taught in mixed sex classes, however as the children get older and start covering more sensitive topics such as puberty, they may be split in to separate sexes. This is to encourage children to be able to ask more questions and help to avoid any possible embarrassment. Both sexes will cover the same content.

All staff are committed to delivering lessons in a sensitive manner where children feel supported. There are also opportunities to build upon this work in Science and PE lessons, assemblies and story time. Children will be taught the anatomical terms for body parts all the way through school. Slang or everyday terms used in certain social circles will be discussed; this will enable discussion about what is and isn't acceptable language to use.

Agreed vocabulary used within school:

Vocabulary (Vocabulary may be introduced at the discretion of the maturity of each cohort)	
Year 2	Penis, vagina
Year 4	Puberty, penis, foreskin, testicles, wet dreams, erection, ejaculation, testosterone, sperm, vagina, breasts, periods, menstruation, egg, fallopian tube, womb, uterus, tampons, sanitary towels/pads
Year 6	Conception, puberty, pregnancy, birth, ovary, ovum, egg, fallopian tube, womb, uterus, menstruation, period, vagina, vulva, labia, clitoris, cervix, oestrogen, penis, foreskin, testicles, scrotum, epididymis, sperm, prostate gland, urethra, ejaculation, erection, wet dream, testosterone, sexual intercourse, penetration, make love, pleasure, foetus, embryo, umbilical cord, amniotic fluid, placenta, amniotic sac, cells, contractions, disease, infection, love, relationship, family, marriage, support, caring, loving, consent, heterosexual, gay, transgender, lesbian, bisexual, homophobic, transphobic, biphobic

## **EYF**

Children learn to show sensitivity to other's needs and feelings and form positive relationships with adults and other children. Children know about ways to keep healthy and safe, manage their own basic hygiene and personal needs.

## **KS1**

Children will learn:

- about what makes themselves and others special
- about roles and responsibilities at home and school
- about being co-operative with others
- about different types of feelings
- about managing different feelings
- to understand and respect the differences and similarities between people
- about the biological differences between male and female animals and their role in the life cycle
- the biological differences between male and female children
- about growing from young to old and that they are growing and changing
- that everybody needs to be cared for and ways in which they care for others
- about different types of family and how their home-life is special

## **KS2 (Mostly Years 4, 5 and 6)**

Children will learn:

- about the way we grow and change throughout the human lifecycle
- about the physical changes associated with puberty
- about menstruation and wet dreams
- about the impact of puberty in physical hygiene and strategies for managing this
- how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty
- strategies to deal with feelings in the context of relationships
- to answer each other's questions about puberty with confidence, to seek support and advice when they need it.
- about prejudice and discrimination and how this can make people feel
- about the changes that occur during puberty
- to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact
- what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships
- about human reproduction in the context of the human lifecycle
- about roles and responsibilities of carers and parents
- to answer each other's questions about sex and relationships with confidence
- where to find support and advice when they need it

## **Year 6**

Children will learn:

- how a baby is made and grows (conception and pregnancy)

### **Liaising with parents:**

Parents will be given advance notice of any RSE lessons so that they can encourage follow up questions/discussions at home. Parents will be able to see an overview of the RSE curriculum on the school website which includes a summary of the subjects taught in each year group.

### **The Role of parents:**

The school is well aware that the primary role in children's Relationship and Sex Education lies with the 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 co-operation. In promoting this objective we:

- understand that the teaching of some aspects of the programme may be of concern to parents/carers.
- will ensure that no teachers express their personal views or beliefs when delivering the programme.
- inform parents when aspects of the sex and relationship programme are taught and provide opportunities for parents to discuss the content of the lessons and to view the videos and resources being used.
- answer any questions that the parents might have.
- ensure that parents have the right to withdraw their children from particular aspects of Sex Education not included in the Science National Curriculum - alternative work will be set.

### **Procedures for withdrawal of pupils:**

Parents and carers have the right to withdraw their child from some, or all, Sex Education lessons, but not statutory Science lessons. However, should you be considering such a step, first talk it through with your child and their class teacher, and then, if necessary, contact the Headteacher.

### **Dealing with difficult questions/sensitive issues:**

Children are encouraged to take an active part in RSE lessons, however staff are aware that children may become embarrassed when taking part in discussions and they will always take this in to consideration. To avoid embarrassment and to help deal with sensitive issues, ground rules will be established for each class. Ground rules are one of the main ways of ensuring there is a safe learning environment. Teachers will also have the use of an anonymous question box as a distancing technique. Teachers will endeavour to answer questions as honestly as possible, but questions they do not feel comfortable answering within the classroom or ones which are not age appropriate and beyond the Key Stage 2 objectives, will not be answered or explored.

### **Children with special needs:**

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of Relationships and Sex Education.

### **Child Protection / Confidentiality:**

Confidentiality within the classroom is an important component of Relationships and Sex Education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.

However, Teachers need to be aware that effective Relationships and Sex Education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the Headteacher/Designated Child Protection person in line with the LEA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

**Equal opportunities:**

The school understands and abides by The Equality Act 2010, and fully respects the rights of pupils and staff members, regardless of any protected characteristics that he/she may have.

The school is dedicated to delivering the Relationships and Sex Education programme with sensitivity and respect, avoiding any derogatory or prejudicial terms which may cause offence.

**Monitoring and Evaluation:**

This policy will be reviewed by the PSHE coordinator in conjunction with the Headteacher on an annual basis. Any changes needed to the policy, including changes to the programme, will be implemented by the Headteacher in conjunction with the appropriate staff. Any changes to the policy will be clearly communicated to all members of staff involved in the Relationships and Sex Education programme.

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

The Headteacher and PSHE coordinator will ensure that members of staff are given sufficient training, so that they teach and handle any difficult issues with sensitivity.

This policy document will be available to parents via our website or via requesting a paper copy from the school office.

**The Policy was agreed by the governors:** July 2021

**Review Interval:** Annual

**Next Reviewed:** July 2022

## **Appendix 1 – Letter to parents/carers**

Ashlands Primary School,  
Leeds Road,  
Ilkley,  
West Yorks.,  
LS29 8JY

Dear Parent/carers,

### **RE: Relationships and Sex Education at Ashlands Primary School.**

As you may already be aware, Relationships and Sex Education (RSE), along with Health Education, will soon be forming part of the National Curriculum. This change begins as of September 2021.

At Ashlands, we believe that it is important to provide our pupils with a thorough and balanced curriculum, including age-appropriate information about sex and relationships.

Schools are required to consult with parents when developing and reviewing their policies for Relationships Education and RSE, which will inform schools' decisions on when and how certain content is covered. You will be receiving a letter inviting you to our consultation evening in the spring term.

The details of what will be taught is detailed in the school's Sex and Relationship Education Policy, which can be accessed on our school website [www.ashlands.org.uk](http://www.ashlands.org.uk), or in hard copy via our school office.

Though Relationships Education has been made compulsory in all primary schools, Sex Education has not. The Department for Education 'continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils'. Therefore, as parents/carers, you are entitled to request that your child be removed from any aspect of Sex Education other than those which are part of the Science curriculum.

Such requests should be submitted to myself, the Headteacher, who will discuss this with you and your child's teacher and determine an appropriate substitute for these lessons. In most instances, children will be provided with self-directed reading or exercises which they can complete under the supervision of a trainee teacher/teaching assistant.

If you have any concerns or queries about your child's participation in these lessons, please do not hesitate to contact either myself or your child's class teacher to discuss these.

Yours sincerely,

Andrew Soutar  
Headteacher