



Ashlands Primary School Sex and Relationships 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 sex and relationship education is an important aspect of pupil's education. Sex and Relationship 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 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."

Aims and objectives:

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

- Provide the knowledge and information to which all pupils are entitled.
- Develop an understanding of sex, sexuality and relationships.
- Develop a range of appropriate personal and social skills.

The aims will be achieved through developing an understanding of:

- A range of values and moral issues including the importance of family life.
- The biological facts related to human growth and development, including reproduction.
- The importance of healthy relationships.
- Respect for themselves and others so that they can move confidently from childhood through to adolescence and into adulthood.

Moral and values Framework

Sex and relationship education will reflect the values of the PHSE and Citizenship programme. SRE will be taught in the context of relationships.

In addition SRE will promote self-esteem and emotional health and well-being and help them 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:

The majority of the programme will be delivered through the personal, social and health (PSHE) education, with statutory aspects taught via the science curriculum.

Science curriculum:

Key stage	Pupils must be taught:
Key stage 1	<ul style="list-style-type: none">• That animals, including humans, move, feed, grow, use their senses and reproduce.• To recognise and compare the main external parts of the bodies of humans.• That humans and animals can produce offspring, and they grow into adults.• To recognise similarities and differences between themselves and others.• To treat others with sensitivity.
Key stage 2	<ul style="list-style-type: none">• That nutrition, growth and reproduction are common life processes for humans and other animals.• About the main stages of the human life cycle.

EYFS

Children learn to show sensitivity to others 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 learn about the life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health.

Children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

KS2

Children build on their knowledge of life cycles and learn about the basic biology of human reproduction. They continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

Specific SRE lessons are delivered in Years 5 and 6 and cover the following themes.

Year 5 'Relationships'

Year 6 'Puberty'-These sessions cover understanding the physical changes that take place during puberty, why they happen and how to manage them. SRE is taught by both specialists and the class teacher. 'Girl Talk' 'Boy Talk' -These sessions further explore the physical and emotional changes that take place to both boys and girls during puberty and are taught in single gender groups by an outside healthcare professional.

Sex and Relationships Education is usually delivered in mixed gender groups. However, there are occasions where single gender groups are more appropriate and relevant.

The Role of parents:

The school is well aware that the primary role in children's sex and relationship 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.
- Parents have the right to withdraw their children from those aspects of Sex and Relationships Education not included in the National Curriculum Science Orders - 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 and Relationships 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 head teacher.

Dealing with difficult questions:

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates 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 Sex and Relationships Education.

Child Protection / Confidentiality:

Confidentiality within the classroom is an important component of sex and relationship education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.

Teachers need to be aware that effective Sex and Relationships 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 Head Teacher /Designated Child Protection person in line with the LEA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

Monitoring and Evaluation:

Monitoring is the responsibility of the Headteacher, named governor and teacher with responsibility for PHSE. The effectiveness of the SRE programme will be evaluated by assessing children's learning and implementing change if required.

The Headteacher 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.

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 sex and relationship education programme with sensitivity and respect, avoiding any derogatory or prejudicial terms which may cause offence.

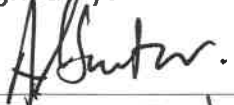

Monitoring and review:

This policy will be reviewed by the Headteacher in conjunction with the PSHE coordinator 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 sex and relationship education programme.

Signed by:

	Headteacher	Date: 19/7/22
	Chair of governors	Date: 19/7/22

Appendix 1 – Letter to parents/carers

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

Dear Parent/carers,

RE: Sex and relationship education at Ashlands Primary School.

Government guidelines outline that, from the age of 11, it is compulsory for all schools to provide a sex and relationship education programme.

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.

The details of what will be taught to the various year groups is detailed in the school's Sex and Relationship Education Policy, which can be accessed on our school website www.ashlands.org.uk , or in hard copy via our school office.

Though schools must provide sex and relationship education for pupils from the age of 11, up until the age of 19, only aspects of the science national curriculum are compulsory for pupils to learn. Therefore, as parents/carers, you are entitled to request that your child be removed from sex and relationship education lessons.

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.

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

