

Relationships and Sex Education Policy (from 2023)

Ashwood Park Primary School



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1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Rights Respecting Schools

- The school adheres to the principles of the United Nations charter for the Rights of the child and promotes children's understanding of their rights and responsibilities. Children learn through lessons, class charters and assembly times that they all have rights and with these go responsibilities towards others.

- RSE applicable Articles:

Article 6: Every child has the right to life. Governments must do all they can to ensure that children survive and grow up healthy.

Article 12: Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

Article 13: Every child must be free to say what they think and to seek and receive information of any kind as long as it is within the law.

Article 14: Every child has the right to think and believe what they want and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children guidance about this right.

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Ashwood Park we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance
2. Staff consultation – Senior Members of staff were given the opportunity to look at the policy and make recommendations
3. Pupil consultation – we investigated what exactly pupils want from their RSE
4. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships

- › Respectful relationships
- › Online relationships
- › Being safe

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Roles and responsibilities

7.1 The governing board

The governing board will hold the head teacher to account for the implementation of this policy.

7.2 The head teacher

The head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- › Delivering RSE in a sensitive way
- › Modelling positive attitudes to RSE
- › Monitoring progress
- › Responding to the needs of individual pupils

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 head teacher.

7.4 Pupils

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

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The head teacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by Lauren Stokes.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Lauren Stokes, Class Teacher annually. At every review, the policy will be approved by the headteacher

11. Appendix

Appendix 1: Long term Plan- see Medium term plans for objective

Appendix 2: By the end of primary school pupils should know

TOPIC		PUPILS SHOULD KNOW					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 1 & 2	Year 1	How can we be the best we can be?	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	How can we look after each other and the world?
	Year 2	How will we change?	How are families and communities similar and different?	What are rights and respect?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Years 3 & 4	Year 1	How can we be a good friend?	How can we improve our mindset?	Why is teamwork important?	What makes a community?	How can we use money?	Why should we keep active and sleep well?
	Year 2	What strengths, skills and interests do we have?	How can I live as a rights-respecting citizen?	How can we manage our feelings?	What can we do to keep our friends happy?	How is our life different to someone in a different country?	How can we manage risk in different places?
Years 5 & 6	Year 1	How can we learn best?	What decisions can people make with money?	What is Britain?	How can friends communicate safely?	How can I take care of my body?	What jobs would we like?
	Year 2	Why is it important to be yourself?	How can I take responsibility as a global citizen?	Why is rights-respecting important?	How can I take responsibility for my own safety?	How can my emotions affect me and others?	What is a healthy relationship?

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults

TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 3 Vocabulary Progression

Core 1: Health and Wellbeing						
Foundation Stage	Year 1 & Year 2		Year 3 & Year 4		Year 5 & Year 6	
boy girl family different same face skin hair body like don't like clean smelly sponge towel hands washing brushing teeth getting dressed undress safe/unsafe	Vocabulary of the previous year plus; physical behaviour safety gender characteristics dislike respect private parts new-born baby toddler child teenager adult comfortable uncomfortable rules	healthy eating physical activity risk opinion similar sex gender male female body parts diet tolerance offspring elderly normal emotions feelings emergency penis vagina consequence	Vocabulary of the previous year plus; fostering young carer physical mental mutual responsibility appropriate internet safety consideration hygiene goal consequences	lifestyle unexplainable wellbeing isolation loneliness harmful self-care limited benefit physical/emotional change privacy marriage love target achievement hygiene medicines nutrition consequences	Vocabulary of the previous year plus; cycle protection hair armpit/underarm deodorant bra breasts sweat egg misunderstanding substance misuse medicine/alcohol/drugs/tobacco aspiration reproduction birth peer pressure negative pressure conception organ mature bereavement transition abuse consent	<u>With the school Nurse</u> puberty menstruation menstrual cycle sanitary towel tampon periods gestation period pregnancy sperm ovum fertilisation foetus umbilical chord ovary/ovaries fallopian tube wet dream erection ejaculation embryo genital testicles reproductive organs pubic hair

Core 2: Relationships

Foundation Stage	Year 1 & Year 2		Year 3 & Year 4		Year 5 & Year 6			
mum dad sister brother grandparents auntie uncle sharing bullying family	Vocabulary of the previous year plus;	kindness fairness opinion listening caring teasing	Vocabulary of the previous year plus;	communication co-operation relationship friendship self-esteem aggressive negative/positive behaviour tolerance anonymity	consideration peer-pressure resilience persistence cyberbullying bystander empathy diversity consequences	Vocabulary of the previous year plus;	collaboration prejudice conflict resolution boundaries gender discrimination permission seeking	physical contact racial discrimination confidentiality respect prejudice conflict resolution boundaries consent intercourse communication appropriate/inappropriate

Core 3: Living in the wider world

Foundation Stage	Year 1 & Year 2		Year 3 & Year 4		Year 5 & Year 6			
good/bad choice school rules local area money notes coins bank	Vocabulary of the previous year plus;	right/wrong fair/unfair rules making decisions local environment spending/saving beliefs race tolerance	Vocabulary of the previous year plus;	communities/groups laws responsibility local organisations charity	discrimination stereotype financial management extreme views	Vocabulary of the previous year plus;	democracy sovereignty dictatorship government monarchy community roles budget loan tax interest discount extremism	anarchy United Nations equal rights human right authority diverse community financial capability economic wellbeing culture traditions enterprise profit/loss debt/interest