



Ashton House School

Relationships and Sex Education Policy

Policy Title:	RSE Policy
Version:	1.1
Policy Summary:	This Policy outlines the purpose, nature and management of Relationships and Sex Education which is an integral part of the PSHE Curriculum at Ashton House School.
Policy Owner:	Head teacher and PSHE Co-ordinator
Relevant to:	All teaching staff and relevant guest speakers/visitors
Date introduced:	September 2021
Next review date:	September 2023
Related School Documents:	<ul style="list-style-type: none"> • Safeguarding Policy • PSHE Policy • Pupil Behaviour and Discipline Policy • Online Safety and ICT Acceptable Use Policy • Equal Opportunities Policy
Date(s) modified/reviewed:	

LEGISLATION AND GUIDANCE

This Policy bears due regard to the following statutory guidance and other advice.

DfE Statutory Guidance 'Relationships Education, Relationships and Sex Education (Relationships Education) and Health Education' (June 2019)

DfE 'Parental Engagement on Relationships Education' (2019)

DfE 'Mental health and behaviour in schools' (November 2018)

The Christopher Winter Project for SRE Education (2016)

DfE Government Response: 'Life Lessons: PSHE and SRE in Schools' (July 2015)

DfE Supplementary Guidance 'Sex and Relationships Education (SRE) for the 21st Century' (2014) DfE Draft Guidance to Schools on Sex and Relationships Education (2010)

The Education Act (2002)

Aims of the Relationships and Sex Education (RSE) Policy

1. INTRODUCTION

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and off line. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

The School recognises its responsibility to promote the spiritual, moral, cultural, mental and physical development of its pupils. 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. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives.

These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support. High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

This Policy follows the DfE statutory guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' June 2019 which states that from the Summer Term 2021, Relationships Education is compulsory in primary schools. It was developed following consultation with the Head Teacher, staff and the parent and pupil body. It is also underpinned by the values we aspire to live at

Ashton House School. Each individual is encouraged to behave in a natural, happy and responsible way and to be mindful of the needs of others.

2. **AIMS** The aim of Relationships Education is to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy, both physically and mentally. Through the provision of high quality, evidence-based and age-appropriate teaching, the School aims to prepare pupils for the opportunities, responsibilities and experiences of adolescence and adult life. It seeks to provide a safe and stimulating environment which, in partnership with parents and the wider community, will enable pupils to learn about moral, physical and emotional development.

3. PRINCIPLES FOR TEACHING RSE

Relationships Education is lifelong learning about physical, moral and emotional development. It is about understanding the importance of stable and loving relationships, respect, love and care. It prepares children for the changes and challenges of puberty and allows them to consider the responsibilities of adulthood. It also teaches about reproduction and sexual health but does not promote early sexual activity or any one type of relationship.

At all times, teaching of RSE will be sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law. The school will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. The school will comply with the relevant provisions of the Equality Act (2010) under which sexual orientation and gender reassignment are protected characteristics.

3.1 Why should it be taught in school?

Relationships Education begins at a very early age and, while much of it is learnt from parents, it is also received from friends, books, magazines, television, internet, music, films and so on. Some of this information can be incorrect, confusing or frightening.

Relationships Education in school provides a secure framework and environment in which pupils can be given the facts using appropriate materials.

It also allows them to develop necessary personal skills and a positive attitude to sexual health and well-being. Wide ranging research has shown that children want information about changes and situations they will experience before they happen to them. A structured programme in school increases the probability of this being achieved. Also, although children want to be able to discuss relationships and sex with their parents,

many parents and children prefer the school to take a lead and provide a springboard for the discussion. A partnership between home and school and open dialogue between parent and child are the ideal.

3.2 What does the School want Relationships Education to do for the pupils?

Relationships Education will:

- provide information which is easy to understand and relevant and appropriate to the age and maturity of the children;
- include the development of communication and social skills;
- encourage the exploration and clarification of values and the development of positive attitudes.

Through Relationships Education we want to ensure that the children:

- develop confidence in talking, listening and thinking about feelings, friendships and relationships;
- are able to name parts of their body and describe how their bodies work;
- can protect themselves and ask for help and support;
- are prepared for puberty;
- learn about the nature of marriage/stable relationships and their importance for family life and the bringing up of children;
- understand and respect different types of relationships, including friendships, family relationships and dealing with strangers;
- understand the characteristics of healthy relationships;
- understand how relationships may affect mental and physical health.

4. PROCEDURES

Relationships Education is not taught in isolation. It is rooted in our PSHE programme and the Science curriculum and it is supported by the whole School's ethos.

Lessons are accessible to all pupils including those with special educational needs and disabilities. These pupils can be more vulnerable to bullying; therefore sensitive and age appropriate relationship education is an essential part of their learning and the learning of others.

4.1 Curriculum From Year 1 – Year 6 the focus is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and the relationships with other children and with adults.

Relationships Education is made of 5 areas of focus:

- Families and people who care for me
- Caring friendships
- Respectful relationships

- Online relationships
- Being safe

A breakdown of aspects of these areas can be found in Appendix 1 of this Policy.

The pupils are also introduced to the early concepts of sex education in a graduated age appropriate way, drawing on knowledge of the human life cycle set out in the Science curriculum and ensuring that both boys and girls are prepared for the changes that adolescence brings.

Details of the syllabus can be found in Appendix 2 of this policy.

The compulsory part of Relationships Education is taught through Science lessons in line with the Science National Curriculum. The Science National Curriculum requires that in the Lower School pupils are taught:

- 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 and other animals
- that humans and other animals can produce offspring and that these offspring grow into adults
- to recognise similarities and differences between themselves and others, and to treat others with sensitivity

In Years 3 to 6 the following concepts are revisited as part of the compulsory Science curriculum:

- that the life processes common to humans and other animals include nutrition, growth and reproduction
- about the main stages of the human life cycle

Where any of this information or these topics are introduced through the Relationships Education syllabus earlier than the year designated by the Science syllabus, parents have the right to withdraw their children from the lessons.

Discrete lessons are allocated for those parts of the Relationships Education syllabus that cannot be delivered via Science, PSHE, Assemblies, Circle Time and other subjects. These are taught in the Lower School by the class teacher or by a volunteer colleague plus supplementary specialist visitors from outside agencies when felt to be appropriate.

4.2 Delivery All class teachers are familiar with this policy and the syllabus and will be prepared to support pupils and answer direct questions as appropriate. The School is committed to employing active learning methods which involve pupils' full participation. It is essential that schools can help pupils develop confidence in talking, listening and thinking about relationships and sex.

Most lessons will be taught to full classes, with gender groups for certain topics as deemed appropriate.

- Ground rules help to create a safe environment for both teacher and pupil. They should be established with each class before Relationships Education lessons commence.
- Distancing techniques help to avoid embarrassment and protect privacy. Role play, case studies with invented characters, appropriate videos, etc can help pupils to discuss issues in a depersonalised, safe environment.
- Dealing with questions.

Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours.

Teachers will be supported and prepared for the unexpected, for example: the ground rules should be referred to if a question is too personal; or if a teacher does not know the answer to a question they should acknowledge this and research it later; or question boxes may be used so pupils may ask a question without having to do so publicly; or if a teacher feels that a question is too explicit, is too advanced for a pupil, is inappropriate for the whole class or raises any safeguarding concerns, the teacher should acknowledge the question and promise to deal with it on an individual basis.

The teacher will inform parents about any issue or question that he/she feels needs to be followed up at home unless that matter raises safeguarding concerns when advice will first be sought from the DSL; if a teacher is concerned that a child has disclosed any matter which raises a safeguarding concern they should follow the school's Safeguarding and Child Protection policy and make a report to the DSL immediately.

- Discussion and reflection should be a part of the Relationships Education lessons. Active learning ensures opportunities for considering beliefs and attitudes and for developing greater understanding. Watching a video or reading written material must be used only to support or to complement wider structured activities.

4.3 The role of Parents

We recognise the role that parents have played and their future role, in the education of their children.

Parents are the key people in:

- teaching their children about relationships and sex
- maintaining the culture and ethos of the family, in whatever form it takes;
- helping their children cope with the emotional and physical aspects of growing up
- preparing them for the challenges and responsibilities that sexual maturity brings

Parents need to know that the personal beliefs and attitudes of the teachers will not influence the teaching of Relationships Education. Teachers will work within the guidelines of this policy and the scheme of work. The school will provide support for parents through sharing with them the school's Relationships Education programme contents and by working to invite external speakers to contribute to the parent education programme.

Parents have the right to request the withdrawal of their children from all or part of the Relationships Education provided at school except for those parts included in the Science syllabus. Any such request should be made to the Headteacher. The school will make alternative arrangements for pupils in such cases.

4.3 Safeguarding and Confidentiality

The best interests of the child are our main concern. Children have a right to expect school to be a safe and secure environment.

Teachers need to be aware that effective Relationships Education can lead to disclosures from pupils, often unintentionally, that raise child protection concerns.

Key points to be aware of are:

- the school has in place a Safeguarding and Child Protection policy;
- teachers can never offer or guarantee unconditional confidentiality;
- any visitor from an outside agency involved with pupils in Relationships Education will be made aware of the confidentiality rules and whom to approach on the staff with concerns.

4.4 Resources and Training

The School is committed to using the best teaching materials and to providing appropriate training and support for staff.

The PSHE Subject Co-ordinator is responsible for monitoring training needs and for researching and providing appropriate resources.

Resources used in RSE lessons will be made available for parents to view prior to use with the children. Ashton House School has decided to use the Kapow scheme with accompanying resources and activities to deliver the RSE curriculum.

5. MONITORING

The provision of the RSE curriculum and the balance with the Science curriculum will be monitored regularly.

Appendix 1 Letter to Parents

1st September 2021

Dear Parents,

During Relationship, Sex and Health Education (RSHE) lessons, which form a majority of our Personal, Social, Health and Economic education (PSHE) curriculum, we teach topics which are very important in helping children deal with current experiences and also to prepare them for the next stage of their education and ultimately for adult life. As with other subjects, we work hard to make sure the lessons meet the needs of the children and are age appropriate.

Our school and the government recognises the important role you play in educating your children and this is especially true for RSHE. It is important that children can discuss and ask questions both at home and at school.

What will my child be learning about?

The RSHE lessons cover the statutory requirements and have been carefully planned to be age appropriate. They also give the opportunity for children to revisit topics in different year groups. This is important as they will learn more and see things differently as they mature.

The lessons are divided up into three overarching themes:

- Families and relationships
- Health and wellbeing
- Safety and the changing body

Below is a summary of some of the areas covered within each theme:

Families and relationships

- How to form and maintain friendships
- Importance of family
- Different types of family
- Dealing with problems in friendships
- Online relationships, including staying safe
- Stereotyping

Health and wellbeing

- Mental health and wellbeing
- Healthy eating
- Physical activity
- Dental health
- Importance of sleep
- Medicines
- Tobacco
- Alcohol

- First aid

Safety and the changing body

- Online safety
- Safety around adults
- Understanding their body
- Physical changes during puberty
- Emotional changes during puberty
- Asking for help when needed

The lessons will give children the opportunity to increase their knowledge and understanding of the topic. They will also be able to explore their feelings and ideas about topics and listen to the views of other people. The overall aim is for children to be able to make their informed choices and decisions.

Will my child have to take part?

All the content outlined above is statutory and therefore all children should be taught it. As with any other subject, teachers will ensure that the lesson is taught in a way which means children of all abilities will learn.

As a parent, in line with government guidance, you do not have the right to withdraw your child from any of the statutory content on either relationships or health. You only have the right to withdraw your child from the sex education content that we choose to teach during RSHE lessons in Year 6, and not the compulsory sex education which forms part of the curriculum for Science (such as biological aspects of human growth and reproduction).

Parents and carers are sometimes concerned about the conversations children may have in RSHE lessons, but we have lots of ways to make sure children feel safe and comfortable in these lessons. For example, we have ground rules to make sure children feel confident to share their ideas, we will use things like cuddly toys and stories, so children are discussing a made-up characters' experiences rather than their own. We also know our children well and have a sense of their needs, ensuring all lessons are age appropriate.

It is important to balance what children know already and to prepare them for the future. Discussing issues in the safe learning environment of the classroom before they experience them in real life is very valuable for children.

If you do still have any queries, please get in touch with your child's class teacher in the first instance.

Yours sincerely,
Angela Stewart

Appendix 2 The RSE Curriculum within the PSHE Curriculum

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Family and relationships	<ul style="list-style-type: none"> • Introduction to RSE • What is family? • What are friendships? • Family and friends help and support each other • Making friends • Friendship problems • Healthy Friendships 	<ul style="list-style-type: none"> • Introduction to RSE • Families offer stability and love • Families are all different • Managing friendships • Unhappy friendships • Valuing me • Manners & courtesy • Loss and change 	<ul style="list-style-type: none"> • Introduction to RSE • Healthy families • Friendships - conflict • Effective communication • Learning who to trust • Respecting differences • Stereotyping 	<ul style="list-style-type: none"> • Introduction to RSE • Respect & manners • Healthy friendships • My behaviour • Bullying • Stereotypes • Families in the wider world • Loss and change 	<ul style="list-style-type: none"> • Introduction to RSE • Build a friend • Resolving conflict • Respecting myself • Family life • Bullying 	<ul style="list-style-type: none"> • Introduction to RSE • Respect • Developing respectful relationships • Stereotypes • Bullying • Being me • Loss and change
Safety and the changing body	<ul style="list-style-type: none"> • Getting lost • Making a call to the emergency services • Asking for help • Appropriate contact • Medication • Safety at home • People who help 	<ul style="list-style-type: none"> • The Internet • Communicating online • Secrets and surprises • Appropriate contact • Road safety • Drug education 	<ul style="list-style-type: none"> • Basic first aid • Communicating safely online • Online safety • Fake emails • Drugs, alcohol & tobacco • Keeping safe out and about 	<ul style="list-style-type: none"> • Online restrictions • Share aware • Basic first aid • Privacy and secrecy • Consuming information online • The changing adolescent body (puberty) 	<ul style="list-style-type: none"> • Online friendships • Identifying online dangers • The changing adolescent body (puberty, including menstruation) • First aid • Drug education 	<ul style="list-style-type: none"> • Drugs alcohol & tobacco • First aid • Critical digital consumers • Social media • The changing adolescent body (puberty, conception, birth)
Health and well-being	<ul style="list-style-type: none"> • Wonderful me • What am I like? • Ready for bed • Relaxation • Hand washing & personal hygiene • Sun safety • Allergies • People who help us stay healthy 	<ul style="list-style-type: none"> • Experiencing different emotions • Being active • Relaxation • Steps to success • Growth mindset • Healthy diet • Dental health 	<ul style="list-style-type: none"> • My healthy diary • Relaxation • Who am I? • My superpowers • Breaking down barriers • Dental health 	<ul style="list-style-type: none"> • Diet and dental health • Visualisation • Celebrating mistakes • My role • My happiness • Emotions • Mental health 	<ul style="list-style-type: none"> • Relaxation • The importance of rest • Embracing failure • Going for goals • Taking responsibility for my feelings • Healthy meals • Sun safety 	<ul style="list-style-type: none"> • What can I be? • Mindfulness • Taking responsibility for my health • Resilience toolkit • Immunisation • Health concerns • Creating habits • The effects of technology on health
Citizenship	Responsibility <ul style="list-style-type: none"> • Rules 	Responsibility	Responsibility <ul style="list-style-type: none"> • Rights of the child 	Responsibility <ul style="list-style-type: none"> • What are human rights? 	Responsibility <ul style="list-style-type: none"> • Breaking the law 	Responsibility <ul style="list-style-type: none"> • Human rights

	<ul style="list-style-type: none"> • Caring for others: Animals • The needs of others Community <ul style="list-style-type: none"> • Similar, yet different • Belonging Democracy <ul style="list-style-type: none"> • Democratic decisions 	<ul style="list-style-type: none"> • Rules beyond school • Our school environment • Our local environment Community <ul style="list-style-type: none"> • Job roles in our local community • Similar yet different: My local community Democracy <ul style="list-style-type: none"> • School Council • Giving my opinion 	<ul style="list-style-type: none"> • Rights and responsibilities • Recycling Community <ul style="list-style-type: none"> • Local community groups • Charity Democracy <ul style="list-style-type: none"> • Local democracy • Rules 	<ul style="list-style-type: none"> • Caring for the environment Community <ul style="list-style-type: none"> • Community groups • Contributing • Diverse communities Democracy <ul style="list-style-type: none"> • Local councillors 	<ul style="list-style-type: none"> • Rights and responsibilities • Protecting the planet Community <ul style="list-style-type: none"> • Contributing to the community • Pressure groups Democracy <ul style="list-style-type: none"> • Parliament 	<ul style="list-style-type: none"> • Food choices and the environment • Caring for others Community <ul style="list-style-type: none"> • Prejudice and discrimination • Valuing diversity Democracy <ul style="list-style-type: none"> • National democracy
Economic well-being	Money <ul style="list-style-type: none"> • Introduction to money • Looking after money • Banks and building societies • Saving and spending Career and aspirations <ul style="list-style-type: none"> • Jobs in school 	Money <ul style="list-style-type: none"> • Where money comes from • Needs and wants • Wants and needs • Looking after money Career and aspirations <ul style="list-style-type: none"> • Jobs 	Money <ul style="list-style-type: none"> • Ways of paying • Budgeting • How spending affects others • Impact of spending Career and aspirations <ul style="list-style-type: none"> • Jobs and careers • Gender and careers 	Money <ul style="list-style-type: none"> • Spending choices/ value for money • Keeping track of money • Looking after money Career and aspirations <ul style="list-style-type: none"> • Influences on career choices • Jobs for me 	Money <ul style="list-style-type: none"> • Borrowing • Income and expenditure • Risks with money • Prioritising spending Career and aspirations <ul style="list-style-type: none"> • Stereotypes in the workplace 	Money <ul style="list-style-type: none"> • Attitudes to money • Keeping money safe • Gambling Career and aspirations <ul style="list-style-type: none"> • What jobs are available • Career routes
Identity						<ul style="list-style-type: none"> • What is identity • Gender identity • Identity and body image