



Ashton Keynes C of E Primary School

## Relationships and sex education policy

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## 1. Aims

The aims of relationships and sex education (RSE) at Ashton Keynes Primary 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
- › Take account and be respectful of the religious background of our pupils
- › Be taught in a context of Christian teaching and spiritual development, with sexual relationships being understood in the context of loving, faithful relationships.

At Ashton Keynes Church of England Primary School, we believe that every child is unique and special and valued by God.

### **Aims and Key Principles**

Our Christian values underpin our ethos; every child is valued and encouraged to achieve their full potential. Every member of our school community is encouraged to respect and value each other. We believe that, to be effective, RSE should be taught within a broader PSHE education programme. RSE enhances and is enhanced by learning related to topics including anti-bullying; keeping safe on and off line; keeping physically and mentally healthy, learning about drugs, alcohol and tobacco; and the development of skills and attributes such as communication skills, managing peer pressure, risk management and decision making.

Through a planned programme of learning, we aim to provide our pupils with the knowledge, understanding and skills that they need in order to manage their lives both now and in the future. As part of a whole school approach, we aim to develop the attributes our pupils need to thrive as individuals, as part of a family and as a confident member of the wider community.

Our school is committed to serving its community and surrounding areas. We recognise the multi-cultural, multi-faith and ever-changing nature of the United Kingdom, and therefore those we serve. We also understand the vital role we have in ensuring that groups or individuals within the school are not subjected to illegal or intimidating influences. At our school we embrace the British Values of: democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs.

We want our children to learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

See section 6 for more information on specific delivery and the importance of the framework for Christian values within SRE.

## 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 Ashton Keynes Primary School 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 or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. 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 within our C of E Primary School is in line with our Church school ethos and values. It is placed within the context of seven values (or virtues) which will help ensure a moral basis for RSE teaching. These values (honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice) will fit well with the Christian values promoted by Church schools.

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.

Primary sex education (taught in Year 5/6) will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

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 relationships and sex education sessions in Years 5 and 6.

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

- Developing healthy self-esteem
- 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).

We recognise that Relationships and Sex Education is a highly sensitive subject but we firmly believe that effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain positive relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

Due to our status as a Church of England school, we will teach within a framework of Christian values and the Christian understanding that we are a gift from God and a part of creation. Whilst we use relationships and sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. (We have taken account of the guidance provided in teaching materials supplied by the Church of England). Sensitivity and respect will be shown to all children when teaching about personal relationships and sex education and RSE is taught in a way to ensure that there is no stigmatization of children based on their home/personal circumstances.

Our RSE teaching and learning is set within a context that is consistent with the school's Christian ethos and values:

- It is based on inclusive Christian principles and values emphasising respect, compassion, loving care and forgiveness.
- It is taught in the light of the belief in the absolute worth of all people and the unconditional infinite love of God.
- It is sensitive to the circumstances of all children and is mindful of the expressions of family life in our culture. Issues regarding human sexuality should be addressed sensitively.
- The exploration of reproduction and sexual behaviour within the science curriculum should stand alongside the exploration of relationships, values and morals and Christian belief.
- It is taught in a context of Christian teaching and spiritual development, with sexual relationships being understood in the context of loving, faithful relationships.

Whilst pupils are given the opportunity to explore their own attitudes, values and beliefs and to develop an individual moral code that will guide their actions, this is exercised within an understanding of the right of people to hold their own views within a framework of respect for others. We are educating our children to live in the real world with all its contradictions. We mustn't let our adult knowledge and bias prevent us seeing things from a child's perspective. Our focus is on building healthy attitudes and positive relationships in an environment where difference is celebrated and everyone is included and valued for who they are.

## 7. Roles and responsibilities

### 7.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

### 7.2 The headteacher

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 (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
- › Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

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, or the following representatives for RSE: Mr Dan Hockaday, Deputy Headteacher, Mrs Samantah Saville, Safeguarding and Child Protection Leader and Mrs Lisa Voss/Miss Sarah Igoe, Risk Assessment leads.

### 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 components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

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 our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as health professionals, to provide support and training to staff teaching RSE as required.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by Samantha Saville through: planning scrutinies, learning walks, pupil voice and discussions with parents and staff etc.

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

This policy will be reviewed every three years. At every review, the policy will be approved by the foundation governors and the full governing body.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

YEAR GROUP	PUPILS SHOULD KNOW	LEARN4LIFE UNIT/RESOURCES
Reception	<ul style="list-style-type: none"> <li>- To name external (non sexual) parts of the body</li> <li>- To recognise and name basic emotions and discuss the cause for that emotion</li> </ul>	n/a
Year 1	<ul style="list-style-type: none"> <li>- The importance of respecting others</li> <li>- The characteristics of healthy family life</li> <li>- That stable, caring relationships, which may be of different types, are at the heart of happy families</li> <li>- About gender stereotypes in the context of similar and different – BBC Bitesize Friendship videos <a href="https://www.bbc.co.uk/bitesize/topics/zswwxnb/resources/1">https://www.bbc.co.uk/bitesize/topics/zswwxnb/resources/1</a></li> </ul>	<p>Getting on &amp; falling out</p> <p>My Friends &amp; Family</p>
Year 2	<ul style="list-style-type: none"> <li>- That others' families, either in school or the wider world, sometimes look different from their family, but they should respect those difference and know that other children's families are also characterised by love and care</li> </ul>	My Friends and Family
Year 3	<ul style="list-style-type: none"> <li>- That stable, caring relationships, which may be of different types, are at the heart of happy families</li> </ul>	My Friends and Family
Year 4	<ul style="list-style-type: none"> <li>- The importance of respecting others, even when they are very different from them (e.g. physically, in character/personality or backgrounds), or make different choices or have different preferences or beliefs</li> </ul>	Out and About Looking Forward (Teamwork)
Year 5	<ul style="list-style-type: none"> <li>- What a stereotype is and how stereotypes can be unfair, negative or destructive</li> <li>- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be life long</li> </ul>	<p>Out and About</p> <p>My Friends and Family (Relationships)</p>
Year 6	My changing body: How boys' and girls' bodies change as we grow up, and how these changes affect us	Puberty NHS power point and hygiene booklet (September)
	<p>Human life cycle: conception and birth</p> <p>Unit 1 Programme 2 (How did I get here)</p> <p>Living and Growing Unit 3 (How babies are made) and (How babies are born)</p> <p>Unit 2 Girl Talk and Boy Talk - additional</p>	BBC videos



YEAR GROUP	PUPILS SHOULD KNOW	LEARN4LIFE UNIT/RESOURCES
All Year Groups	<p>PANTS RULE - know that each persons body belongs to them and the differences between appropriate and inappropriate or unsafe physical and other contact</p> <ul style="list-style-type: none"> <li>- Know how to recognise and report feelings of being unsafe or feeling bad about any adults</li> </ul> <p>E-SAFETY - know the same principles (at year group level) apply to relationships online as to face to face How to recognise risks and how to report them</p> <p>MENTAL WELLBEING – know that mental wellbeing is a normal part of daily life, in the same way as physical health</p> <ul style="list-style-type: none"> <li>- Know that there is a normal range of emotions and how to talk about their emotions</li> <li>- Know how to judge whether what they are feeling and how they are behaving is appropriate and proportional</li> </ul>	<p>NSPCC PANTS</p> <p>Childline</p> <p>Whole school ongoing wellbeing</p>

## Coverage of Science and Sex Education

	Science (cannot opt out)	Sex Education (can opt out)
<b>EYFS</b>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• he/she knows about similarities and differences in relation to places, objects, materials and living things. He/she makes observations of animals and plants and explains why some things occur, and talk about changes.</li> </ul>	
<b>Year 1</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>	
<b>Year 2</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• notice that animals, including humans, have offspring which grow into adults</li> <li>• find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> </ul>	
<b>Year 3</b>		
<b>Year 4</b>		
<b>Year 5</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>• describe the life process of reproduction in some plants and animals.</li> <li>• describe the changes as humans develop to old age</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• describe the changes as humans develop to old age including puberty and the menstrual cycle.</li> </ul>
<b>Year 6</b>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• to recognise living things produce offspring of the same kind, but normally offspring are not identical to their parents.</li> <li>• To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>• about where to get more information, help and advice about growing and changing, especially about puberty</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for.</li> </ul>

## Appendix 2: By the end of primary school pupils should know (taken from DfE guidance)

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>

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

### Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	