



## Relationships and Sex Education Policy Aldermaston CE Primary School

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<b>Role</b>	<b>Signature</b>	<b>Date</b>
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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
  - Promote gender equality, challenge stereotypes and represent all types of relationships through the curriculum
  - Teach pupils the correct vocabulary to describe themselves and their bodies
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In line with our school vision based around the Parable of the Sower, we aim to provide our pupils with the “good earth” in which to cement their knowledge of sex and relationships. In this way, children will be taught about sex within the context of secure loving relationships. The school provides the “strong branches” under which children will feel comfortable to ask questions in order that they all have a secure and truthful knowledge of the subject appropriate to their age as opposed to seeking information from less reliable sources.

## **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.

We are not required to provide sex education but we do need to teach the elements of sex education contained in the statutory science curriculum:

Key Stage 1:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- notice that animals, including humans, have offspring which grow into adults.

Upper Key Stage 2:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- describe the life process of reproduction in some plants and animals.
- describe the changes as humans develop to old age.
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

There are no statutory elements of sex education in the Lower Key Stage 2 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 Aldermaston CE 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, pupils and any interested parties were invited to view a draft version of the policy
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.

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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 staff and governors, taking into account the age, needs and feelings of all pupils, including those with Special Educational Needs or Disabilities (SEND). 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 from less reliable sources.

Primary sex education at Aldermaston will focus on:

- Encouraging children to use the correct scientific vocabulary for both parts of the body and parts of the process of reproduction
- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born
- An understanding that sex may form part of a loving and respectful relationship

For more information about our curriculum, see 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 will receive sex-education specific sessions, delivered by trained staff as part of the "Growing up" unit. Where appropriate, this will be taught alongside the equivalent parts of the Science curriculum. Other areas, such as keeping their bodies safe and learning about how to care for their changing bodies will also be covered in other parts of the PSHE curriculum.

Ground rules will be established in class and children reminded of these. Special consideration will be given when teaching particularly sensitive content and staff will be fully aware of children's individual needs and experiences and how they might relate to the lesson content.

Distancing techniques will be employed in our Relationships Education, as with other areas of the PSHE curriculum, meaning that children are able to discuss fictional characters and scenarios, rather than discuss their own lives and experiences. In order to meet the needs of all children and to make our lessons engaging, we aim to deliver our Relationships Education curriculum through a variety of teaching methods and interactive activities, including age-appropriate videos, books and discussions.

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

- Families and people who care for me
  - Caring friendships and respectful relationships
  - Online relationships
  - Being safe
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For more information about our RSE curriculum, see Appendix 1.

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 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 the non-statutory/nonscience components of RSE (see Appendix 2).

### **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/non-science 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 these with the headteacher.

### **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.

Requests for withdrawal should be put in writing using the form found in Appendix 2 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 their induction and it is included in our continuing professional development calendar.

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The headteacher may 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 the headteacher and the PSHE lead. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually.

## **11. Safeguarding**

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In this instance, teachers will consult with the designated safeguarding lead and in his/her absence, their deputy.

Visitors and external agencies which support the delivery of Relationships Education will be required to adhere to the school's safeguarding policy and policies relating to the subjects they are teaching or contributing towards.

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