

Ashmount Primary School

PSHCE - Relationships and Sex Education (RSE) Policy Summary

This is a summary of Ashmount Primary School's Relationships and Sex Education (RSE) policy which is part of PSHCE (Personal, Social, Health, Citizenship and Economic Education) learning. For further details please see the full policy and appendices. The purpose of this policy is to act as a central reference point to inform school staff, parents and carers, health professionals and visiting speakers of the school's approach to RSE within PSHCE

This summary, with the school's RSE curriculum (Appendix 1), will be circulated to all staff and given to occasional visiting speakers within this curriculum area. Senior staff and staff teaching PSHCE education should read the whole document. The RSE policy is made available to staff, parents and carers on the school website.

The RSE policy will be monitored by Zoe Sanders, PSHCE Lead and reviewed on an annual basis in conjunction with the Senior Leadership Team.

Relationships and Sex Education is learning about the emotional, social and physical aspects of growing up and changes in the body, relationships, sex, human sexuality and sexual health. RSE within PSHCE education aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both off and online. It enables pupils to explore their own and other's attitudes and values and builds their self-esteem and confidence. **This is done in an age appropriate way.**

Roles and responsibilities in school

The member of staff responsible for the co-ordination, development, monitoring and evaluation of RSE is **Zoe Sanders, PSHCE Lead, Ashmount Primary School.**

The governor or committee with oversight of RSE is **the Teaching and Learning Committee.**

Confidentiality and safeguarding

Staff working with pupils cannot offer unconditional or absolute confidentiality. Staff have an obligation to inform pupils of this and to pass information on to the Ashmount Primary School's designated safeguarding lead if what is disclosed indicates a pupil is at risk of harm.

If pupils disclose to visiting speakers then the visitor should report this to school staff to follow up.

Parents' and carers' rights and partnership with school

Ashmount Primary School works in partnership with parents and carers to educate children and young people about PSHCE and RSE, updating them regularly on the content of the RSE programme and provide notice of when these lessons will be taught in any given year group.

The Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulations 2019 set out parents' right to withdraw their children from sex education (Appendix 1) other than that which is part of relationships education, health education or other National Curriculum subjects (such as biological aspects of human growth and reproduction within National Curriculum science).

Prior to exercising withdrawal of a child Ashmount requires parents and carers to arrange to meet with the class teacher or PSHCE Lead to discuss this. If parents still want to withdraw a child, they will need to put their reasons in writing to the Head Teacher, Mr Anthony Carmel (See Appendix 3).

Ashmount Primary School

PSHCE - Relationships and Sex Education (RSE)

Date: 1st February 2021

Date to be reviewed: 1st February 2022

Approved by: Ashmount Primary School's Governing Body 23.03.21

Purpose of the RSE policy

This policy sets out Ashmount Primary School's approach to relationships and sex education and acts as the School's central reference point to inform school staff, parents and carers, health professionals and visiting speakers of the school's approach to RSE within personal, social, health, citizenship and economic (PSHCE) education.

It is available on our school website; printed copies are available, on request, from the school office.

Legislation

Primary and secondary schools are legally required to have a written policy for Relationships Education and RSE, in line with statutory guidance [Relationships education, relationships and sex education \(RSE\) and health education](#) (effective from September 2020).

Department for Education (DfE) guidance encourages primary schools to teach age-appropriate sex education, however, it is not a statutory requirement. Under this legislation, all primary schools are required to teach relationships education and all schools are required to teach health education, which includes some aspects of RSE.

Policy development

We have developed our RSE policy involving the Borough of Islington, staff, governors, pupils, parents and carers in the following ways:

Parents and carers: PSHCE and RSE presentation outlining the school's approach and curriculum content circulated and given prominence in school newsletters with opportunity to respond; draft policy highlighted in newsletter with opportunity to respond.

Staff and governors: discussion with Borough of Islington Health Education specialists; discussion at meetings; review of present RSE policy; training.

Pupil voice: surveys held with children across key stages relating to PSHCE and Health and Relationships Education.

Relationships and Sex Education Policy and Curriculum

At Ashmount Primary School, we teach RSE as part of our planned PSHCE education programme.

What is RSE?

Relationships and Sex Education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Through RSE within PSHCE education we aim to give children and young people essential information and skills for building positive, enjoyable and respectful relationships and staying safe both off and online. It enables pupils to explore their own and others' attitudes and values, and aims to help build their self-esteem and confidence.

Relationships Education is taught across the year groups as we focus on children developing healthy relationships with their peers within their learning environment and in play, both off and on-line. The RSE curriculum links to, and has been planned to complement, learning in Science, citizenship, RE and computing. Teachers and support staff deliver this learning with targeted lessons and circle times and as a school community we hold assemblies to further support this, for example, about anti-bullying, online safety or kindness.

The RSE curriculum has been planned with regard to the statutory guidance and the age and stage of pupils, and feedback from pupils, parents and staff. The curriculum is set out in Appendix 1 and RSE is taught in **Years 2, 4 and 6**. Some elements are also included within the Science curriculum.

The [government guidance](#) on relationship and health education, and the science National Curriculum details what must be taught in primary schools. This includes teaching about changes to the human body as it grows from birth to old age (science). Health education includes teaching feelings as they relate to mental wellbeing, the importance of friends and family, the impact of bullying, and how children can seek help if they have worries as well as the emotional and physical changes that take place during puberty. Appendix 1 shows when we teach the different aspects of this curriculum.

As well as the requirement to teach science, health and relationships education, the DfE encourages primary schools to also teach age-appropriate sex education. We believe that sex education is best taught as part of an integrated programme of Relationships and Sex Education (RSE) within PSHCE education, in which content is discussed in the context of respectful, healthy, adult relationships and is done so **in an age appropriate way**.

Sex Education in primary school is content that is not included in Relationships and Health Education or in science.

We have consulted with our parents and carers and have agreed that the following sex education (in addition to relationship and health education) will be taught within our PSHCE programme. Parents can choose to withdraw their child from these elements of our curriculum. The following learning intentions and outcomes are from the Borough of Islington's "You, Me PSHE" scheme of work which is the programme that Ashmount Primary School follows. The below are what Ashmount Primary School and Islington health and wellbeing team agree are sex education. The remaining learning intentions and outcomes in the programme are either health or relationships education, with some also reflecting learning in science.

In Year 2, pupils learn the biological differences between male and female children, pupils:

- identify and name biological terms for male and female sex parts
- label the male and female sex parts with confidence
- understand that the male and female sex parts are related to reproduction

In Year 4

Pupils learn about menstruation and wet dreams

- can describe menstruation and wet dreams
- can explain effective methods for managing menstruation and wet dreams
- understand the relationship between the sex cells (sperm and ovum), menstruation and wet dreams

In Year 6

Pupils learn about human reproduction in the context of the human lifecycle:

- know that sexual intercourse may be one part of a sexual relationship
- can describe how babies are made and explain how sexual intercourse is related to conception

Pupils learn how a baby is made and grows (conception and pregnancy):

- can define conception and understand the importance of implantation in the womb
- know what pregnancy is, where it occurs and how long it takes

How is PSHCE and RSE taught?

PSHCE and RSE is developmental and appropriate to the age and needs of every pupil. It is part of a well-planned programme, delivered in a safe and supportive atmosphere, where we aim for all pupils to feel comfortable to engage in open discussion and feel confident to ask for help if necessary.

Teachers will use a number of strategies and techniques to ensure that a safe and supportive environment is maintained at all times during PSHCE and RSE. These may include:

- Establishing and revisiting class 'ground rules' at the start of each lesson. These include, for example:
 - Listening respectfully to what all peers have to say.
 - Not asking (or answering) personal questions.
- Distancing techniques such as role-play, third person case studies and an anonymous question box are used when teaching sensitive issues.

Good practice in teaching and learning

Teachers will ensure that lessons are inclusive, varied and suitably reflective of the society children live in:

- Using the correct terminology makes clear that everybody understands and avoids prejudiced or offensive language.
- Lessons contain a variety of teaching methods and strategies that encourage interaction, involvement and questioning: working individually, in pairs and groups; discussions; role play; prioritising activities; quizzes; research; case studies; games; circle time.
- Resources are chosen to reflect a suitable range of cultures, identities and genders.
- Inclusive language is used across the curriculum to help all children and young people to feel included and reduces assumptions about sexual orientation.
- Assessment supports effective teaching and learning, ensuring lessons meet the needs of pupils and enables pupil progress.
- Answer appropriate questions openly and factually to address any misconceptions considering age and stage of children. If unsure how to answer, or whether a question is appropriate or relevant to the whole class, a teacher can:
 - speak to a pupil individually.
 - suggest that the pupil asks their parent/carer.
 - offer to find out the best way to answer the question and use the opportunity to discuss with a colleague or PSHCE Lead and respond to the pupil at a later point.

Inclusion

All children and young people, whatever their experience, background or identity, are entitled to good quality PSHCE and RSE that help them build a positive sense of self. The RSE programme and approach is inclusive of difference: gender identity, sexual orientation, ability, disability, ethnicity, culture, age, faith or belief or any other life experience. PSHCE and RSE lessons help pupils to explore discrimination, prejudice, bullying, aggressive behaviour and other unhealthy relationships.

Children with Special Educational Needs are considered and lessons adapted or are made accessible where appropriate.

Teachers agree to work within the school's framework for RSE as described in this policy. Their personal beliefs, values and attitudes should not affect their teaching of RSE.

Visiting speakers

PSHCE and RSE is best taught by confident teachers as part of an ongoing PSHCE and RSE curriculum. On occasion, a visiting speaker may be invited due to their particular knowledge or expertise of an area within the curriculum. Visiting speakers are given a summary of the school's PSHCE and RSE policy, together with the RSE curriculum which they are expected to follow and teaching staff are present for all such sessions.

At Ashmount we believe that alongside our safeguarding procedures, educating every pupil about how to care for their bodies and protect themselves from physical and emotional harm is an important element of our work to keep pupils safe from harm.

PSHCE and RSE education enables pupils to:

- know their rights to be protected and kept safe
- understand potential dangers they could face
- be encouraged to adopt safe and responsible practices and deal sensibly with risk
- develop personal skills to protect themselves and others from unsafe influences and physical and emotional harm
- know when and who to ask for help when needed.

Effective PSHCE and RSE, in bringing an understanding of what is and is not appropriate in a relationship, and providing a safe space, can occasionally lead to disclosure of a child protection issue. All staff have a duty to report concerns about pupils who we feel are at risk of harm or have suffered harm (including when we suspect that female genital mutilation (FGM) has already been performed), to the Designated Safeguarding Lead (DSL) or a deputy, as described in our safeguarding policy.

Visiting speakers when working in the classroom are bound by the same conditions and must pass on any information they feel needs responding to via the member of staff present or directly to the school's DSL.

Working with parents and carers

Parents are the primary educators of their children about PSHCE and RSE particularly with regard to their views and values. We intend that our school's PSHCE and RSE should complement parents' and carers' role and we view this as a very important partnership. As well as being involved in the policy consultation process, the school informs and works with parents in the following ways. At the start of each half term the school will distribute a "Topic Web" to parents and carers outlining the unit of PSHCE and RSE being covered in that half term.

In year groups where RSE content is sex education, in years **2, 4 and 6** the school will:

- Send a letter to notify parents and carers of the curriculum, outlining the RSE lesson objectives and timing of the lessons.
- Invite parents and carers to meet with the teacher and/or PSHCE Lead ahead of these lessons being taught to hear about the content, view teaching resources and ask questions.
- Provide information in newsletters and on the school website.
- Provide workshop for parents and carers on how to confidently talk to their children about RSE.

- Offer support to parents and carers about preparing to have conversations with their children at home.
- Make parents and carers aware of their right to withdraw their child from sex education.

It is hoped that by this consultation and communication there will be clear agreement regarding RSE provision and parents and carers are equipped to continue to support their children in this area of their learning at home.

Parents' right to withdraw

Ashmount Primary School works in partnership with parents and carers to educate children and young people about PSHCE and RSE, updating them regularly on the content of the RSE programme and provide notice of when these lessons will be taught in any given year group.

The Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulations 2019 set out parents' right to withdraw their children from sex education other than that which is part of relationships education, health education or other National Curriculum subjects (such as biological aspects of human growth and reproduction within National Curriculum science).

The details of the school's planned programme of RSE ([Appendix 1](#)) shows which aspects of the RSE programme are within statutory relationships or health education, and which are 'sex education' and are therefore aspects from which parents have the right to withdraw their child.

Ashmount Primary School outlines this right within its letter to parents and carers in the year groups where the RSE content is sex education, in Years 2, 4 and 6.

However, prior to exercising withdrawal of a child Ashmount requires parents and carers to arrange to meet with their child's class teacher or PSHCE Lead to discuss this. They will be informed what the National Curriculum content is and what curriculum content their child can be withdrawn from (see appendix 1) and discussion with the parent/s or carers will also focus on the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social, and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. Parents will be made aware that there may be impromptu or incidental discussion of relationships and sex education topics in the classroom / in other subjects at times, from which it is not possible to withdraw pupils. If parents or carers wish to withdraw their child from any sex education in primary school, other than as part of the science curriculum, they must communicate this in writing to the head teacher, Anthony Carmel, who will arrange a meeting in person to discuss further. Following the meeting, if parents and carers still decide to withdraw their child then other arrangements will be agreed and made for them during this time. Parents and carers will be encouraged to deliver sex education with their child at home instead.

Appendix 1: RSE curriculum Ashmount Primary School

This shows the key relationship and health education (RHE) strand from Islington's You, Me PSHCE, which Ashmount Primary School teaches.

The highlighted text are the lessons identified as sex education.

Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
RHE, Boys and girls and families	Other Areas of PSHCE include:	RHE, Growing up and changing	Other Areas of PSHCE include:	RHE, Healthy relationships	Other Areas of PSHCE include:
<ul style="list-style-type: none"> Pupils understand and respect the differences and similarities between people Pupils learn about the biological differences between male and female animals and their role in the life cycle Pupils learn the biological differences between male and female children Pupils learn about growing from old to young and that they are growing and changing Pupils learn that everybody needs to be cared for and ways in which they care for others Pupils learn about different types of family and how their home-life is special 	<p>Drug, alcohol and tobacco education</p> <ul style="list-style-type: none"> about what goes onto our bodies and how it can make people feel <p>Mental health and emotional well-being</p> <ul style="list-style-type: none"> about being co-operative with others <p>Keeping safe and managing risk</p> <ul style="list-style-type: none"> about personal safety and who they can talk to <p>Identity, society and equality</p> <ul style="list-style-type: none"> about people that are special to them and what they do 	<ul style="list-style-type: none"> Pupils learn about the way we grow and change throughout the human lifecycle Pupils learn about the impact of puberty in physical hygiene and strategies for managing this Pupils learn about the physical changes associated with puberty Pupils learn about menstruation and wet dreams Pupils learn how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty Pupils learn strategies to deal with feelings in the context of relationships 	<p>Mental health and emotional well being</p> <ul style="list-style-type: none"> about similarities and differences between themselves and others about what makes a good friend about dealing with issues that might arise in friendship about different emotions and how to manage these 	<ul style="list-style-type: none"> Pupils learn about the changes that occur during puberty Pupils learn to consider different attitudes and values around gender, stereotyping and sexuality; their origin and impact Pupils learn what values are important to them in relationships and to appreciate the importance of friendship in intimate friendships Pupils learn about human reproduction in the context of the human life cycle Pupils learn how a baby is made and grows (conception and pregnancy) Pupils learn about roles and responsibilities of carers and parents 	<p>Mental health and emotional well being</p> <ul style="list-style-type: none"> about stereotyping including gender stereotyping about prejudice and discrimination (in relation to homophobia) and how this can make people feel

Appendix 2: Assessment, monitoring and evaluation

Primary curriculum

Assessment

Assessment is the process where an individual pupil's learning and achievement are measured against the lesson objectives.

Lessons should be planned starting with establishing what pupils already know - in this way, teachers can address any misconceptions that pupils may have, strategies include:

- brainstorming and discussions
- draw and write activities to find out what pupils already know
- continuums and other activities to find out what pupils feel is important to them

Pre and post-topic assessment may also provide some indication of progress made by pupils in their understanding/articulation of RSE issues, this could be carried out through:

- pupil reflective assessment sheets at the end of each topic
- written or oral assignments
- evidence in Learning Journeys
- one to one discussion

Monitoring and Evaluation of PSHCE and RSE

Monitoring ensures that teaching is in line with school policy and that pupils are taught what is intended. Evaluation helps to plan future lessons and enables teachers to review the programme to improve the teaching and learning.

A range of methods is used for monitoring and evaluation, led by the PSHCE subject lead. These include:

- pupils learning outcomes (evidence in books or Learning Journeys)
- end of topic pupil evaluations
- pupil voice
- annual PSHCE review
- discussion with teachers

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

Please complete the form below to request a meeting with the school about withdrawing your child from sex education within RSE

To be completed by parents			
Name of child		Class	
Name of parent		Date	
Reason for wishing to withdraw 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	

Appendix 4: Female Genital Mutilation (FGM)

Definition of FGM

“Female Genital mutilation (FGM) comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or therapeutic reasons.”

World Health Organisation 1997

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers*. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

Department for Education: Keeping Children Safe in Education, April 2019

*12 Under Section 5B(11) (a) of the Female Genital Mutilation Act 2003, “teacher” means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

FGM is considered child abuse in the UK and a grave violation of the human rights of girls and women. It is a violation of the child’s right to life and their bodily integrity as well as their right to health. It is illegal in the UK to allow girls to undergo female genital mutilation either in this country or abroad. People guilty of allowing FGM to take place can be punished by fines or up to 14 years in prison.

Female Genital Mutilation occurs mainly in Africa and to a lesser extent in the Middle East and Asia. It is not a religious requirement and there are no health benefits. It is a cultural practice. Communities particularly affected in the UK include girls from: Somalia, Kenya, Ethiopia, Sierra Leone, Egypt, Nigeria, Eritrea, Yemen, Pakistan, Indonesia and Afghanistan; particularly first generation immigrants, refugees and asylum seekers.

This procedure often takes place in the summer, using the school holidays to recover (recovery takes 6 – 9 weeks.) It is important to be alert when a girl from a high risk group is absent from school for a long period or when a family request an ‘authorised absence’ just before a school holiday.

Children might also be talking about a special ceremony or a special holiday abroad.

Signs that FGM may have taken place include:

- difficulty walking, standing or sitting
- spending much longer times in the toilets
- usual behaviour after a long absence
- not wanting to participate in PE or other physical play/activities
- acutely painful menstrual cycles
- asking for help or being anxious but not able to be explicit due to embarrassment or fear

All schools should keep their pupils safe from harm through safeguarding procedures and educating every pupil about their responsibility to care for their bodies and protect themselves from physical and emotional harm. They have a duty to report concerns about girls at risk from FGM or when they know that FGM might already have been performed.

Lessons in PSHCE and relationships and sex education can give pupils information, learn personal and life skills and explore attitudes and values around protecting themselves and others from abuse, including FGM.

NSPCC FGM helpline: 0800 028 3550

help@nspcc.org.uk

Related Documents

This policy should be read in conjunction with:

- Safeguarding and Child Protection Policy
- E-Safety and Computing Policy
- Keeping Children Safe in Education
- Equality Duty and Objectives
- Anti-bullying Policy
- Equality Act 2010 and schools.