



Ashford School Relationships and Sex Education (RSE) Policy (Prep School)

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1 Policy Statement

This policy applies to all members of our Prep School community. Ashford School is fully committed to ensuring that the application of this Relationships and Sex Education (RSE) policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the School's Equal Opportunities Policy document. Ashford School seeks to implement this policy through adherence to the procedures set out in the rest of this document. In line with our Provision of Information policy, this document is available to all interested parties on our website and on request from the Deputy Head Pastoral (neeshamc@ashfordschool.co.uk) and should be read in conjunction with the following documents:

- Safeguarding (Child Protection) Policy
- Personal, Social and Health Education (PSHE) and Spiritual, Moral, Social and Cultural Development (SMSC) Policy
- Anti-Bullying Policy
- Equal Opportunities Policy

This document is reviewed annually by the Deputy Head (Pastoral) and the Global Perspectives Co-ordinator or as events or legislation change requires.

The next scheduled date for review is March 2024.

2 Introduction

Relationships and Sex Education (RSE) is defined by the PSHE Association as 'learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health'.

The objective of RSE is to enable pupils to learn about:

- (i) families and people who care for them, including the nature of marriage, civil partnership, different family structures and their importance to the bringing up of children,
- (ii) forming and maintaining caring relationships,
- (iii) the characteristics of healthy and respectful relationships, including online,
- (iv) how relationships may affect physical and mental health and wellbeing, and how to ensure they are safe, and
- (v) (strictly at an age-appropriate level) intimate and sexual relationships including sexual health.

Relationship and sex education at Ashford Prep School will only use teaching and materials which are appropriate to the age and the religious background of the pupils receiving it.

Sex education is not compulsory in primary schools. However, as part of United Learning, here at the Prep School we ensure there is suitable sex education before pupils reach the end of Year 6, so that they are suitably prepared for transition to the next stage in their education. All aspects of sex education taught at the Prep School are tailored to the age, physical and emotional maturity of the pupils, and are outlined in this policy.

Ashford School is part of United Learning. The ethos of United Learning is 'the best in everyone'. This ethos is underpinned by the following core values:

- **Ambition** – to achieve the best for ourselves and others;
- **Confidence** – to have the courage of our convictions and to take risks in the right cause;
- **Creativity** – to imagine possibilities and make them real;
- **Respect** – for ourselves and others in all that we do;
- **Enthusiasm** – to seek opportunity, find what is good and pursue talents and interests;
- **Determination** – to overcome obstacles and reach success.

RSE and PSHE planning and teaching approaches at Ashford School consider and integrate the core values of United Learning.

3 Parental and staff involvement

3.1 Parents and Carers

This policy and the curriculum plan are made available to parents on the school website and a paper copy is available on request. Should parents or carers wish to discuss any aspect of the PSHE or RSE curriculum, they should contact the Deputy Head Pastoral of the Prep School: (neeshamc@ashfordschool.co.uk)

Right to Withdraw

- Parents are not able to withdraw their children from any aspect of Relationships Education or Health Education (which includes learning about the changing adolescent body and puberty).
- Parents are able to withdraw their children from any aspects of Sex Education other than those which are part of the science curriculum. (Note that sex education is not statutory in primary schools, however the statutory guidance makes clear that schools should still provide a programme of age-appropriate sex education).

- The Head must grant requests to withdraw a pupil from sex education, other than where it is part of the science curriculum. A discussion will take place focusing on the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child.
- Where pupils are withdrawn from sex education, appropriate, purposeful education during the period of withdrawal will be provided.

3.2 Staff

All staff have the right to additional support and guidance from the Head of Global Perspectives and Deputy Head Pastoral. Should a staff member not feel comfortable about delivering a certain topic, alternative provision can be made. Likewise, if a staff member is unsure of an appropriate response to a child's question, the child should be reassured that the question is valid and further support will be sought in order to address the child's query. The team in the Health Centre is also available to deliver sessions and provide advice and support where appropriate.

4 Teaching and Learning Objectives

4.1 Quality Assurance and Reporting

The following monitoring measures are in place:

- Annual review of PSHE and RSE programmes by Deputy Head Academic, Deputy Head Pastoral and the Global Perspectives Co-ordinator.
- Learning Walks of PSHE sessions are undertaken by the Deputy Head Academic, Deputy Head Pastoral and the Global Perspectives Co-ordinator. A central log of observations is kept by the Deputy Head Academic.
- If improvements are required in terms of the delivery of PSHE and RSE content, the Global Perspectives Co-ordinator meets with the member of staff to discuss areas for development and support. If further interventions are required, the Deputy Head Academic will meet with the member of staff.
- Half termly discussions are held related to RSE as part of weekly 1:1 meetings between Deputy Head Academic and Global Perspectives Co-ordinator.
- Form tutors deliver form sessions covering a number of the PSHE/RSE objectives.
- As part of regular personal development surveys, children complete an evaluation relating to their RSE experiences. Results of the survey will be analysed by the Global Perspectives Co-ordinator and the Deputy Heads; adjustments to lesson resources or delivery strategies will be carried out as appropriate.
- Global Perspectives (covering RSE) is part of the reports cycle for the Prep School and targets for children are set as part of this.
- Links have been established with United Learning partner schools to monitor the subject. This is in the form of an RSE audit of practices and approaches.

4.2 Content

Age-appropriate content is delivered to the children in teaching of RSE. Sex education as part of the science curriculum is delivered in Year 5. In addition to this, sex education sessions are delivered in Years 5 and 6. Objectives can be found in Appendix 1.

The religious background of all pupils is taken into account when planning teaching and preparing materials, so that sensitive topics are handled appropriately, and that all RSE teaching will meet the requirements of equality law.

Through differentiation and support, all children are able to access the content delivered in RSE sessions. All staff have access to pupil passports for children on the SEND register and will adapt lesson content accordingly.

5 Complaints

Complaints about the Relationships and Sex Education programme should be made in accordance with the School's complaints procedure. The Complaints Policy is accessible on the School's website.

Date Document Updated	Document Updated by
March 2022	CN/RH
February 2023	CN/RI
June 2023	CN

Date Document Reviewed	Document Reviewed by	Date of next review
June 2022	LGB	June 2023
June 2023	LGB	

6 Appendix 1

Sex education in the science curriculum - Year 5 learn about Puberty and included with this is a very brief description of sexual intercourse related to conception of a foetus.	
Muscular changes	Children are taught how the effect of increased hormone production increases muscle size and strength for both males and females.
Development of reproductive organs	Children learn about how the size and shape of reproductive organs change as well as their major functions in terms of reproduction. Sperm and egg production and function also discussed.
Menstruation	Children learn about the purpose and regularity of the menstrual cycle.
Body changes	Increased body hair, larynx changes, breast development and function, body odour and hygiene considerations, and skin oil imbalances discussed.
Children in Year 5 have sex education sessions based at an age-appropriate level. These mainly take the form of Question and Answer sessions and are delivered to boys and girls in separate groups. This follows on from the science unit on reproduction and enables us to address and support with any misconceptions.	
Children in Year 6 have mixed sessions with the school nurse focusing on the following topics:	
<ul style="list-style-type: none"> • What happens during puberty? • The body changes that occur during puberty • What happens during a period (menstruation)? • The female and male reproductive organs • The importance of personal body examination • The importance of practising good personal hygiene • How feelings, emotions and relationships change during puberty • How to keep safe • Where you can get help and support 	

Ashford Prep School Global Citizenship Curriculum with PSHE and RSE indicated by colour

Blue - Health and wellbeing (PSHE)

Red - Relationships (RSE)

Green - Living in the wider world (PSHE)

Black indicates unit name/underlined black is the assessment question

The colours are only a guide for the main focus – many units will include elements of more than one strand.

	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
AUTUMN 1	<u>Me and my friends</u> What makes me unique? How can I be a good friend?	<u>Caring for others</u> How can we care for others? Being Me in My World <u>What makes me, me?</u>	<u>Respecting rights</u> Why do we have rights?	<u>Different families</u> Are family more important than friends?	<u>Our capital city</u> What does London mean to me?	<u>Peace and conciliation</u> Achieving peace is the finished task or is it work in progress?	<u>Freedom and human rights.</u> Is one right more important than another?
AUTUMN 2	<u>Celebrations</u> What Celebrations are important to me?	<u>Gifts and Giving</u> Why do we celebrate? <u>Celebrating differences</u> What makes	<u>Health and Wellbeing</u> What makes us happy?	<u>Different families</u> Are family more important than friends?	<u>British Values</u> What does it mean to be British?	<u>Peace and conciliation</u> Achieving peace is the finished task or is it work in progress?	<u>Freedom and human rights.</u> Is one right more important than another?

		everyone different?				(focus on relationships)	
SPRING 1	<u>Dinosaur</u> What was life like in the past?	<u>Friendship</u> What makes a good friend? <u>Dreams and Goals</u> How will I change in the future?	<u>Special places and Pilgrimages</u> What does faith mean?	<u>Celebrations around the world</u> Are all religions the same?	<u>Parliament</u> Is it better to have a choice in what we do or be told what to do?	<u>Charity</u> Should charity begin at home?	<u>First Aid</u> Should first aid be left for the professionals to do?
SPRING 2	<u>Healthy eating</u> What makes my body healthy?	<u>Healthy me</u> What makes us healthy? <u>Easter and Surprises</u> What is Easter?	<u>Diversity</u> Why are we all different?	<u>Celebrations around the world</u> Are all religions the same?	<u>Friendships</u> What makes a good friend?	<u>Finance</u> We have only one life, should money be saved or spent?	<u>Relationships RSE</u> What does a healthy relationship look like?
SUMMER 1	<u>Around the World</u> Where in the World does our fruit come from?	<u>Religion and Rituals</u> What is a ritual? <u>Places of Worship</u> What is a place of worship?	<u>Marine Life</u> <u>Plastic pollution</u> How can we help the planet?	<u>Farm to fork</u> Will being a vegetarian save me and the world?	<u>Body image</u> Do you need to look perfect to be happy?	<u>Religions of the world</u> Does following a religion make you a better person?	<u>Mindfulness</u> Does expressing our feelings make us seem weak?
SUMMER 2	<u>My Feelings</u> How am I feeling?	<u>Relationships</u> How can I help others? Changing me What makes me resilient	<u>Be yourself</u> What makes us who we are?	<u>LOC</u> Is there a place for keeping parks and green spaces wild?	<u>Keeping safe</u> Are all strangers dangerous?	<u>Religions of the world</u> Does following a religion make you a better person?	<u>Green School Project</u> -respect for the environment.

DfE requirements for Relationship Education (Primary) for Ashford Prep School can be found on pages 20 – 22 of the following document: [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)