



# 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 May 2025.

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## 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](mailto: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.

V25/06/i

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June 2023	CN
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June 2025	CN

<b>Date Document Reviewed</b>	<b>Document Reviewed by</b>	<b>Date of next review</b>
June 2022	LGB	June 2023
June 2023	LGB	June 2024
June 2024	LGB	October 2025

## 6 Appendix 1

<b>Sex education in the science curriculum - Year 5</b> learn about puberty and discussions are had around conception	
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 are 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.

### **Ashford Prep School Citizenship Curriculum – See next page**

\*\*\*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\\*\\*\\*](#)



Term	EYFS	YEAR 1	Year 2	Year3	Year 4	Year 5	Year 6
AUTUMN 1	Self-Regulation - My feelings Learning to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions	Family and relationships - Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, that people show feelings differently and that stereotyping is unfair.	Family and relationships - Learning: that families are composed of different people who offer each other care and support; how other people show their feelings and how to respond. Looking at conventions of manners and developing an understanding of self-respect.	Family and relationships - Learning: how to resolve relationship problems; effective listening skills and about non-verbal communication. Looking at the impact of bullying and what action can be taken; exploring trust and who to trust and that stereotyping can exist.	Family and relationships - Learning that families are varied and differences must be respected; understanding: physical and emotional boundaries in friendships; the roles of bully, victim and bystander; how behaviour affects others; appropriate manners and bereavement.	Family and relationships - Developing an understanding: of families, including marriage, of what to do if someone feels unsafe in their family; that issues can strengthen a friendship; exploring the impact of bullying and what influences a bully's behaviour; learning to appreciate our attributes.	Family and relationships - Learning: to resolve conflict, through negotiation and compromise; about respect, understanding that everyone deserves to be respected and about grief.
AUTUMN2	Building Relationships: Special relationships Exploring why families and special people are valuable, understanding why it is important to share and developing strategies to help with this, seeing themselves as valuable individuals and exploring diversity by recognising similarities and differences	Health and Wellbeing - Exploring personal qualities, strategies to manage feelings, the impact of sleep and relaxation on wellbeing, the importance of hand washing and sun protection, dealing with allergic reactions and people in the community who keep us healthy	Health and Wellbeing- Learning: about the benefits of exercise and relaxation on physical health and wellbeing; strategies to manage different emotions, setting goals, developing a growth mindset and understanding dental hygiene.	Health and Wellbeing-Understanding that a healthy lifestyle includes physical activity, a balanced diet, rest and relaxation; exploring identity through groups we belong to and how our strengths can be used to help others; learning how to solve problems by breaking them down	Health and Wellbeing - Developing emotional maturity; learning that we experience a range of emotions and are responsible for these; appreciating the emotions of others; developing a growth mindset; identifying calming activities and developing independence in dental hygiene.	Health and Wellbeing - Learning to take greater responsibility for sleep, sun safety, healthy eating and managing feelings; setting goals and embracing failure; understanding the importance of rest and relaxation.	Health and Wellbeing- Learning about diet, oral hygiene, physical activity and the facts around immunisation. Exploring rest and relaxation and how they affect physical and mental health. Strategies for being resilient in challenging situations and planning for long-term goals.
SPRING 1	Managing self: Taking on challenges Considering why we have rules and the importance of persistence and perseverance in the face of challenges, learning how to communicate effectively with others, practicing 'grounding' coping strategies.	Safety and the Changing Body- Learning how to respond to adults in different situations; distinguishing appropriate and inappropriate physical contact; understanding what to do if lost and how to call the emergency services; identifying: hazards in the home and people in the community who keep us safe.	Safety and the Changing Body- Developing understanding of safety: roads and medicines and an introduction to online safety; distinguishing secrets from surprises; naming body parts and looking at the concept of privacy	Safety and the Changing Body- Learning how to: call the emergency services; responding to bites and stings; be a responsible digital citizen; learning about: cyberbullying, identifying unsafe digital content; influences and making independent choices and an awareness of road safety	Safety and the Changing Body- Building awareness of online safety and benefits and risks of sharing information online; the difference between private and public; age restrictions; the physical and emotional changes in puberty; the risks associated with tobacco and how to help someone with asthma	Safety and the Changing Body- Exploring the emotional and physical changes of puberty, including menstruation; learning about online safety, influence, strategies to overcome potential dangers and how to administer first aid to someone who is bleeding.	Safety and the Changing Body- Learning about: the reliability of online information, the changes experienced during puberty, how a baby is conceived and develops, the risks associated with alcohol and how to administer first aid to someone who is choking or unresponsive.
SPRING 2	Self-Regulation - listening and following instructions Listening to stories to practise their comprehension skills, playing games which require them to listen carefully to instructions to succeed, considering how rumours can spread quickly and change as they do so.	Economic Wellbeing - Learning about what money is and where it comes from, how to keep cash safe, the function of banks and building societies, spending and saving and some of the jobs roles in schools.	Economic Wellbeing - Learning about where money comes from, how to look after money and why we use banks and building societies	Economic Wellbeing- Introduction to creating a budget and learning about: the different ways of paying, the emotional impact of money, the ethics of spending and thinking about potential jobs and careers.	Economic Wellbeing - Exploring: choices associated with spending, what makes something good value for money, career aspirations and what influences career choices.	Economic Wellbeing - Developing understanding about income and expenditure, borrowing, risks with money and stereotypes in the workplace.	Economic Wellbeing - Exploring: attitudes to money, how to keep money safe, career paths and the variety of different jobs available. Identity - Two lessons on the theme of personal identity and body image.
SUMMER 1	Building Relationships: My family and friends Exploring cultural festivals that are important to individuals, reinforcing the importance of sharing and turn taking through role-play, considering the ingredients for a good friend, exploring how kind words make others feel good, recognising the value in working together as a team.	Citizenship - Learning about: the importance of rules and consequences of not following them; caring for the needs of babies, young children and animals; exploring our similarities and differences and an introduction to democracy.	Citizenship - Learning about rules outside school; caring for the school and local environment; exploring the roles people have within the local community; learning how school councils work and voicing an opinion.	Citizenship - Learning about children's rights; exploring why we have rules and the roles of local community groups, charities and recycling and an introduction to local democracy.	Citizenship - Learning about Human rights and caring for the environment; exploring the role of groups within the local community and appreciating community diversity; looking at the role of local government.	Citizenship - An introduction to the justice system; how parliament works; and the role of pressure groups; learning about rights and responsibilities, the impact of energy on the planet and contributing to the community.	Citizenship - Learning about: human rights, food choices and the environment, caring for others, recognising discrimination, valuing diversity and national democracy
SUMMER 2	Managing Self: My Wellbeing Learning why exercise is important for our physical and mental health, considering the effect of different types of exercise on the body, discussing some of the ways in which we can take care of ourselves, learning how to travel safely as a pedestrian, considering the importance of making balanced food choices.	Introduction to World Religions Explore basic concepts of Christianity, Islam, and Judaism. Learn about religious symbols and basic rituals. Understand the importance of community in religions.	Stories and Morals Study key stories from major religions and extract moral lessons. Emphasize values such as kindness, honesty, and empathy. Introduce the concept of prayer and its significance.	Sacred Texts Introduce age-appropriate excerpts from holy texts (e.g., Bible, Quran). Discuss the role of these texts in guiding believers' lives. Explore the similarities and differences between religious scriptures.	Festivals and Celebrations Explore major religious festivals (e.g., Christmas, Eid, Diwali). Understand the historical and cultural context of each festival. Compare and contrast how different religions celebrate similar themes.	Ethics and Morality Delve into the ethical teachings of religions. Discuss moral dilemmas and the guidance provided by religious beliefs. Examine how different religions approach common moral issues.	Worship Practices Explore various forms of worship in different religions. Discuss the significance of rituals and ceremonies. Encourage reflection on the role of worship in fostering a sense of community.