



Kea School

RELATIONSHIPS & SEX EDUCATION POLICY

Approved by:	Full Governors	Date: 02.12.24
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Last reviewed on:	Autumn 2024
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Next review due by:	Autumn 2025
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Person(s) responsible for Implementation and Monitoring: School Governors

Links to other relevant documents: Keeping children safe in education, Safeguarding and Child Protection Policy, Handbook, Science and PSHE Policies.

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1. Vision

- Children leave Kea Community Primary School with good knowledge about Relationships and Sexual Education (RSE). They understand the differences between safely forming and maintaining healthy and unhealthy relationships and lifestyles (RSE guidance, 2019). They also understand the human body and how it is changes as they grow towards adulthood. They know about reproduction as a scientific process of human babies being created. They understand the importance of family life and being part of a committed, long-term, and loving relationship; including the nature of marriage or civil partnership and their importance for family life and the bringing up of children. They have respect for other people's views and what they should do if they are worried about any relationships or sexual matters.
- 1.1 Children will be enabled to make informed decisions (RSE guidance, DfE, 2019, p.8, point 1) to face the challenges to develop respectful relationships with others and growing up in an online world (RSE guidance, DfE, 2019, p.9, point 8 - 10). This will include preparing them for the impact relationships have on our wellbeing, physical and mental health (RSE guidance, 2019, p.20, point 61).
 - 1.2 Our curriculum reflects the regard we have to age and the religious background of our children (RSE guidance, DfE, 2019,, p.12 -13, point 19-22).

2. Rationale

- 2.1 The DfE guidance document for this subject is 'Relationships Education and Sex and Relationship Education Guidance' (DfE, 2019).
 - 2.1.1 Ensuring the high quality and accessibility of SRE will bring England in line with the United Nations Rapporteur on the right to education stating "the right to education includes the right to sex education" (Relationships Education and Relationships Sex Education Impact Assessment, 2018, DfE, p.8).
- 2.2 RSE is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health. Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age.

- 2.3 RSE is part of the Personal, Social and Health Education (PSHE) curriculum in our school. While aspects of PSHE inform and allow children to discuss sexual issues, RSE is more specialised. 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 do not use sex education as a means of promoting any form of sexual orientation or activity.
- 2.4 Relationships and Sex Education (RSE) can also provide young people with the knowledge to make informed choices: resisting peer, partner and media pressure and understand the issues of consent and responsibility. This knowledge is important in establishing healthy relationships. (RSE, DfE, 2019, p.22, point 55-56)

3. Statutory Responsibilities

- 3.1 Primary schools must provide and keep up-to-date a written statement of their policy on RSE and make it available to parents and children. This policy forms that statement. Parents can choose to excuse their children from all or part of sex education, where it is provided see section 8.2. AS a community we believe our curriculum prepares them for their futures in age appropriate ways.

4. Aims

- 4.1 By the time children leave Kea School in Year 6, they will learn about:**
- Personal cleanliness
 - The physical development of their bodies as they grow into adults (puberty)
 - The emotional, social and physical aspects of growing up
 - Respect for their own bodies and
 - Ways to be part of a committed, long-term and loving relationship
 - The importance of family life
 - Human sexuality
 - Moral questions
 - Relationship issues
 - Respect for the views of other people
 - The difference between safe and abusive relationships, which will equip them with the skills to get help if they need it.
 - Sexual abuse and what they should do if they are worried about any sexual matters
 - Touch and consent

5. Principles

- RSE should be taught in the context of healthy relationships including: family life, marriage or civil partnership.
- RSE is part of a wider social, personal, spiritual and moral education.
- Children should be taught to have respect for their own bodies.
- Children should learn about their responsibilities to others and be aware of the consequences of sexual activity.
- It is important to build positive relationships with others, involving trust and respect.
- Children need to learn the importance of self-control.

6. Teaching and Learning and the Curriculum

6.1 RSE will be taught by the class teacher or our well-being lead. Each person will be supported through training and continuing professional development.

6.2 We teach RSE through different aspects of the Science (*shown in italics below*) and PSHE Curriculum. We use Twinkl Life and Christopher Winter Project resources. The culmination of these form a comprehensive and inclusive approach for children in our school.

6.3 The lists below show learning progression in each year group. *Text in italics identifies objectives from the science curriculum.*

Year Foundation

- Understand some areas in which the children can look after themselves e.g. dressing and undressing
- Explain why it is important to keep clean
- Understand some basic hygiene routines
- Identify different members of the family
- To recognise that all families are different
- Understand how members of a family can help each other
- Who to talk to if children are worried

Year 1

- Know I can choose what happens to my body.
- Make healthy chooses about sleep and exercise.
- Make healthy choices about food and drink.
- How to keep my body clean.
- What is safe to eat and drink.
- Choose to keep my mind and body healthy and safe.
- *Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.*

Year 2

- Name the main parts of boys' and girls' bodies.
- Understand how to respect my own and other people's bodies.
- Understand that we are all different and different people like different things.
- Talk about my family and others' families'.
- Describe how I will change as I get older.
- Describe things that might change in a person's life and how it might make them feel.
- *Notice that animals, including humans, have offspring which grow into adults*
- *Find out about and describe the basic needs of animals, including humans, for survival (air, water, food and shelter)*
- *Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.*

Year 3

- Choose what happens to my body and I can get help with any concerns.
- How to keep my body healthy.
- Why it is important to get enough sleep.
- Understand the importance of hygiene and what to do if I feel unwell.
- Know how to take medicine safely and keep safe around drugs.

- Know how to make better choices and choose healthy habits.
- *Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat*
- *Identify that humans and some other animals have skeletons and muscles for support, protection and movement*

Year 4

- I can describe male and female body parts and explain what these are for.
- I can describe how boys' bodies will change as they go through puberty.
- I can describe how girls' bodies will change as they go through puberty.
- I can describe the feelings that some people experience as they grow up.
- I understand that there are many different types of relationships and families.
- Explain that an egg and sperm are needed for a human baby to be conceived.
- That a baby is born from the mother's vagina.
- *No RSE specific content in Year 4 Science.*

Year 5

- Recap meaning of puberty from Y4 in case any children are experiencing changes.
- Know that my body belongs to me and that I have control over what happens to it.
- Understand why getting enough exercise and enough sleep is important.
- Understand how to take care of my body.
- Understand the harmful effects of using drugs, including alcohol and tobacco.
- Understand what a positive body image is.
- Discuss how to make informed choices in order to look after my physical and mental health.
- *Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.*
- *Describe the changes as humans develop to old age.*
- *Describe the life process of reproduction in some plants and animals.*

Year 6

- Describe the changes that people's bodies go through during puberty and how we can look after our changing bodies.
- Describe how thoughts and feelings may change during puberty and suggest how to deal with those feelings.
- Recognise that many things affect the way we feel about ourselves and I understand that there is no such thing as an ideal kind of body.
- Understand what a loving relationship is and that there are many types of relationships.
- Understand what a sexual relationship is and who can have a sexual relationship.
- Describe the process of human reproduction, from conception to birth.
- Discuss different types of relationships and partnerships.
- Discuss and challenge homophobia and gender stereotypes.

- Know where children can get advice or information about growing up and personal safety, including online safety.
- *Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.*
- *Reasons for classifying plants and animals based on specific characteristics.*
- *Recognise the impact of diet, exercise, drugs and lifestyles on the way their bodies function*

6.4 Opportunities are provided for children to ask questions appropriately in every class.

6.5 As part of our curriculum monitoring our children are asked how they feel about the way RSE is taught at Kea School on an annual basis. (In response to Page 6 note 5, DfE Impact assessment, July 2018)

6.6 Resources

Resources to teach RSE include fiction, reference books, leaflets and extracts from videos.

Our main resource is Twinkl Life (a comprehensive scheme from Y1 to Y6), but we also use '**Teaching SRE with Confidence in Primary Schools**' (Christopher Winter Project) in YF.

Each of these resources are available for parents to view prior to their child/ren being taught. There are letters that go home to parents a fortnight prior to teaching, so parents can contact class teachers about content if they so wish.

6.7 Answering Questions

Ground rules are essential to provide an agreed safe environment for asking and answering sensitive or difficult questions. At Kea School we follow the 'Ready, Respectful and Safe' rules and share the respect that we are speaking in confidence when questions and answers are discussed during these sessions. The rules are reviewed at the beginning of each session.

We also facilitate the use of an anonymous question box as a distancing technique. All children have the opportunity to write a question on a piece of paper and post it in the box. The teacher reviews the question during discussion time. All questions are answered or fed into the next lesson.

Teachers will endeavour to answer questions and provision will be made to meet the individual child's needs where necessary.

7. Special Educational Needs

7.1 Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of relationships education and sex education. This will be done following discussion with parents of the individual child, and where appropriate, following specific advice from professional agencies such as education psychology or speech and language therapy (RSE, DfE, 2019, p.48).

8. The role of other members of the community

- 8.1 The school shares responsibility for RSE with parents and carers. We wish to build a positive and supportive relationship with the parents/carers of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:
- Consult parents/carers and governors of the curriculum and policy;
 - Inform parents/carers about the school's RSE policy via the school website;
 - In years 4, 5 and 6 we will inform parents by letter when we give specific teaching about puberty, sex and reproduction;
 - Make available teaching material for parents to see;
 - Answer any questions that parents may have about the RSE of their child;
 - Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE here at Kea School;
 - Provide resources which may be useful at home.

9. Parent/Carers' right to withdraw

- 9.1 Parents/carers do not have the right to withdraw their child from relationships education.
- 9.2 Parents have the right to excuse their child from the non-statutory/non-science components of the sex education programme (RSE, 2019, point 45-50, DfE). If a parent wishes their child to be excused from these lessons, they should put this in writing and make it clear to the headteacher which aspects of the programme they do not wish their child to participate in. Parents are encouraged to provide RSE at home and are offered materials to use at home for this purpose (Appendix 2).
- 9.3 Once this request is acknowledged the child is excused from that particular unit of work. The parent will need to make additional requests for subsequent units of RSE and in subsequent years

10. Confidentiality

- 10.1 Staff conduct RSE lessons in a sensitive manner and in confidence. However, if a child makes a reference or disclosure about being involved, or likely to be involved, in sexual activity, then the member of staff will take the matter seriously and will follow child protection procedures. (See also Safeguarding and Child Protection Policy.)

11. The role of the headteacher

- 11.1 It is the responsibility of the headteacher to ensure that both staff and parents are informed about our RSE policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given

sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

Appendix 1: Coverage of Twinkl Life Year 1 to Year 6

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1, 3, 5	TEAM	Diverse Britain	Think Positive	Money Matters	Be Yourself	It's My Body
2, 4, 6	VIPs	One World	Safety First	Aiming High	Digital Well Being	Growing Up
Assembly Value TBC	Respect	British Values	Easter	Coronation	Teamwork	Courage

Coverage of three core themes.

Health and Wellbeing
Living in the wider world
Relationships

Appendix 2: Parent/carer form: withdrawal from sex education RSE

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

TO BE COMPLETED BY PARENTS/CARERS

Parent
signature

TO BE COMPLETED BY THE SCHOOL

Agreed actions
from discussion
with
parents/carers

Heateacher
signature