



Relationships and Sex Education RSE – Policy

Core Values

Readiness

Resilience

Respect

School Values

Independence

Aspiration

Kindness

Responsibility

Courage

Confidence

Honesty

Collaboration

Compassion

**Approved: January 2025
Review: January 2027**

We provide a curriculum that is rich and diverse, all our curriculum areas are underpinned by our curriculum aims which are:

- To develop and build upon knowledge and skills year upon year.
- To raise aspiration so that children can reach their full potential.
- To develop self confidence, self belief and self control.
- To ensure that children are able to develop their own identity and are provided with role models who can help them to do this.
- To provide a wealth of experiences both academic and practical so that children can develop life skills.
- To engage with the local community and make links with the local area to enrich then children's learning and experience.
- To embed the Kender Values throughout the curriculum as they encompass all that we are trying to achieve.

Rationale and Ethos

This policy covers our school's approach to the teaching of Relationship and Sex Education (RSE). We believe that RSE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings. Our RSE curriculum is inclusive and promotes:

- Gender equality
- Awareness of LGBTQ+
- Meets the needs of all of our pupils including those with special educational needs and disabilities (SEND)

We achieve this by:

- Well planned lessons
- Well trained and informed staff (in all areas of the RSE curriculum and up to date with good practice regarding equality and diversity)
- Differentiating lessons according to the needs of the children
- Staff teach RSE in small groups when necessary

RSE teaches children about respectful relationships with family, friends and the community. RSE gives children an understanding and awareness of the diversity of relationships. They will learn about sex, sexuality and sexual health. Above all RSE teaches children to have respect for themselves, it teaches children the skills needed to develop healthy relationships and supports their moral development, helping them to understand themselves and to respect and care for others.

We aim to:

- Develop confidence in talking, listening and thinking about feelings and relationships
- Identify and name the parts of the body and describe how their bodies work
- Protect themselves and know when and who to ask for help and support
- Be prepared for puberty
- Show sensitivity and understanding towards different types of relationships and families

Roles and Responsibilities

- The RSE programme will be led by Anna Jeffery who is responsible for training staff and monitoring the teaching of RSE, keeping up to date with latest information regarding RSE.
- It will be taught by all teachers who are responsible for planning and differentiating the RSE lessons.

- It will be supported by senior leadership team, phase group leaders who will be responsible for offering support and guidance for teachers, parents and children when needed.
- A working party will be made up of Anna Jeffery (AHT), Keith Barr (HT) and Robert Vinnicombe (DSL), who will be responsible for monitoring, teaching and supporting parents.
- Governors are responsible ensuring staff consultation on this policy and agreeing to reviewing and monitoring of the teaching of RSE the named governor responsible for this is the Safeguarding Link Governor: Paul Kuczynski.
- Parents and carers are responsible for supporting their child/children by having an understanding of SRE through reading of the policy and RSE curriculum.
- Teaching staff have received training for an introduction to the new elements of the RSE curriculum and the new RSE curriculum we are using which forms part of the PSHE curriculum- 'You, Me and PSHE'.
- Teaching staff will receive annual training on teaching the RSE curriculum.

Legislation (statutory regulation and guidance)

As a maintained primary school, we must provide relationships education to all pupils under 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 science 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.

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

Revised Department for Education guidance states that from September 2020 all schools must deliver relationships education (primary school) and relationships and sex education (secondary school).

The parental right to withdraw pupils from RSE remains in primary and secondary education, for aspects of sex education which are not part of the science curriculum.

The RSE policy supports/complements the following policies:

- Personal social and emotional (PSHE) policy
- Inclusion and Diversity policy
- Mental health and wellbeing (MHWB) policy
- Safeguarding and child protection policy
- Confidentiality
- Health and Safety
- Drugs and Alcohol Education

Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)

- Keeping children safe in education – Statutory Safeguarding guidance (Updated each academic year)
- Children and Social Work Act (2017)
- Sex and Relationship Education Guidance (ref DfE 0116/2000) - DfE guidance
- Sex and Relationships Education (SRE) for the 21st Century – Supplementary advice provided by PSHE Association

Curriculum Design

A planned, progressive programme of RSE gradually and appropriately begins to prepare our children for adult life. It teaches the skills they need to fully manage the natural physical and emotional changes that will happen to them as they grow and mature into healthy, confident and responsible adults.

In line with national recommendations, RSE at Kender will be delivered through the PSHE (Personal, Social and Health Education) Kender follows the 'You, me and PSHE curriculum for RSE.

RSE is usually delivered in mixed gender groups. However, there may be occasions where single gender groups are more appropriate and relevant.

Kender follows the Islington scheme of work called 'You Me and PSHE'. This covers all aspects of the RSE/referred to as RHE - relationship and health education.

It also covers these areas of PSHE:

- Physical health and wellbeing,
- Keeping safe and managing risks,
- Mental health and emotional wellbeing,
- Drug alcohol and tobacco education
- Careers financial capability and economic wellbeing,
- Identity, society and equality

Kender decided to adapt the curriculum coverage of the RSE curriculum and have moved some topics to different years groups according to where we felt they were best suited. Please see appendix 1 for the curriculum coverage and for further information on the curriculum content please look at the PSHE curriculum at kender.lewisham.sch.uk

RSE will be taught along the current Science curriculum. Parents do not have the right to withdraw their child/children from these lessons.

National Curriculum Science Programme of Study

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
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2

- 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
- Describe the changes as humans develop to old age
- Describe the life process for reproduction in some plants and animals
- Identify and name the main parts of the

- Recognise that living things produce offspring of some kind, but normally offspring vary and are not identical to their parents

Safe and Effective practice

In order for the children to get the best experience from their RSE lesson we will:

- Ensure that teachers and staff are up to date with the latest government guidance regarding the teaching of RSE
- Hold yearly RSE training to develop teacher confidence
- Provide a network of support within the school so that teachers are comfortable teaching RSE

Establishing a safe and supportive environment in the classroom

- Agree ground rules
- Distancing techniques used (depersonalise the situation, role play, using characters, respond to pictures and other media, developing answers from shared starting points, agony aunts, tv storylines, conscience alley)
- Discussion managed sensitively and the teacher responds appropriately to spontaneous questions and comments raised by pupils.
- The teacher is aware of vulnerable pupils and enables them to use

Safeguarding

Effective RSE which brings an understanding of what is and what is not appropriate in a relationship, may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns. Children will be made aware that teachers cannot offer unconditional confidentiality. All staff involved in delivering and supporting RSE should be alert to the signs of abuse, neglect and exploitation.

If a child makes disclosure staff will consult with the designated safeguarding lead Robert Vinnicombe or Keith Barr (HT) and in their absence the deputy safeguarding lead Anna Jeffery.

Visitors and external agencies to the school will where appropriate have access to this policy and the RSE curriculum. We expect that the school community is supportive in the teaching of RSE and that they are willing to listen and ask question when they are unsure. We promote inclusivity, diversity and tolerance whilst being sensitive to the individual needs of the school community.

When we feel it is necessary we will remove children who are particularly vulnerable or at risk. We may talk to these children and their carers before introducing lesson content and where appropriate have one to one discussions. When a child is at more risk because they have been physically abused we would work with outside agencies, social workers and therapists.

Engaging Stakeholders

We work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources and support through.

- Clearly accessible information on our website
- Holding discussions and information sessions
- Sharing the curriculum online
- Informing parents and carers when the lessons are being taught
- Giving them the right to withdraw their child if they feel it is necessary and offer appropriate support where needed.

Parents have the right to withdraw their children from RSE content that is not part of the statutory NC science. Parents are asked to contact the Headteacher who will be available to discuss any concerns. If parents request, they also have the right to see the course materials and the use of any resources being used during RSE lesson time.

We work in partnerships with parents and carers and aim to support our families in the teaching of RSE, we also acknowledge that parents and carers are the key people in:

- Teaching their children about sex and relationships
- Maintaining the culture and ethos of the family
- Helping their children cope with the emotional and physical aspects of growing up
- Preparing them for the challenges and responsibilities that sexual maturity brings.

Governors will be informed of the RSE policy and curriculum through:

- Named link governor, who can visit and discuss curriculum content with RSE lead Anna Jeffery
- Review policy at standards and curriculum meetings
- Invite governors in to observe lessons
- Take part in staff training events

Children will be consulted on the content of the curriculum through pupil surveys and school council.

Working with the Wider Community

A range of people in the wider community including health professionals, social workers, youth workers and visitors also provide elements of sex and relationship education. If people other than school staff support RSE provision, they will be made aware of and agree to abide to our RSE policy before any support is given.

Review and Monitoring

Teachers will critically reflect on their work in delivering RSE through discussions with the RSE lead Anna Jeffery, RSE surveys and responses of the children. There will also be opportunities to review curriculum content during staff training.

Pupils will have the opportunities to review and reflect on their learning during lessons through questioning, suggestion boxes and pupil surveys.

Governors will review the Relationship and Sex Education policy every two years and monitor teaching and learning through regular visits to the school discussions with teachers, pupils and parents.

The PSHE Co-ordinator will monitor the RSE programme and curriculum content.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES (PARENTS CAN REQUEST TO SEE ANY RESOURCES BEING USED)
Nursery and Reception	<ul style="list-style-type: none"> Learning about self-care eg washing hands, going to the toilet, developing understanding about touch appropriate and inappropriate touch : using the PANTS lessons NSPCC and following EYFS Development Matters Personal, Social and Emotional Development Early Learning Goals 	https://learning.nspcc.org.uk/research-resources/schools/pants-teaching
Year 1	<ul style="list-style-type: none"> Aspects of relationships and health education are taught through the PSHE curriculum units: Pupils learn about personal safety. Pupils learn about people who help keep them safe outside the home. Pupils learn to manage different feelings Pupils learn about what makes themselves and others special Pupils learn about roles and responsibilities at home and school Pupils learn about being co-operative with others. 	You, me and PSHE
Year 2	<ul style="list-style-type: none"> Pupils learn to 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 that everybody needs a to be cared for and ways in which they care for others 	You, me and PSHE
Year 3	<ul style="list-style-type: none"> Pupils learn biological differences between male and female children (Parents have the right to withdraw their children from these lessons) Pupils learn about growing from young to old and that they are growing and changing 	You, me and PSHE
Year 4	<ul style="list-style-type: none"> Pupils learn about the way we grow and change throughout the human life cycle Pupils learn the physical changes associated with puberty Pupils learn about the impact of puberty on physical hygiene and strategies for managing this 	You, me and PSHE
Year 5	<ul style="list-style-type: none"> Pupils learn about menstruation and wet dreams Pupils learn how puberty affects emotions and behaviour and strategies for dealing with this. Pupils learn to answer each other's questions about puberty with confidence, to seek support and advice when they need it. Pupils learn to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact Pupils learn about roles and responsibilities of parents and carers. 	You, me and PSHE
Year 6	<ul style="list-style-type: none"> Pupils learn about the changes that occur during puberty Pupils learn what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships Pupils learn about human reproduction in the context of the human life cycle (parents have the right to withdraw their children from these lessons) Pupils learn how a baby is made and grows (conception and pregnancy) (parents have the right to withdraw their children from these lessons) <u>Additional lessons (based on teacher judgement of maturity of cohort)</u> All optional lessons parents can opt out. Pupils learn some myths and misconceptions about HIV, who it affects and how it can and cannot be transmitted. Pupils learn that contraception can be used to stop a baby being conceived. (Parents have the right to withdraw their children from these lessons). 	You, me and PSHE

Appendix 2: Parent/carer form: withdrawal from sex education within 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			
Parent signature			

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents/carers	