

Relationship and Sex Education Policy

KINGSKERSWELL C OF E PRIMARY SCHOOL



Achieve, Believe and Create Together

Jeremiah 29:11

**For I know the plans I have for you, plans to prosper you
and not to harm you, plans to give you **HOPE** and a
FUTURE.**

Approved by:

Date: 18.06.25

Last reviewed:

June 2025

Next review due by:

June 2026

1. Introduction

This policy outlines the principles and practices that guide the teaching of Relationships and Sex Education (RSE) at Kingskerswell C of E Primary School. Our goal is to provide pupils with age-appropriate knowledge and understanding about relationships, personal safety, emotional well-being, and sexual health. We aim to empower pupils to make safe, informed, and responsible decisions while developing positive and respectful relationships.

This policy has been developed in accordance with government guidance, including the **DfE Relationships Education, Relationships and Sex Education, and Health Education Guidance 2024**.

2. Legal Framework

This policy is underpinned by relevant legislation and guidance, including:

- **The Education Act 2002 and The Education (Independent School Standards) Regulations 2014:** These provide the legal foundation for teaching RSE in schools.
 - **The Children Act 1989:** Protects children's rights and ensures their welfare, including safeguarding and promoting their health and well-being.
 - **The Equality Act 2010:** Ensures that RSE is delivered in a manner that respects all pupils' diverse backgrounds, and provides equal opportunities and inclusivity.
 - **The DfE Relationships Education, Relationships and Sex Education, and Health Education Guidance 2024:** This statutory guidance sets out the requirements for teaching relationships education, relationships and sex education, and health education in primary schools.
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3. Aims of RSE

The aims of teaching RSE at our school are:

- To provide pupils with age-appropriate knowledge and understanding of relationships, personal safety, and sexual health.
- To foster an environment where pupils can develop positive, healthy relationships based on mutual respect, trust, and consent.
- To equip pupils with the skills and understanding needed to make informed and responsible decisions about their health, relationships, and well-being.
- To encourage pupils to reflect on their own values and attitudes in relation to relationships, friendships, and personal safety.
- To ensure pupils understand the importance of personal boundaries and the value of consent in all relationships.

4. Delivery of RSE

RSE will be taught through the school's **Personal, Social, Health and Economic Education (PSHE)** curriculum. This includes:

- **Relationships Education:** Teaching about friendships, family relationships, respectful communication, and managing emotions.
- **Sex Education:** Age-appropriate teaching about puberty, reproduction, and human sexuality.
- **Health Education:** Focusing on physical health, emotional well-being, mental health, and personal safety.

RSE will be taught in a progressive way, with content adapted to be age-appropriate for each key stage.

- **Key Stage 1 (Ages 5-7):**
 - Understanding and respecting personal boundaries.
 - Exploring different types of relationships (e.g., friendships, family relationships).
 - Learning about the importance of respect, kindness, and empathy in relationships
 - Developing an understanding of feelings and emotions
 - Keeping ourselves safe, including online
- **Key Stage 2 (Ages 7-11):**
 - Developing a deeper understanding of the physical and emotional changes that occur during puberty.
 - Learning about reproduction and human sexuality in an age-appropriate manner.
 - Discussing respectful relationships, consent, and personal boundaries.
 - Understanding the importance of communication and negotiation skills in relationships.
 - Addressing issues related to online safety and the responsible use of technology.

5. Inclusivity

Our RSE curriculum is designed to be inclusive, sensitive, and respectful of the diversity within our school community. It aims to respect and value all pupils, regardless of their background, culture, religion, or sexual orientation. We are committed to:

- Teaching about a variety of family structures (e.g., single-parent families, families with same-sex parents, extended families, etc.).
- Ensuring that all pupils feel comfortable and supported in their learning environment, including those with special educational needs and disabilities (SEND).

- Sensitively acknowledging and dealing with questions pupils may have about gender identities or sexual orientation, in consultation with parents, and providing age-appropriate and respectful responses.
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6. Ground Rules for RSE Lessons

To create a safe and respectful environment during RSE lessons, we will establish clear ground rules. These rules are designed to ensure that all pupils feel comfortable, respected, and supported in discussing sensitive topics. The ground rules will be set collaboratively with the pupils at the start of each lesson or unit of work and may include:

- Respecting others' views, even if they differ from your own.
- Listening carefully and allowing others to speak without interrupting.
- Keeping personal information private (e.g., not sharing personal experiences or others' experiences without consent).
- Using appropriate and respectful language.
- Asking questions in a sensitive and appropriate manner, keeping in mind the privacy and dignity of others.
- Understanding that there are no "right" or "wrong" opinions, but the focus is on learning and understanding.
- Recognising that some topics may make people feel uncomfortable, and that is okay—comfort levels will be respected.

Ground rules will be reviewed regularly to ensure that the classroom remains a supportive space for all pupils.

7. Personal Disclosure

During RSE lessons, some pupils may choose to share personal information or experiences related to the topics being discussed. It is important that all disclosures are handled with sensitivity, respect, and care.

- **Respecting Privacy:** Pupils will be reminded that it is important to respect the privacy of others and avoid disclosing personal experiences unless they are comfortable doing so.
- **Supporting Pupils:** If a pupil discloses personal information related to sensitive issues (such as family matters, abuse, or personal challenges), staff will respond with care, providing emotional support and reassurance that the pupil is safe.
- **Safeguarding:** If the disclosure indicates a safeguarding concern, staff will follow the school's safeguarding procedures. This may include reporting the concern to the designated safeguarding lead (DSL) in line with our school's child protection policy.
- **Confidentiality:** While confidentiality is important, staff must explain to pupils that certain disclosures cannot remain confidential if they involve safeguarding issues.

Pupils will be informed that such matters will be handled sensitively but may require action to ensure their safety.

8. Parental Involvement and Consultation

We recognise the important role that parents and carers play in the education of their children. We aim to work in partnership with parents and keep them informed about the content of the RSE curriculum. This includes:

- **Consultation:** Parents will be consulted on the RSE curriculum and invited to provide feedback before its implementation.
 - **Parental Rights to Withdraw:** In accordance with the DfE guidance, parents have the right to withdraw their child from the sex education component of the curriculum. However, parents cannot withdraw their child from relationships education or health education.
 - **Information for Parents/Carers:** The school will provide regular information for parents/carers to explain the RSE curriculum, offer opportunities to discuss any concerns, and provide support for discussing these topics at home.
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9. Why Parents Are So Important

Parents and carers play an integral role in supporting their child's learning and development, particularly in areas such as relationships, personal safety, and sexual health. We recognise that parents are their children's first educators and have the most influence on their values, beliefs, and attitudes.

- **Partnership in Education:** By working together with parents, the school can provide consistent messages and ensure that pupils' learning is supported both at school and at home. RSE is not just a topic to be taught in school—it is a conversation that should continue beyond the classroom. Parents are key partners in helping to reinforce the lessons learned at school.
- **Open Communication:** Parents provide valuable insights into their child's needs, concerns, and questions. Open communication ensures that we meet the emotional and developmental needs of each pupil. We aim to offer parents opportunities to discuss any concerns they may have about RSE and to be involved in decision-making regarding their child's education.
- **Supporting Learning at Home:** Parents are encouraged to continue conversations about relationships and personal safety at home, helping to reinforce the learning and values instilled at school. We aim to offer support and guidance to help parents feel confident when talking with their children about these important topics.
- **Respect for Family Values:** We understand that parents come from a variety of cultural, religious, and personal backgrounds, and their values may influence their views on certain aspects of RSE. By keeping parents informed and involved, we aim

to respect their wishes and provide a framework that aligns with their family values while still complying with legal and educational requirements.

10. Safeguarding and Confidentiality

RSE lessons will be delivered in a safe, supportive environment. We will ensure that:

- Pupils feel confident to ask questions and express their thoughts in a respectful manner.
 - The principles of safeguarding are maintained, and staff are trained to recognise and report any concerns about a pupil's safety or well-being.
 - All staff adhere to the school's safeguarding policies and procedures, including the handling of sensitive or personal disclosures made by pupils.
 - RSE lessons are taught by class teachers, who are trained to handle sensitive topics appropriately and provide a safe learning environment for all pupils.
 - We will not share personal information without the pupil's consent, except when there is a risk of harm, in which case appropriate action will be taken following the school's safeguarding procedure.
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11. Staff Support

Staff who teach RSE will receive appropriate training/support to ensure they are confident and competent in delivering the curriculum. This will include:

- Understanding the principles of RSE and the legal requirements.
- How to address sensitive issues and manage questions from pupils.
- How to create a safe and inclusive classroom environment for discussing relationships and sex education topics.
- Understanding the importance of safeguarding and confidentiality.

Staff will be regularly updated on any changes to legislation or best practice in RSE.

12. Monitoring and Evaluation

The school will regularly review and evaluate the effectiveness of its RSE programme. This will include:

- **Feedback from pupils:** Gathering pupils' views on the RSE curriculum through surveys or discussions to understand their learning experiences and needs.
- **Feedback from parents:** Providing opportunities for parents to share their views on the RSE programme and whether it meets their expectations.

- **Regular review:** The RSE policy and curriculum will be reviewed annually, with input from staff, governors, and parents, to ensure it remains relevant and responsive to the needs of the pupils.
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13. Conclusion

This Relationships and Sex Education policy aims to provide our pupils with the knowledge, understanding, and skills to form healthy, respectful relationships and make informed decisions about their well-being. It reflects our school's commitment to safeguarding, inclusivity, and the overall emotional, social, and physical development of our pupils.

This policy will be reviewed regularly to ensure its alignment with government guidelines, best practices, and the needs of our school community.