



Relationships and Sex Education Policy

Chair of Governors: Robert Evans and Alexandra Woolmore

Headteacher: *Stephen Mitchell*

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Date to be reviewed: March 2026

Our aims for relationships education at KCA

All adults will work towards achieving these aims for Relationships and Sex Education in our school.

We seek to enable our children to:

- develop interpersonal and communication skills and knowledge and understanding around healthy, equal and safe relationships and choices.
- develop positive values and a moral framework that will guide their decisions and behaviour
- develop an understanding of the many varied types of stable relationships and family lives, including marriage, as positive environments for bringing up children
- respect themselves and others, their views, backgrounds, cultures and experiences
- develop loving, caring relationships based on mutual respect
- recognise and avoid exploitative relationships
- value, care for and respect their bodies and how to access additional advice and support

At KCA, we believe that:

- High quality Relationships and Sex Education is an entitlement for all pupils. Relationships and Sex Education must be accurate and factual, covering a comprehensive range of information about relationships in order to make informed choices.
- Relationships and Sex Education must be positively inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experiences.
- Relationships and Sex Education must promote a critical awareness of the different attitudes and views of relationships within society such as peer norms and those portrayed in the media.

Entitlements of children, staff and families

Children are entitled to:

- A well-planned, well-delivered Relationships and Sex Education programme, which is age appropriate and flexible to cater for their changing needs over time.
- Know their rights and to be clearly informed about where and how to access information, support and local services.
- Opportunities for reflection in order to nurture personal values based on mutual respect and care.
- Be informed about issues of confidentiality and how it affects them.
- A provision of a safe learning environment where they can ask questions and have their views and ideas received in a respectful and non-judgmental manner.
- Be involved as participants, advocates and evaluators in developing good quality provision of Relationships and Sex Education.

Adults working with children are entitled to:

- Access to high quality, up-to-date, accurate information, resources and training.
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of Relationships Education and opportunities to share good practice.
- Contribute their views and ideas in support of the development of Relationships and Sex Education for children.
- Professional guidance and support.
- Be informed about issues of confidentiality and procedures to be followed.

Parents, carers and other adults in the community are entitled to:

- Accessible, accurate, up-to-date, information on how and when Relationships and Sex Education is taught.
- Understand their rights and responsibilities in relation to Relationships and Sex Education policy and curriculum.
- Be informed about issues of confidentiality and how it affects them and their children.
- Have their views and ideas received in a respectful, non-judgemental manner.

Working alongside school values

Our work in Relationships and Sex Education is set in the wider context of our school values and ethos:

- We promote a healthy, safe and caring environment for all pupils and staff.
- We provide a broad and balanced curriculum for all our pupils, which values their diverse backgrounds and needs.
- We promote pupil's self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.
- We prepare our pupils to confidently engage with the challenges of adult life.
- We provide sufficient information and support to enable our pupils to make safe choices.
- Through an enriched curriculum, we provide children with opportunities to develop the necessary skills to manage their lives effectively.
- We help our children to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood.

National context

Relationships and Sex Education is part of the wider agenda of promoting positive relationships for young people to which many individuals and organisations in our community contribute.

Our Relationships and Sex Education Policy contributes to meeting local and national priorities and is wholly consistent with strategies and legislations such as:

- Sexual Health Strategies
- Every Child Matters
- Looked After Children
- Relationships Education, Relationships and Sex Education (RSE) and Health

Curriculum delivery

We consider Relationships and Sex Education to be a continuous process of learning, which begins well before the children enter our school and continues into adulthood. We have planned a progressive curriculum appropriate to each age group. All adults working with children have a part to play in supporting the delivery of Relationships and Sex Education.

The objectives of the Relationships and Sex Education Curriculum will be taught in:

- PSHE through designated lessons and specific units of work.
- Other Curriculum areas, especially Science.
- Enrichment activities, especially through our assembly programme, social skills groups and involvement in school trips.
- Specific content on RSE will also be taught using the Discovery Education scheme of work.

The key areas of learning will be:

- Healthy and happy friendships
- Similarities and differences
- Caring and responsibility
- Families and committed relationships
- Healthy bodies, healthy minds
- Coping with change

The curriculum will tackle issues such as:

- talking about emotions
- online safety
- body image
- consent and harassment (in an age-appropriate way)
- stereotypes
- respect and self-respect
- tolerance and trust

We regard it as the shared responsibility of all adults working in the school to respond appropriately to a child's request for information and advice.

All staff are encouraged to access support from colleagues where necessary.

The Relationships and Sex Education curriculum, including Sex Education, will primarily be delivered by class teachers. Those delivering the curriculum will have responsibility for assessing children's needs and selecting appropriate activities and methodologies to meet these needs. They will be supported in their planning and delivery by the PSHE Lead, who will also plan CPD to meet staff needs.

Resources

We will use and carefully select resources from Discovery Education Relationships and Sex

Educations scheme of work.

We will select resources which:

- relate to the aims and objectives of this policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- are up-to-date in factual content
- are produced by a reputable organisation (in KCA's case, Discovery Education)
- do not show unfair bias
- avoid racial, gender and sexual stereotyping
- encourage active and participative learning
- conform to the legal requirements for Relationships Education

Inclusion

We wholeheartedly believe that relationships education must be positively inclusive in terms of gender, sexual orientation, disability, special educational needs, ethnicity, culture, age, religion or other life-experiences. We value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding.

In order to ensure the curriculum meets the needs of all:

- The curriculum will be taught without bias towards or against a particular lifestyle.
- We will accept and celebrate differences in a judgement-free environment.
- We will encourage respect and discourage abuse and exploitation.

In relation to those with special educational needs or disability, we will review our curriculum to ensure that provision is made for those with additional needs. We will consider:

- their level of vulnerability
- their need to learn and demonstrate appropriate behaviour and self-esteem.
- the need to involve all staff, including ancillary staff and carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for pupils.

All parents have the opportunity to view materials before sessions are delivered to work with the school to best support their child.

Confidentiality

Staff are unable to offer absolute confidentiality. We will reassure children that staff will act in their best interests and that this may involve sharing information if the child is at risk of harm.

Children will be told if information is to be shared (unless the child is very young or has significant special needs) and will be offered appropriate support.

Professionals, such as school nurses and youth workers, are bound by their professional codes of conduct when offering advice and guidance to individual pupils. This often involves offering a greater level of confidentiality to children than school staff are able to give.

Health professionals will ensure that children are aware of the boundaries of confidentiality

when beginning work with them.

Working with Parents/Carers and our School Community

Parents and carers are the key figures in supporting their children through the emotional and physical aspects of growing up.

We recognise that many children turn to their parents and carers to receive information and ask questions about relationships. We therefore seek to work in partnership with parents and carers when planning and delivering the relationships education curriculum.

We will encourage this partnership by:

- Informing parents and carers of the curriculum on the annual Curriculum Information Sheet.
- Gathering parents' views on this policy and taking these into account when it is being reviewed.
- Informing parents and carers about the Relationships and Sex Education programme as their child joins the school through the school prospectus/handbook.
- Providing supportive information about parents' role in Relationships and Sex Education.
- Inviting parents to discuss their views and concerns about Relationships and Sex Education on an informal basis.
- Finding appropriate ways to engage parents and taking them through/sharing the PSHE curriculum.

Relationship and Sex Education and the Right to Withdraw

At King's Cross Academy, sex education will be taught as part of Relationships and Sex Education (with links to science) from Key Stage 2. All content taught in Year 1-Year 5 forms part of the statutory curriculum. This means that pupils cannot be withdrawn from these lessons as they form part of their science/PSHE learning.

Parents of Year 6 pupils **will** have the right to withdraw their child from a section of the sex education lessons in Year 6. The lessons which pupils can be withdrawn from are the 'Families and Committed Relationship' topic of the Year 6 scheme of work. Should a parent wish for their child to opt out of this topic, they should write directly to the class teacher. The school will make alternative arrangements for year 6 children whose parents or carers withdraw them from the 'Families and Committed Relationship' lesson.

Sensitive Issues

Puberty: We will teach about puberty from Year 4, in accordance with our Curriculum for Relationships and Sex Education within PSHE. Younger children may be aware of puberty and we will answer their questions appropriately on an individual basis. We recognise the importance of ensuring that both boys and girls have a good understanding of puberty before they reach it. We may use single sex groups to address particular needs, such as girls' practical need for information about managing periods. We may work with groups of pupils separately to ensure they receive appropriate information at these age groups. We will ensure that sensitive arrangements are made for girls who have started menstruating. This includes the provision of sanitary disposal units and the discreet provision of 'emergency' sanitary protection. Staff will respond to such requests discreetly, in a helpful way without embarrassment.

Programme progression

	Healthy and happy friendships	Similarities and differences	Caring and responsibility	Families and committed relationships	Healthy bodies, healthy minds	Coping with change
Y1	Forming friendships and how kind or unkind behaviours impact other people.	Similarities and differences between people and how to respect and celebrate these.	Identifying who our special people are and how they keep us safe.	What a family is (including difference and diversity between families), and why families are important and special.	Our bodies and the amazing things they can do. Learning the correct names for different body parts.	Growing from young to old and how we have changed since we were born.
Y2	Understanding what makes a happy friendship. Recognising personal boundaries and safe/unsafe situations.	Exploring different strengths and abilities. Understanding and challenging stereotypes.	The different communities and groups we belong to and how we help and support one another within these.	The different people in our families, and how families vary.	Ways to stay healthy, including safe and unsafe use of household products and medicines.	Exploring how our bodies and needs change as we grow older. Aspirations and goal setting.
Y3	Being a good friend and respecting personal space. Strategies for resilience.	Respecting and valuing differences. Shared values of communities.	Our responsibilities and ways we can care and show respect for others.	Different types of committed relationships and the basic characteristics of these.	Maintaining physical and mental wellbeing, through healthy eating, sleep and keeping clean.	Coping with feelings around the changes in our lives.
Y4	Solving friendship difficulties. How to act if someone invades your privacy or personal boundaries.	Identity and diversity. Seeing different perspectives and not making judgements based on appearance.	Rights and responsibilities within families and wider society, including the UN Convention on the Rights of the Child.	The range of relationships we experience in our everyday lives. How to understand the differences between types of relationships we encounter.	Influences on our health and wellbeing, including friends, family and media, and awareness of how these can affect personal health choices.	How our bodies change as we enter puberty, including hygiene needs and menstruation.
Y5	Identity and peer pressure off- and online. Positive emotional health and wellbeing.	Celebrating strengths, setting goals and keeping ourselves safe online.	How our care needs change and the effects of loneliness and isolation. Ways in which we can show care in the community.	The characteristics of healthy, positive and committed relationships, and how these develop as people grow older.	Our unique bodies and self-acceptance – valuing our bodies and minds; lifestyle habits (including alcohol, tobacco and drugs) and their effects on wellbeing.	How puberty changes can affect our emotions and ways to manage this; questions about puberty and change.
Y6	How relationships evolve as we grow, including when transitioning to secondary school. How to cope with a wider range of emotions.	Identity and behaviour online and offline. Reflecting on how people feel when they don't 'fit in'.	How we can take more responsibility for self-care and who cares for us as we grow older, including at secondary school.	Human reproduction, including different ways to start a family. *	Being the healthiest me: ongoing self-care of bodies and minds, including ways to prevent and manage mental ill-health.	Ways to manage the increasing responsibilities and emotional effects of life changes.

