



**The Kite
Academy
Trust**
Flying high
together



KITE ACADEMY TRUST
RELATIONSHIPS & SEX EDUCATION POLICY

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1 Introduction

This policy has been written to ensure that the Kite Academy Trust is meeting the requirements of the National Curriculum 2014 for Science and the non-statutory framework for Personal Social and Health Economic education (PSHE) and Citizenship at Key Stages 1 and 2. This policy also takes into account the Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance issued by the DfE in 2019. Effective RSE is essential if young people are to make responsible and well-informed decisions about their lives – it should not be delivered in isolation. As highlighted by the DfES (2000) and the Education Committee (2015), RSE should be firmly rooted within the PSHE and Science curriculums; RSE is a specialist area within PSHE. It is the school governors' responsibility to ensure that the policy is developed and implemented. School governors are in law expected to give 'due regard' to the RSE 2000 guidance and to maintain an up to date policy which must be available to parents.

2 Definition of Relationships & Sex Education (RSE)

RSE "is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of Personal, Social, Health and Economic education (PSHE). A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline."

(Brook, SEF, PSHE Association, 2014: 3)

3 Policy Aims & Objectives

RSE reflects the vision and values of our academies which demonstrate and teach the skills, knowledge and understanding pupils need to lead confident, healthy lives and to become informed, active and responsible citizens. We recognise that schools have an important role to play in supporting the mental health and wellbeing of their pupils and that is an important part of our safeguarding. RSE is taught in the context of relationships and promotes self-esteem and emotional health and wellbeing to help children form healthy meaningful relationships, based on respect for themselves and for others. We believe that RSE must include information about physical, moral and emotional development and our academies will ensure that pupils are given information appropriate to their age and stage of development.

4 Morals, Values, Equalities & Safeguarding

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Our academies have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBTQ+). Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

Inclusive RSE will foster good relations between pupils, tackle all types of prejudice and promote understanding and respect. The Department for Education have produced advice on The Equality Act 2010 and schools (DfE 2014b).

RSE programmes across the Trust reflect the ethos of all academies; spiritual, moral, social and cultural development is promoted and demonstrates the academy values. All academies within the Trust are committed to the provision of RSE to all its pupils. All programmes aim to respond to the diversity of children's cultures, faith perspectives and family backgrounds.

5 Organisation and Delivery of RSE Programme

The PSHE Subject Leader and Head Teacher are responsible for the organisation, monitoring and evaluation of RSE at each academy. RSE is delivered through several areas of the curriculum and is taught explicitly through a range of subjects including science, religious education, computing, physical education, PSHE & citizenship and through assemblies. Where RSE is taught within the curriculum, it will be delivered by the Class Teacher and therefore usually within a mixed gender class. Assemblies are delivered by teaching staff, including the Head Teacher. Visiting speakers from the community make a valuable contribution to the RSE curriculum. Their input is carefully planned and monitored to fit into and complement the curriculum. Teachers are always present during sessions delivered by visiting speakers and the Teachers remain responsible for the delivery of the RSE curriculum.

PSHE and RSE are taught using the Jigsaw scheme of work and resources. This scheme is progressive and is centred on a values-based and 'Growth Mindset' approach. The scheme promotes positive behaviour, mental health, wellbeing, resilience and achievement.

Early Years Foundation Stage (EYFS)

As outlined in the EYFS framework, personal, social and emotional development is a prime area of learning in Nursery and Reception classes. Through the EYFS Curriculum children are taught to play cooperatively, taking turns with others, and learn to show sensitivity to others' needs and feelings. Children are shown how to form positive relationships with adults and other children, and they talk about how they and others show feelings.

Key Stage 1:

Through the science curriculum children learn to identify, name, draw and label the basic parts of the human body. Their learning allows the children to reflect on family relationships, different family groups and celebrations and how to form healthy relationships with others. Children learn about the importance of personal hygiene, maintain good health and personal safety.

Key Stage 2:

Through the science curriculum children build on their knowledge of life cycles and learn to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Children are taught to describe the life process of reproduction in some plants and animals and find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. Children learn to describe the changes as humans develop to old age and they are taught to recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. They are taught about relationships that may occur online and how to keep safe. The children continue to develop an understanding of relationships within a family; between friends and the community, and that there are different patterns of friendship. They develop the skills needed to form relationships and to respect other people's emotions, feelings and differing attitudes. They consider how to make simple choices and exercise some basic techniques for resisting pressures.

Sex education is taught as a discrete subject to children during the summer term. This teaching links with the science curriculum. See Appendix 1 for details of what is covered under Jigsaw.

6 How RSE is organised in the Curriculum

RSE is not delivered in isolation, but firmly embedded in all curriculum areas including Personal, Social, Health and Economic (PSHE) education, citizenship and science. The emotional development of the children in each class is taken into account and catered for. Sex education is taught in the context of family life.

- RSE is normally delivered by the class teacher in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.
- PSHE ground rules are used in all PSHE and RSE lessons.

- We ensure that pupils are able to ask anonymous questions by giving time to write questions which will be anonymously addressed during circle time.
- Resources used are flexible in order to meet the needs of the pupils and curriculum.
- Correct vocabulary will be used throughout the RSE and PSHE curriculum
- RSE is delivered through a range of activities such as circle time activities, group activities, role play and discussion opportunities.

7 Parental/Family Involvement

The Kite Academy Trust is committed to working with families and believes that it is important to have the support of parents and the wider community for the PSHE and RSE programme. Parents in all academies are given a clear outline of the RSE programme for each year group. Parents will be provided with the opportunity to find out about and discuss specific aspects of their academy's programme, particularly in upper Key Stage 2, through an invitation to attend a meeting prior to teaching where they can ask questions and see any resources that are used. We encourage an open-door policy to help ensure that parents can discuss issues with the academy staff at any time, in a positive, sensitive and proactive manner.

8 Parental rights to withdraw their children

Parents have the right to request that their child be withdrawn from all or part of the sex education delivered as part of the statutory RSE curriculum, except for those parts included within the National Curriculum. This should be discussed with the Head Teacher.

Parents are also informed that the RSE curriculum is an essential vehicle in supporting a school's statutory duty to:

- Safeguard and promote the welfare of their children
- Advance the 2010 Equality Act
- Encourage the spiritual, moral, social and cultural development of pupils
- Foster British values
- Prepare children and young people for the challenges, opportunities and responsibilities of adult life, along with the coverage of the National Curriculum for Science

9 Questions Raised by Pupils

Establishing a safe, open and positive learning environment, built on trusting relationships between all members of the class community is vital to successful and effective teaching and learning within this subject. A set of ground rules is established prior to the unit of work so that both teachers and pupils are working within a safe environment where they will not feel embarrassed or anxious during discussions.

Questions raised by children should be answered honestly and with a degree of detail appropriate to the child's age and stage of development.

Teachers will use their professional skill and discretion before answering questions and, if necessary, will deal with questions on an individual basis after the lesson.

Where pupils' questions require a response that goes beyond the prescribed programme of study for the year group, they are encouraged to ask the question at home. Where appropriate, teachers will discuss a child's concerns with the child's parents. Teachers are aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, can lead to the disclosure of a safeguarding issue. The usual standards of confidentiality between child and teacher will be observed,

except where a child's question might suggest the possibility of abuse. In these circumstances, the Designated Safeguarding Leads would be informed, and the academy's Safeguarding & Child Protection Policy followed.

10 Review, Assessment and Evaluation

Monitoring of the RSE Policy is the responsibility of the Head Teacher, the Governors with responsibility for the Community and Safeguarding Portfolios, and the PSHE leader. Academies will assess the effectiveness of the aims, content and methods in promoting students learning through learning walks, sampling teachers' planning, talking to our pupils and feedback from parents.

We ensure that all pupils have equal access to the RSE programme through a thorough process of monitoring, evaluation and assessment, which takes into consideration pupils' needs, maturity, age, ability and personal circumstances.

The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change if required.

11 Coronavirus (COVID -19)

We acknowledge that our children have lived through a pandemic which has caused disruption and will continue to impact on children's lives. We recognise that the enforced time at home and being away from school may have had impact on the relationships that the children have both at home and at school. All academies have maintained connectivity throughout both national lockdowns; with the children who attended school and those who were at home. We will always prioritise our relationships with our children, whether that is maintaining existing relationships or re-establishing strong bonds. We will achieve this through adapting and being responsive in our approach to each change we face for the foreseeable future. Our recovery curriculum will have the children's mental health and wellbeing at the centre, with a key focus on healthy relationships, re-connecting and belonging. We will ensure that we manage worries, fears and anxieties and support children with loss and bereavement where this arises.

Appendix 1 - Details of Sex Education Curriculum

Text in green is considered sex education

Science and Sex Education

Legally schools must teach the science curriculum.

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

Key Stage 2

- Describe the differences in the **life cycles of a mammal**, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Learn about the changes experienced in puberty

Jigsaw Scheme of Work

Jigsaw's 'Changing Me' unit is taught over a period of 6 weeks, usually in the second half of the summer term. Each year group will be taught appropriate to their age and developmental stage, building on the previous years' learning. Please note: at no point will a child be taught something that is inappropriate; and if a question from a child arises and the teacher feels it would be inappropriate to answer, (for example, because of its mature or explicit nature), the child will be encouraged to ask his/her parents or carers at home. The question will not be answered to the child or class if it is outside the remit of that year group's programme.

The *Changing Me Puzzle* is all about coping positively with change and includes:

Life cycles; how babies are made; my changing body; puberty; growing from young to old /becoming a teenager; assertiveness; self-respect; safeguarding; family stereotypes; self and body image; attraction; change/accepting change; looking ahead/moving class/schools.

- FS** Growing up: how we have changed since we were babies.
- Y1** Understanding that growing and changing is natural. Boys' and girls' bodies; correct names for body parts.
- Y2** The journey from young to old. The differences between boys and girls; body parts and respecting privacy (which parts of the body are private and why this is).
- Y3** Our bodies need to change inside and outside so that they can make babies when we grow up. Introduction to puberty and menstruation.
- Y4** Internal and external reproductive body parts. Recap about puberty and menstruation. **Conception explained in simple terms.**
- Y5** Puberty for boys and girls in more detail including the social and emotional aspects of becoming an adolescent. **Conception explained in simple biological terms.**
- Y6** Puberty for boys and girls revisited including the physical and emotional changes and they affect us. **Understanding conception to the birth of a baby.**

All lessons are taught using correct terminology, child-friendly language and diagrams.