



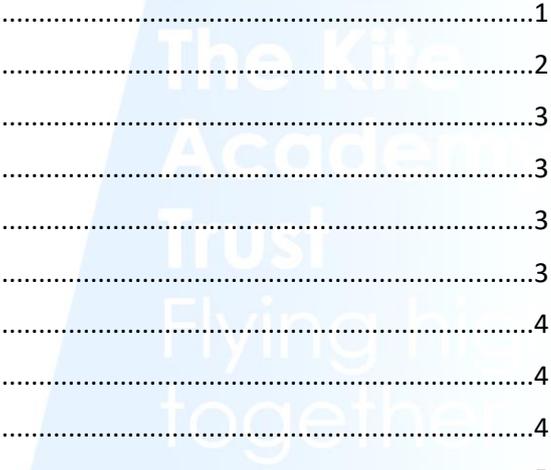
**The Kite
Academy
Trust**
Flying high
together



KITE ACADEMY TRUST
RELATIONSHIPS & SEX EDUCATION POLICY

Contents

- 1 Introduction1
- 2 Definition of Relationships & Sex Education (RSE).....1
- 3 Policy Aims & Objectives1
- 4 Morals, Values, Equalities & Safeguarding1
- 5 Organisation & Delivery of RSE Programme.....2
- 6 How RSE is organised in the Curriculum3
- 7 Parental/Family Involvement.....3
- 8 Parental rights to withdraw their children3
- 9 Questions Raised by Pupils.....3
- 10 Review, Assessment and Evaluation.....4
- 11 Coronavirus (COVID -19).....4
- Document Management4
- Appendix 1 - Details of Sex Education Curriculum5



1 Introduction

This policy has been written to ensure that The Kite Academy Trust is meeting the requirements of the National Curriculum 2015 for science and the non-statutory framework for Personal, Social, Health and Economic education (PSHE) and Citizenship at Key Stages 1 and 2. This policy also takes into account the 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 curricula; RSE is a specialist area within PSHE. It is the Trustees' responsibility to ensure that the policy is developed and implemented; in law, it is expected that 'due regard' is given 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 children 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 well-being of their pupils and that is an important part of safeguarding. RSE is taught in the context of relationships and promotes self-esteem and emotional health and well-being 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 ensure that children are given information which is 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 children, 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).

The RSE programme used across the Trust reflects 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 for all children. All programmes aim to respond to the diversity of children's cultures, faith perspectives and family backgrounds.

5 Organisation & Delivery of RSE Programme

The PSHE Subject Leader and Academy Head Teacher are responsible for the organisation, monitoring and evaluation of RSE at each academy. RSE is delivered explicitly through the Christopher Winter Project scheme of work which is quality-assured and approved by the PSHE Association. RSE, however, is also woven across several areas of the curriculum including science, religious education, computing, physical education and PSHE. Where RSE is taught within the curriculum, it is delivered by the class teacher and therefore within a mixed gender class. Assemblies are delivered by teaching staff, including the Academy Head Teacher. Visiting speakers from the community make a valuable contribution to the RSE curriculum; where applicable, 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.

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. In science, they will also learn about the importance of a healthy diet, physical exercise and maintaining personal hygiene. Additionally, throughout the PSHE curriculum, children learn about maintaining healthy relationships by respecting differences as well as living a healthy and balanced lifestyle by looking after their physical and mental health.

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.

Throughout the PSHE curriculum, the children continue to develop their understanding of healthy relationships with others, including those which can occur online and how to keep safe. They regularly learn about the importance of respecting and celebrating diversity amongst themselves and others. This allows them to consider and practise the skills that are needed to form positive relationships while respecting others' emotions, feelings and differing beliefs or attitudes.

Sex education is taught as a discrete subject through the Christopher Winter Project's RSE scheme. The knowledge within this scheme of work links closely with the knowledge from both the PSHE curriculum and the science curriculum. See Appendix 1 for details of what is covered within the Christopher Winter Project.

6 How RSE is organised in the Curriculum

RSE is not delivered in isolation, but firmly embedded in all curriculum areas including PSHE 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.
- PSHE ground rules are used in all PSHE and RSE lessons.
- We ensure that children are able to ask anonymous questions by giving time to write questions which will be anonymously addressed.
- Resources used are flexible in order to meet the needs of the children and curriculum.
- Correct terminology used throughout the RSE and PSHE curriculum

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 Academy 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 children
- 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 children 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 children's 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 Director of Education, Academy Head Teacher and the PSHE leader. Academies will assess the effectiveness of the aims, content and methods in promoting children's learning through learning walks, sampling teachers' planning, talking to our children and feedback from parents.

We ensure that all children have equal access to the RSE programme through a thorough process of monitoring, evaluation and assessment, which takes into consideration children's 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 national lockdowns; with the children who attended school and those who were at home, and we will always prioritise our relationships with our children, whether that is maintaining existing relationships or re-establishing strong bonds. Our recovery curriculum prioritised children's mental health and wellbeing, with a key focus on healthy relationships, re-connecting and belonging.

Document Management

| | | | |
|---------------------------|-----------------------|-----------------------|---------------------|
| Document ID: | P1114 | | |
| Last Review: | May 2024 | Review Period: | 3 years |
| Responsibility of: | Director of Education | Ratified by: | Trustees (22.05.24) |

Appendix 1 - Details of Sex Education Curriculum

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.

Christopher Winter Project

The Christopher Winter Project's RSE scheme of work is taught over a week. 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 their 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 programme of study includes the following:

| Year Group | Main Area of Learning | Specific Lesson Themes |
|------------|---------------------------------------|--|
| Reception | Family & Friendship | Caring friendships Being kind Families |
| Year 1 | Growing & Caring for Ourselves | Different friends Growing and changing Families and care |
| Year 2 | Differences | Differences Male and female animals Naming body parts |
| Year 3 | Valuing Difference & Keeping Safe | Body difference Personal space Help and support |
| Year 4 | Growing Up | Changes What is puberty? Healthy relationships |
| Year 5 | Puberty | Talking about puberty The reproductive system Help and support |
| Year 6 | Puberty, Relationships & Reproduction | Puberty and reproduction Communication in relationships Families, conception and pregnancy Online relationships |

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