



Kenningtons Primary Academy

Health, Relationship & Sex Education Policy

2021 - 2024

Date of Approval	25 th March 2021
Review Duration	3 Years
Date of Renewal	March 2024

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“Sex and Relationships Education is lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life; stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.” (DFE July 2000)

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1. Context and Rationale

Parents and carers are the key people for their child's learning about sex and relationships and schools should always work in partnership with home. Parents and carers need to know that the school's SRE programme will complement their role and support them in the education of their child regarding sex and relationships. Kenningtons Primary Academy will ensure that parents' and carers' views are heard and that taught SRE is culturally appropriate and inclusive of all of our children. Effective relationships and sex education is key in supporting young people through their physical, emotional and moral development, enabling them to make informed life choices confidently, and furthering their respect for themselves and others as they move through life. This requires a school wide approach, growing children's knowledge, skills and attitudes from reception through to year 6.

The 1996 Education Act consolidates all relevant previous legislation and states that all schools must provide an up-to-date policy that describes the content and organisation of SRE provided outside the National Curriculum Science Order. The DfE Sex and Relationship Education Guidance (2000) supports this legislation and recommends that all schools should have a relationships and sex education programme tailored to the age and physical and emotional maturity of the pupils.

2. Aims

At Kenningtons Primary Academy, we place a high priority on ensuring our children have all the necessary knowledge and skills to succeed in life. We aim for every child to leave this school with a strong moral compass and self-motivation to be a good citizen in today's world. We also aim to equip them with the necessary skills and knowledge to ensure they maintain healthy and positive relationships.

The aims of health, relationships and sex education (HRSE) at our school are to:

- Having and giving respect, and being in control of their bodies.
 - Different types of families.
 - Teach pupils the correct vocabulary to name (KS1) and describe (KS2) anatomical body parts.
 - Moral questions and to provide a framework in which sensitive discussions can take place.
 - Healthy relationships and issues including keeping safe online and who children can ask for help. 'Relationships' does not refer to sexual relationships (see in the Definitions section).
 - Understand how we keep ourselves clean e.g. using soap (KS1)
 - Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene (KS2).
 - Respecting other people, even when they are different to them.
- As a school, we feel these aims fit in with our **core school values**, specifically:
- Embrace and adapt to change
 - Ensure everyone has the right to be safe
 - Demonstrate respect for one another, our environment and ourselves
 - Celebrate what makes us different and the same

- Have the skills and knowledge to be healthy in mind and body

At Kenningtons Primary Academy, we are committed to ensure that our programme is relevant to all our pupils and that all lessons and resources are age-appropriate.

3. Statutory requirements

As a primary academy school we must provide health and relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We are expected to offer all pupils a rounded curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

At Kenningtons Primary Academy we teach HRSE as set out in this policy.

As per the new 2020 statutory changes as outlined by the government, we acknowledge health and relationship education is statutory, and sex education is not statutory. We choose to teach sex education as an age-appropriate level at Kenningtons as we feel it is of great benefit to the children. However, we also acknowledge parent's right to withdraw.

4. Relationships and Sex Education in the context of the National Curriculum:

Legal Requirements

Kenningtons Primary Academy has a statutory duty to teach the following as part of the National Curriculum Science Orders.

Key Stage 1

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

Parents do not have the right to withdraw their child/children from these above aspects of the Science curriculum.

EYFS

Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

Key Stage 1

Through work in science, children learn about the life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and PSHE, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the

emotions involved. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

Key Stage 2

In science, children build on their knowledge of life cycles and learn about the basic biology of human reproduction. In RE and PSHE, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures. The Sex and Relationships Education Programme (SRE) at Kenningtons Primary Academy is taught from EYFS through to Year 6 with the areas taught considered appropriate to the needs and ages of the pupils.

5. Definition

Relationship Education: The focus at Kenningtons Primary Academy will be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

Health Education: The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

HRSE involves a combination of sharing information, and exploring issues and values. **HRSE** is not about the promotion of sexual activity.

6. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. We developed and adapted our curriculum from the PSHE Education Programme of Study (PSHE Association), taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

7. Delivery of HRSE

HRSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of HRSE are taught within the science curriculum.

Pupils will be taught these lessons by their class teacher. Some classes may receive particular lessons by a health professional e.g. a nurse. Teachers will declare this to parents and carers.

Under the science curriculum, teachers inform children about males and females and how a baby is born. In Key Stage 1, we teach children that animals, including humans, produce offspring, which grow into adults, and we also teach them about the main parts of the body. In Key Stage 2, we teach about life processes including reproduction and the main stages of the human life cycle, in greater depth.

Our HRSE programme is one of the most important ways we act on our responsibility to safeguard and protect our children as set out in our Safeguarding/Child Protection policy. We also refer to guidance from the government and expert organisations on specific safeguarding issues, which are relevant to our cohort of children, as listed in *Keeping Children Safe in Education*. To safeguard children effectively, it is vital that opportunities are created in the curriculum to teach about healthy behaviour, caring relationships, online safety and when and how to get help. At our school we encourage children to develop skills in these areas so that they are equipped with strategies to help themselves in preventing or reporting harm or abuse.

a. Dealing with questions

Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting. Below are guidelines the school encourages:

- If a question is too personal, the teacher will remind the pupil of the ground rules. If the pupil needs further support, the teacher can refer her or him to the appropriate person, such as a school counsellor, school nurse, helpline, or an outside agency or service.
- If a teacher doesn't know the answer to a question, the teacher will acknowledge this, and suggest that the pupil or teacher or both together research the question.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher will acknowledge it and promise to attend to it later on an individual basis. To maintain trust and respect the teacher must remember to talk with the pupil at the first opportunity and if concerned that a pupil is at risk of sexual abuse, they will follow the school's child protection procedures.
- If a question feels too old for a pupil and the teacher feels that parental consent needs to be gained, then a phrase like "That's a great question. I'll have a think about what is the best way to answer that and get back to you tomorrow," can be used, with the parent consulted in the meantime.
- When appropriate, children will be enabled to write anonymous questions to put in a box in order to avoid embarrassment and ensure this part of their learning is as open as possible.

b. Children with special needs

We are aware that some children with SEND may be more vulnerable to exploitation, bullying and other issues and therefore HRSE is of importance. Teaching and resources will be planned appropriately to address the needs of these children in order for them to have full access to the content of Relationships and Sex Education.

c. Use of visitors

"Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator's and teacher's responsibility to plan the curriculum and lessons."
Relationship and Sex Guidance DfEE

When appropriate, visitors such as the school nurse may be involved in the delivery of Relationships and Sex Education, particularly in Key Stage 2.

8. Child Protection / Confidentiality

Teachers need to be aware that effective Relationships and Sex Education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member will inform the Head Teacher /Designated Child Protection person in line with the LEA procedures for child protection.

A member of staff cannot promise confidentiality if concerns exist.

9. Roles and responsibilities

a. The Governing Board

The governing board will approve the HRSE policy, and hold the Headteacher to account for its implementation.

b. The Headteacher and PSHE Lead

The Headteacher and the PSHE Lead are responsible for ensuring that HRSE is taught consistently across the school. The Headteacher is also responsible for managing requests to withdraw pupils from components of HRSE.

c. Staff

Staff are responsible for:

- Delivering HRSE in a sensitive way
- Modelling positive attitudes to HRSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the components of HRSE

Staff do not have the right to opt out of teaching HRSE. Staff who have concerns about teaching HRSE are encouraged to discuss this with the Headteacher.

d. Pupils

Pupils are expected to engage fully in HRSE and, when discussing issues related to HRSE, treat others with respect and sensitivity. Pupils are introduced to ground rules during their first lesson. This includes respecting others, their right to write anonymous questions (as set out in classroom) and how they must not talk to younger children about what they have been taught in lessons.

10. Parents' right to withdraw

Parents have the right to withdraw their children from sex education lessons, or parts of lessons, that are taught as part of the HRSE or PSHE curriculum.

Requests for withdrawal should be put in writing and addressed to the Headteacher. The Headteacher will discuss the request with any parent/carer wishing to withdraw their child and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

Before withdrawing, we will seek to outline the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead).

The head teacher will automatically grant the request to withdraw a pupil from sex education and alternative work will be given to these pupils.

Primary schools are required to teach the elements of sex education contained in the science curriculum and there continues to be no right to withdraw from these lessons.

There is no right to withdraw from Relationships Education or Health Education.

11. Monitoring arrangements

It is the responsibility of the Governing Body under the guidance of the Headteacher to ensure that staff and parents are informed of the Relationships and Sex Education Policy. There is a statutory duty on schools to ensure that where sex education is given to pupils at maintained schools they:

- A. learn the nature of marriage and its importance for family life and the bringing up of children
- B. are protected from teaching and materials which are inappropriate having regard to the age and the religious and cultural background of the pupils concerned.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. There is no expectation for children to provide written work, or for teachers to collect children's work or photos as evidence. Monitoring will be through teacher assessment.

Monitoring and evaluation are the keys to successful school improvement. All members of staff, in partnership with the governing body, share responsibility for monitoring and evaluating the work of the school. The implementation of this policy will be monitored and its outcomes will feed into the process of review and evaluation.

This policy will be reviewed on a two-year rolling programme or in light of any new legislation or guidance.

Appendix 1: RSE Curriculum Map

Relationships				
	Feelings and Emotions	Healthy Relationships	Valuing Difference	Sex Education
EYFS				Recognise that all families are different. Identify members of the family and how they help each other.
Year 1	Recognising feelings in self and others; sharing feelings	Secrets and keeping safe; special people in their lives	Respecting similarities and differences in others; sharing views and ideas	Know that there are different types of families Know who we can ask for help
Year 2	Behaviour; bodies and feelings can hurt	Listening to others and playing cooperatively; appropriate touch; teasing and bullying	Respecting similarities and differences in others; sharing views and ideas	To understand gender stereotypes To identify and describe differences between male and female babies Understand that making a new life requires a male and a female Name the male and female body parts (penis, vagina, nipples)
Year 3	Recognising feelings in others; responding to how others are feeling	Positive, healthy relationships and friendships; maintaining friendships; actions affect ourselves and others; working collaboratively	Recognising and responding to bullying	Consider touch and know that people have to say if they like or dislike it. Understand personal space. Differences and similarities between males and females Naming body parts (penis, testicles, vagina and womb) Explore different families and types of family Know who you can go to for help
Year 4	Keeping something confidential or secret; when to break a confidence; recognise and manage dares	Acceptable and unacceptable physical contact; solving disputes and conflicts amongst peers	Listen and respond effectively to people; share points of view	Understand physical and emotional changes during puberty Understand that puberty happens for reproduction Basic facts about puberty Key changes during puberty Explore human lifecycle Describe changes as a child grows up
Year 5	Responding to feelings in others	Actions have consequences of actions; working collaboratively; negotiation and compromise; giving feedback	Listening to others; raise concerns and challenge	Understand changes in puberty Effects of puberty on the reproductive organs How to manage physical and emotional changes How to keep clean during puberty How to manage puberty

				Menstruation and wet dreams (for all pupils)
Year 6	Confidentiality and when to break a confidence; managing dares	Different types of relationships; positive and healthy relationships; maintaining relationships; recognising when a relationship is unhealthy (including forced marriages); committed, loving relationships; marriage. Acceptable and unacceptable physical touch; personal boundaries and the right to privacy	Listening to others; raise concerns and challenge. What makes people the same or different; recognising and challenge stereotypes; discrimination and bullying	Re-enforce puberty linked to reproduction Understand physical and emotional behaviour in different relationships Know what form of touching is appropriate Understand decisions which have to be made before reproduction How a baby is made Explore positive and negative communication in relationships Know who you can talk to about relationships (including online relationships) Conception and pregnancy Being a parent

Appendix 2: By the end of primary school pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<p>That families are important for children growing up because they can give love, security and stability</p> <p>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</p> <p>That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</p> <p>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
Caring friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p> <p>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</p>
Respectful relationships	<p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>



TOPIC	PUPILS SHOULD KNOW
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>

Appendix 3: Parent form: Withdrawal from sex education within HRSE

TO BE COMPLETED BY PARENTS			
Name of Child		Class	
Name of Parent		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	Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom.

This Policy was reviewed by the Headteacher, approved by the Pupils, Admissions & Curriculum Committee and ratified by the Governing Body on a 3-year cycle. It must be signed and dated by the Chair of Governors and Headteacher and displayed on the School Website.

Signature of Chair of Governors: 	Signature of Headteacher: 
Date: 25/3/21	Date: 26/3/21.

