



Kenningtons Primary Academy

Relationship & Sex Education Policy

2024

This Policy was reviewed by the Headteacher, approved by the Pupil, Admissions and Curriculum Committee and ratified by the Governing Body on a 1-year cycle. It must be displayed on the school's website.

Date of Approval	23 rd January 2025
Review Duration	1 Year
Date of Review	October 2025

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Intent

At Kenningtons Primary Academy we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships education, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education. State-funded primary schools are also required to teach health education.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered.

Relationships Education: the focus is 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. These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Legal framework

This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2020) 'Teaching about relationships, sex and health'

This policy operates in conjunction with the following school policies:

- Child Protection Policy
- Behaviour & Discipline Policy
- SEND Policy
- Online Safety Policy

Organisation of the curriculum

Every primary school is required to deliver statutory relationships education and health education. For the purpose of this policy, **“relationships and sex education”** is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality. The curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) ‘Relationships, Education, Relationships and Sex Education (RSE). The school has organised a curriculum that is age-appropriate for pupils within each year group. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

Relationships education overview

Kenningtons Primary Academy have chosen to use the PSHE Association question-based model. This programme builder is structured around an overarching question for each term or half term. These begin in key stage 1 as ‘What?’ and ‘Who?’ questions and build throughout Key Stage 2 into ‘Why?’ and ‘How?’ questions.

The three core themes from the Programme of Study are fully covered. Colour-coding highlights if the overall topic focus is Health and Wellbeing, Relationships or Living in the Wider World (although some half term blocks will draw on more than one core theme). Teaching builds throughout the primary phase according to the age and needs of the pupils, with suggested developmentally appropriate learning objectives responding to each key question.

Sex education

All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals. The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum.

At our school, we follow the PSHE Association question-based model which signposts to high-quality resources for teachers to use. The age and development of pupils is always considered when developing sex education.

An overview of the topics covered is shared with parents via the school website. If parents request further details of lessons, these will be shared as appropriate.

Equal opportunities and Inclusion

We are committed to providing a teaching environment that is conducive to learning. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability. As an inclusive school we recognise the need to tailor our approach to support all pupils so that they achieve the highest possible outcome they can in RSE. Refer to our Inclusion Policy for further details. Pupils will work in a safe, secure climate to be able to explore their own and others’ attitudes, values and skills.

Withdrawing from the subjects

Relationships and health education are statutory at primary and parents do not have the right to withdraw their child from the subjects. As sex education is not statutory at primary level, other than what must be taught as part of the science curriculum, parents have the right to request to withdraw their child from all or part of the sex education curriculum. A member of the Leadership team will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. They will discuss with the parent, the benefits or receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded. The Headteacher will grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum.

Monitoring and review

This policy will be reviewed on an annual basis by the Governing Body. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing. The governing body is responsible for approving this policy. Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.