

Relationships and Sex Education Policy

Kenn Church of England Primary School



The school's approach to RSHE follows that of the Church of England Education Office in that it seeks to be faith-sensitive and inclusive.

It is underpinned by two key Biblical passages:

“So God created humankind in his image, in the image of God he created them”
(Genesis 2:7)

“I have come in order that you might have life - life in all its fullness” (John 10:10)

As a school we work hard to fulfill our school values and vision, which runs alongside our mission statement.

Do Good, Be Good, Feel Good

We know how important our relationships are with others, and we know that unless we feel good, we are not able to flourish and reach our full potential (Be Good, Do Good), therefore working hard on ensuring we have the right skills to create, develop and maintain healthy relationships is at the forefront of our work in school.

At Kenn Church of England Primary School, everyone will be treated with dignity as all people are made in the image of God and are loved equally by God. All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; where bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.

Our school seeks to ensure that the RSHE curriculum protects, informs and nurtures all pupils. It clearly differentiates between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values, recognising that the distinction can be easily blurred and that there needs to be discernment about the way this is taught.

We teach RSHE within a moral (but not moralistic) framework. RSHE in Kenn Church of England Primary School is about what constitutes wellbeing and loving care for

ourselves (Physical and Mental Health Education), how we show loving care for others (Relationships Education) and, when at an appropriate age and stage in life, how we show loving care to those we choose to be intimate with, including within marriage (Sex Education).

It is also about the spiritual and moral aspects of healthy, loving and nurturing relationships within a context of a Christian vision for the purpose of life.

Implementation

Pupils will consider how to ensure that they treat themselves and others, always and in all contexts, with dignity and respect. This will be taught through our “ Scarf” teaching programme. (see appendix for progression document)

Defining Relationships Education

Relationships Education is learning about how to:

- be appreciative of existing relationships
- form new healthy friendships
- enjoy strong positive, caring, relationships with good boundaries, online and in person

This will particularly refer to family relationships (including marriage), friendships and relationships with peers and adults. In this school any content that might be regarded as Sex Education (learning about human body parts, growth, puberty and gestation) will be taught through the science curriculum. Parents do not have the right to excuse their children from this aspect of the curriculum.

Defining Sex Education

Sex Education is about reproduction: learning how babies can be made and the emotions that people experience when they are ready for close intimacy. The National Curriculum for science includes content about human body parts, growth, puberty and gestation.

Parents do not have the right to withdraw from this aspect of the curriculum.

The right to withdrawal from Sex Education

Parents do have the right to excuse their children from this aspect of RSHE and can do so by making concerns known and applying in writing to the Headteacher. The school will invite any enquiring parents or legal guardians to talk through concerns. An

explanation of the rationale for RSHE will be given; an opportunity will be offered to review the intended materials and to consider the impact of not receiving Sex Education with peers.

Withdrawing a child from Sex Education remains a statutory right as a parent or legal guardian. If a pupil is excused from Sex Education it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education. The school will document this process to ensure a record is kept. (see form in appendix)

Defining Health Education

Health Education is learning about physical health and mental wellbeing so that pupils can make wise choices to ensure their own flourishing and the flourishing of others.

Withdrawing a child from Sex Education remains a statutory right as a parent or legal guardian up until three terms before the child turns 16 years of age. After that point, if the child wishes to receive Sex Education rather than be withdrawn, the school should make arrangements to provide the child with Sex Education during one of those terms.

If a pupil is excused from Sex Education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

The RSHE Curriculum

These are the requirements for RSHE from the Department for Education. (Sept 2020)
See appendix document for progression through RSHE written by Coram Education who provide our PSHE program, SCARF.

By the end of primary school:

Families and people who care for me

Pupils should know:

- that families are important for children growing up because they can give love, security and stability

- 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
- 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
- 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
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring friendships

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- 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
- 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

Respectful relationships

Pupils should know:

- 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
- practical steps they can take in a range of different contexts to improve or support respectful relationships

- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- 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
- 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
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not
- 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 • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

Being safe

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- 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
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult

- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so • where to get advice, for example family, school or other sources

How will RSHE be taught in our school?

RSHE will be delivered professionally and as an identifiable part of PSHE. As a school we follow the “ScarF” programme, which provides a spiral based curriculum, where skills are built upon each year. It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way.

RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community. It will not discriminate against any of the protected characteristics in the Equality Act and will be sensitive to the faith and beliefs of those in the wider school community.

RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.

RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of the excesses of media in all its forms.

RSHE will promote healthy resilient relationships set in the context of character and virtue development that sits within the schools Christian Vision and Values. Our policy has been written with our school vision and values in mind, these being:

'Sowing the seeds of Kindness, Courage and Faith in God's Good Ground'.

Kenn C of E Primary School Values: Kindness, Courage and Faith

Every child in school is aware and works towards embodying our values and vision, our RSHE curriculum ensures that, we work hard as a community to nurture and celebrate kindness, courage and faith. For example, during our growing and changing topic,

children spend time thinking about their own feelings and those of others, therefore taking into consideration, how someone else feel and behave.

All staff teaching this sensitive and important subject will have received training. This training will be regularly reviewed and revisited.

Pupils with SEND will have had the content made accessible to them by their class teacher in a format that works for them. At Kenn Church of England Primary School, RSHE is taught by confident trained staff and only some elements will be taught by outside agencies (such as First Aid or aspects about puberty). It is important that pupils have confidence in the teacher and that a 'safe space' is created where pupils feel confident and can ask age-appropriate questions.

RSHE will be monitored and evaluated This will follow the same monitoring and evaluation processes used throughout the school for other subjects i.e. pupil conferencing, work reviews, learning walks etc.

IMPACT

- Children will display learning behaviours which have been developed from our school vision and values.
*'Sowing the seeds of Kindness, Courage and Faith in God's Good Ground'.
Our Values - Kindness, Courage and Faith*
- Children will recognise and apply the British Values of Democracy, Tolerance, mutual respect, Rule of law and Liberty.
- Children will demonstrate a healthy outlook towards school – attendance will be at least in-line with national and behaviour will be good.
- Most children will achieve age related expectations across the wider curriculum in addition to the core subjects.
- Children will develop positive and healthy relationship with their peers both now and in the future.
- Children will understand the physical aspects involved in RSE at an age-appropriate level.
- Children will have respect for themselves and others.
- Children will have positive body images.

POLICY AMENDMENT RECORD

Date	Reviewed By	Nature of Change	Next review Due
17 January 2026	RG and HT	New Policy	As required and no later than February 2027

