



Kenwood
ACADEMY

Relationship & Sex Education and Health Education (RSE) Policy

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Review Cycle	Annual
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An academy within:



“Learning together, to be the best we can be”

1. Introduction

- 1.1. This policy is based on the requirements of the Education Act 2002, The Academies Act of 2010 and the DfE document 'Sex and Relationship Education Guidance' (DfES 0116/2000). This continues to be the recommended RSE guidance.
- 1.2. In the DfE document, RSE is defined as 'learning about physical, moral and emotional development'. The guidance states, 'It is about understanding the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health'.
- 1.3. As from September 2020, (September 2021 due to COVID pandemic) RSE is now a National Curriculum requirement and is taught as an identifiable part of PSHE, that is planned for with timetabled lessons across all key stages.
- 1.4. The national Curriculum states that the importance of RSE is that it helps pupils to understand and manage a wide range of relationships as they mature and show respect for the diversity of, and differences between people. It also aids the development of pupils' well-being and self-esteem.
- 1.5. RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. Learning to manage emotions and relationships confidently and sensitively; whilst developing self-respect and empathy for others, children and young adults are learning to make choices based on an understanding of difference and with an absence of prejudice. Whilst also developing an appreciation of the consequences of choices made, and managing conflict. Learning how to recognise and avoid exploitation and abuse. RSE is about learning and understanding, physical development at appropriate stages and ages. Giving opportunities to learn and understand human sexuality, reproduction, sexual health, and emotions within different relationships. It is about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity. RSE involves a combination of sharing information, in addition to exploring issues and values.

2. Aims

- 2.1. It is the aim of Kenwood Academy, to enable our young people to develop into happy, independent adults, capable of either living alone or in positive healthy relationships.

- 2.2. All young people will have the knowledge and skills to manage risk and make positive choices in relation to their own personal well-being, their relationships with others and their role in the wider world.

Through our PSHE lessons, young people at Kenwood Academy will learn how to:

- Have safe, equal, caring and enjoyable relationships.
- Discuss real life issues appropriate to the age and stage of pupils including topics such as: friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
- Get help and treatment if required from sources such as pharmacies, NHS (including online), as well as other reliable health and advice services.
- Be aware of the emotional and physical changes to their own bodies which occur during puberty and as they grow into adults.
- Have respect for, be advocates for and be in control of their own bodies and lives.
- Know and use the correct anatomical names for the parts of the body including the reproductive system.
- Ask and answer questions without embarrassment and with respect for others and themselves.
- Reflect on values and influences (peer, media, faith and culture) that may shape their attitudes in relation to RSE and nurture a respect for different values.
- Develop a caring and considerate attitude to each other, being aware that others may have different points of view and be able to respect that point of view.
- Develop a positive view of human sexuality with accurate information, so that pupils can learn about their bodies and sexual health in ways that are appropriate to their age and maturity.
- Be aware of different families and genders including LGBTQ+ and equality, and challenging all forms of discrimination in RSE and school life.
- Be aware of issues such as CSE (Child Sexual Exploitation) and FGM (Female Genital Mutilation) and to know who they can talk to if they are worried about any sexual matters.

3. Values

- 3.1. At Kenwood Academy, we believe that RSE should:

- Make a significant contribution to our duty to safeguard and protect all children.
- Be an integral part of the lifelong learning process, beginning in early childhood through to adulthood
- Be an entitlement for all students irrespective of gender, sexuality, ethnicity, special needs, culture, faith or religion

- Foster a sense of moral responsibility, to understand the meaning of consent and give students the confidence and ability to resist unwanted sexual experience or abuse
- Be mindful of student's previous Adverse Childhood Experiences and issues
- Be continuous and progressive, being both appropriate to the age and maturity of the pupils
- Provide accurate, unbiased information
- Be taught in the context of family life
- Provide an opportunity for discussion and clarification around values and attitudes
- Avoid inducing guilt
- Be an opportunity to anticipate and practise tricky conversations
- Promote positive social norms
- Teach our pupils how to be safe
- Champion healthy, strong, positive relationships

4. Curriculum design

- 4.1. RSE is taught from key stages 2 to 5 and is informed by the PSHE Association Programme of Study for PSHE Education (Key stages 1–5), Jan 2020. Young people learn PSHE in their tutor groups, mixed gender and within a similar age group. Other additional sessions for small groups may be organised to re-visit or consolidate learning, or for individuals with a particular need. Learning outcomes and activities balance knowledge with skills and attributes. Lessons should comprise: Factual Knowledge (such as knowing that it is illegal for under 18s to share nude images of themselves and for others to share those images too); Skills (e.g. how to negotiate and get out of a difficult situation or resist a request); and Personal Attributes (e.g. building resilience, confidence, and developing a sense of self).
- 4.2. When dealing with questions, teachers will establish clear parameters of what is appropriate and inappropriate in their class setting. Staff contributing to RSE lessons work in line with current legislation and Government guidance, irrespective of their personal feelings and beliefs. Teachers refer to the PSHE long-term curriculum plan to map out their medium-term plans, with all lessons being curriculum objective led. All lesson plans are adapted from a bank of school, DFE and PSHE Association approved resources. This is to protect staff and ensure that pupils are being shown appropriate materials. The school has a policy to filter and prevent access to internet sites that could be deemed as inappropriate.
- 4.3. All lessons will:
 - Be delivered by Kenwood Academy staff (supported by the PSHE curriculum leader) and on occasions by expert visitors who are invited

- into school.
- Be delivered, in a variety of methods, so that young people feel safe, are encouraged to participate and to develop both critical thinking and relationship skills.
 - Be based upon reliable sources of information, including the current law and will distinguish between fact and opinion.
 - Meet the needs of all our young people with very diverse experiences and challenges associated communication and interaction, sensory and SEMH needs.
- 4.4. We recognise that some of our young people will benefit from individual or small group work within RSE/HE, delivered at a different pace according to their cognitive and/or developmental level. There is plenty of scope for this built into our lessons, allowing for repetition and reinforcement of concepts, whilst also facilitating the development of important social skills and understanding.
- 4.5. For more information about our PSHE curriculum, see our website which outlines specific term plans for each group.
- 4.6. The intent, implementation and impact of RSE and HE through PSHE is quality assured through Curriculum Conversations led by the Quality of Education curriculum leadership team. This process involves:
- Assessment – curriculum calibration tool (focused on progress through the curriculum)
 - Conversations with leaders – intent, implementation, impact
 - Conversations with teachers and assistants - intent, implementation, impact
 - Lesson visits – implementation
 - Conversations with young people – impact (can you tell me about...)
- 4.7. The progress of young people in RSE is monitored by class teachers and senior leaders as part of our internal assessment systems. Whilst there is no formal examined assessment for RSE and HE, we will assess progress through questionnaires; quizzes; annotated mind maps; written assignments; feedback forms; self-evaluations; presentations, group work and class discussions.

5. Safeguarding

- 5.1. All RSE lessons are conducted in a sensitive manner and in confidence. If a young person makes a disclosure of a safeguarding nature, staff should follow procedures outlined in the Safeguarding Policy. However, where discussions and information are of a routine nature, confidentiality should be maintained wherever possible. All staff revisit their safeguarding training

annually.

6. The role of parents and carers

- 6.1. We know that parents and carers play a significant role in helping young people manage risk and make positive well-informed choices in relation to RSE. We therefore wish to build a positive and supporting relationship with them through mutual understanding, trust and co-operation. Parents and carers are informed of what is being taught by the termly curriculum plans uploaded to our website. This is to give parents and carers the opportunity to discuss issues with their child and answer any questions they may have, if they so wish.
- 6.2. To promote this objective, we will:
 - Inform parents and carers about the school's RSE policy and practice so that home and school can be consistent with key messages.
 - Answer any questions they may have about the teaching of RSE in school or the resources used.
- 6.3. Since September 2021 (previously September 2020, but rearranged due to lockdown), it has been compulsory for RSE to be taught in schools. Relationships and health education is compulsory for all primary school children and RSE compulsory for all secondary school students. Parents and carers are still able to withdraw their children from the non- statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.
- 6.4. Parents do not have the right to withdraw their children from relationships education.
- 6.5. Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the Head of School.
- 6.6. A copy of withdrawal requests will be placed in the young person's educational record. The Head of School will discuss the request with parents or carers and take appropriate action.
- 6.7. Alternative work will be given to pupils who are withdrawn from sex education.



Appendix 1: Parent form - withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS OR CARERS

Name of child		Group	
Name of parent or carer		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	
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Head of School signature	
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