

## Relationships and Sex Education Policy Keyes Barn school

<b>Policy Reference:</b>	A133-KBS
<b>Version Number:</b>	6
<b>Applies to:</b>	Schools
<b>Associated documents:</b>	Curriculum policy PSHE policy Child protection policy
<b>Approved by:</b>	Quality & Head Teacher
<b>Implementation date:</b>	March 2026
<b>Next review due by:</b>	March 2027
<i>This policy has been reviewed to ensure it promotes safeguarding and does not present barriers to participation or disadvantage any protected groups</i>	

# Aurora

## 1. Aims

This policy aims to:

Provide a framework in which sensitive discussions can take place. Through the curriculum we will help prepare children and young people for puberty, and to understand the importance of health and hygiene and sexual development. We will teach the correct vocabulary to describe themselves and their bodies. At Aurora we help our children and young people to develop feelings of self-respect, confidence and empathy and create a positive culture around issues of sexuality and relationships.

## 2. Legislation and statutory requirements

This Policy fulfils the requirements of:

- › **The Department for Education's** Statutory guidance on relationships education, relationships and sex education (RSE) and health education. [\(RSE\) 2021](#)
- › Section 34 of the [Children and Social work act 2017](#).

## 3. Scope

This policy applies to all staff, children and young people at Aurora Keyes Barn school

## 4. Roles and responsibilities

### 4.1 The Site Lead will:

- 4.1.1 Be responsible for ensuring that RSE is taught consistently across the school.
- 4.1.2 Consult with parents of any changes to the RSE curriculum

### 4.2 Staff will:

- 4.2.1 Deliver RSE in a sensitive way
- 4.2.2 Model positive attitudes to RSE
- 4.2.3 Monitor progress
- 4.2.4 Respond to the needs of individual pupils
- 4.2.5 Respond appropriately to young people whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns should discuss them with the Site Lead.

Include the names/roles of those responsible for teaching RSE in your setting.

Name:	Role:	Responsible for:
Wendy Ward	Class Teacher	PSHE and RSE

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Kelly McLaughlin	HLTA	PSHE and RSE
Benjamin Mason	Class Teacher	PSHE and RSE
Kimberley Millard	Class Teacher	PSHE and RSE
Mike Roberts	Deputy Headteacher	PSHE and RSE
Dalziel McAlister	HeadTeacher	PSHE and RSE

## 4.3 The governing board will:

4.3.1 The governing board will hold the headteacher to account for the implementation of this policy.

## 4.3 Children/young people will:

4.3.1 Engage fully in RSE and, treat others with respect and sensitivity, when discussing related issues.

## 5. Definitions

At Keyes Barn School, we believe in providing every pupil with open, honest, accurate and age-appropriate lessons all about relationships. Through the school's ethos and values, we aim to develop children's knowledge, skills, opinions, strategies and confidence - enabling them to cope with life and live safely and happily in the modern world.

Our Relationships Education curriculum is inclusive and meets the needs of all children, including those with special educational needs or disabilities (SEND). We also aim to promote gender equality and represent the LGBT+ community through our Relationships curriculum.

Through our comprehensive Relationships Education provision, we aim to provide all pupils with:

- the knowledge and understanding of a variety of relationships
- the ability to identify any concerns they have about a relationship
- coping strategies and an awareness of how and where to seek support
- an understanding of their rights and responsibilities within a range of relationships
- an awareness of the process of growing up and the changes they and others will experience
- an understanding of the characteristics of positive relationships.

## 6. Policy development

We highly value the partnership between school and home and will promote open and informative two-way communication. We aim to provide parents and carers with accurate information about what their child is learning in school and to provide the best learning environment and opportunities for our children. The school sends out a consultation letter (RSE Right to withdraw) explaining what their child will be learning along with reassurance that the Relationships Education will be age appropriate and mindful along with offering them the right to withdraw their child from this learning.

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

List and detail the steps that are relevant to your site e.g.:

- Review
- Staff consultation
- Parent consultation
- Pupil consultation
- Ratification

## 7. Curriculum

### 7.1 Curriculum Statement

Our inclusive Relationships curriculum supports the objectives set out by the PSHE Association which meet the statutory requirements for Key Stage 1 and 2. It forms a core part of our comprehensive Personal, Social and Health Education (PSHE) curriculum.

Our Relationships Scheme of Work can be viewed in Appendix 1.

Learning in Health and Relationships Education lessons will link to learning throughout our whole curriculum and during assemblies.

Our lessons will be differentiated where appropriate, ensuring all children are able to participate fully. Children will be given the opportunity throughout the units of work to reflect on and evaluate their learning - assessment opportunities are built into every lesson.

Although our curriculum currently doesn't teach Sex Education, there may be circumstances where this might be necessary, and parents will be consulted on an individual basis.

### 7.2 Curriculum Intent

Here at Keyes Barn, we use TWINKL's PSHE and Citizenship scheme of work aims to equip children with essential skills for life; it intends to develop the whole child through carefully planned and resourced lessons that develop the knowledge, skills and attributes children need to protect and enhance their wellbeing. Through these lessons, children will learn how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society around them. Successful PSHE curriculum coverage is a vital tool in preparing children for life in society now and in the future. Lessons in this scheme of work have their foundations in seeing each and everybody's value in society, from appreciation of others in units such as Diverse Britain, to promoting strong and positive views of self in Think Positive and Be Yourself. Twinkl Life PSHE and Citizenship units aim to cover a wide range of the social and emotional aspects of learning, enabling children to develop their identity and self-esteem as active, confident members of their community. The themes and topics support social, moral, spiritual and cultural development and provide children with protective teaching on essential safeguarding issues, developing their knowledge of when and how they can ask for help.

Twinkl Life's PSHE and Citizenship resources are fully in line with the Learning Outcomes and Core Themes provided by the PSHE Association Programme of Study which is widely used by schools in

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England and is recommended and referred to by the DfE in all key documentation relating to PSHE provision in schools.

This scheme of work covers all of the required objectives and follows the three core areas of Health and Wellbeing, Relationships and Living in the Wider World. The scheme of work fulfils the requirements of 2020 Statutory Relationships and Health Education, setting these learning intentions in the context of a broad and balanced PSHE curriculum.

## 8. Delivery of RSE

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).

Twinkl Life's PSHE scheme of work is designed to be taught in thematic units, which consist of six lessons, each with supporting materials including a Planning Overview, assessment statements, Learning Journey Record and display materials. It is suggested that these units are taught in a spiral curriculum that revisits each theme every two years. This enables children to recall and build upon previous learning, exploring the underlying principles of PSHE education regularly at a depth that is appropriate for the age and stage of the child. Lessons also signpost key words, building a rich vocabulary to develop understanding.

Twinkl Life's PSHE units are designed to be delivered in a creative manner, using many approaches such as role play, discussion and games with groups of various sizes. These activities enable children to build confidence and resilience. Resources are also provided for communicating with parents and carers about how and why each theme is covered and suggestions for extending the learning at home.

Assessment for learning opportunities are built into each lesson and enhanced by the Learning Journey Records included in each unit, which enable self-evaluation and reflective learning and allow teachers to evaluate and assess progress. Each lesson begins with a discussion of children's existing knowledge and experience, providing an opportunity for baseline assessment. Each lesson ends with an opportunity to consolidate and reflect upon learning. Tools are provided for summative assessment, allowing progress to be recorded and tracked.

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## 9. Safeguarding and child protection

At Aurora Keyes Barn School we are aware that discussion with children and young people during RSE lessons, may lead to a disclosure. If this happens we will follow the procedures described in our Child Protection Policy. Ensuring that the needs of the child/young person are met sensitively and in a timely manner are paramount to everything that we believe in.

## 10. Parents right to withdraw

Parents of primary age pupils can't withdraw their children from Health and Relationships education.

Sex Education is currently not part of our curriculum, however, in some circumstances we may feel that it would benefit an individual. Parents/carers can withdraw their child from all or part of sex education.

To opt a child/young person out of Sex Education lessons, complete Appendix 2 and return it to the Head Teacher who will then arrange a meeting to discuss your request with you.

Some pupils' needs or disabilities, possibly combined with their domestic or social circumstances, may mean that they're demonstrably very likely to be at unusual risk from sexual activity or sexual exploitation and may require sex education. In this case, the headteacher can choose to decline a request for withdrawal.

## 10. Training

Staff are trained on the delivery of RSE.

The headteacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## 11. Monitoring arrangements

This policy will be reviewed annually by Miss Dalziel McAlister

### Appendix 1: Curriculum map

#### Relationships and sex education curriculum map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<a href="#">KS1 TEAM</a> (Relationships)	<a href="#">KS1 Think Positive</a> (Health and Wellbeing)	<a href="#">KS1 Diverse Britain</a> (Living in the Wider World)	<a href="#">KS1 Be Yourself</a> (Relationships)	<a href="#">KS1 It's My Body</a> (Health and Wellbeing)	<a href="#">KS1 Aiming High</a> (Living in the Wider World)
Year 2	<a href="#">KS1 VIPs</a> (Relationships)	<a href="#">KS1 Safety First</a> (Health and Wellbeing)	<a href="#">KS1 One World</a> (Living in the Wider World)	<a href="#">KS1 Digital Wellbeing</a> (Relationships)	<a href="#">KS1 Money Matters</a> (Living in the Wider World)	<a href="#">KS1 Growing Up</a> (Health and Wellbeing)
Year 3	<a href="#">LKS2 TEAM</a> (Relationships)	<a href="#">LKS2 Think Positive</a> (Health and Wellbeing)	<a href="#">LKS2 Diverse Britain</a> (Living in the Wider World)	<a href="#">LKS2 Be Yourself</a> (Relationships)	<a href="#">LKS2 It's My Body</a> (Health and Wellbeing)	<a href="#">LKS2 Aiming High</a> (Living in the Wider World)
Year 4	<a href="#">LKS2 VIPs</a> (Relationships)	<a href="#">LKS2 Safety First</a> (Health and Wellbeing)	<a href="#">LKS2 One World</a> (Living in the Wider World)	<a href="#">LKS2 Digital Wellbeing</a> (Relationships)	<a href="#">LKS2 Money Matters</a> (Living in the Wider World)	<a href="#">LKS2 Growing Up</a> (Health and Wellbeing)
Year 5	<a href="#">UKS2 TEAM</a> (Relationships)	<a href="#">UKS2 Think Positive</a> (Health and Wellbeing)	<a href="#">UKS2 Diverse Britain</a> (Living in the Wider World)	<a href="#">UKS2 Be Yourself</a> (Relationships)	<a href="#">UKS2 It's My Body</a> (Health and Wellbeing)	<a href="#">UKS2 Aiming High</a> (Living in the Wider World)
Year 6	<a href="#">UKS2 VIPs</a> (Relationships)	<a href="#">UKS2 Safety First</a> (Health and Wellbeing)	<a href="#">UKS2 One World</a> (Living in the Wider World)	<a href="#">UKS2 Digital Wellbeing</a> (Relationships)	<a href="#">UKS2 Money Matters</a> (Living in the Wider World)	<a href="#">UKS2 Growing Up</a> (Health and Wellbeing)

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## Appendix 2: Parent form: withdrawal from sex education within RSE

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			