



Kea School

RELATIONSHIPS & SEX EDUCATION POLICY

Approved by:	Full Governors	Date: 20.07.26
Last reviewed on:	Summer 2026	
Next review due by:	Summer 2027	

Person(s) responsible for Implementation and Monitoring: School Governors

Links to other relevant documents: Child Protection and Safeguarding Policy, Child on Child Safeguarding Policy, Keeping Children Safe in Education (KCSIE) 2025, Behaviour and Relationships Policy (includes antibullying), Online Safety Policy, Acceptable Use Policy, PSHE (Personal, Social, Health and Economic Education) Policy, Mental Health and Wellbeing of Pupils Policy and SEND (Special Educational Needs and Disabilities) Policy.

1. Vision
2. Rationale
3. Statutory Requirements and Guidance
4. Definitions: Relationships Education, Sex Education and Health Education
5. Aims and Intended Outcomes
6. Teaching, Learning and Curriculum
7. Online Safety and Digital Relationships
8. Inclusion, SEND and Equalities
9. Roles and Responsibilities
10. Families' right to withdraw from sex education
11. Confidentiality

1. Vision

Children leave Kea Community Primary School with good knowledge about Relationships and Sexual Education (RSE). They understand the differences between safely forming and maintaining healthy and unhealthy relationships and lifestyles (DfE RSHE guidance, 2025). They also understand the human body and how it changes as they grow towards adulthood. They know about reproduction as the scientific process of human babies being created. They understand the importance of family life and being part of a committed, long-term, and loving relationship; including the nature of marriage or civil partnership and their importance for family life and the bringing up of children. They have respect for other people's views and what they should do if they are worried about any relationships or sexual matters.

1.1 In line with DfE RSHE Guidance 2025, children will be enabled to make informed, safe and responsible decisions and develop the knowledge, skills and attributes needed to thrive in modern Britain. Through Relationships Education and Health Education, pupils will learn how to build positive, respectful relationships, recognise healthy and unhealthy behaviours, understand and maintain personal boundaries, and navigate the opportunities and risks associated with the online world. As stated in the DfE guidance, schools should equip pupils with the knowledge and skills they need to make informed decisions about their wellbeing, relationships and safety, both offline and online.

1.2 In line with DfE RSHE Guidance 2025, our curriculum is planned and delivered in a way that is age-appropriate and developmentally suitable, taking account of the religious and non-religious backgrounds, needs and experiences of our pupils and families. We are committed to providing an inclusive curriculum that respects diversity whilst ensuring all pupils receive the knowledge and skills they need to develop healthy relationships, maintain their wellbeing and stay safe.

2. Rationale

- 2.1 The DfE guidance document for this subject is 'Relationships Education, Relationships and Sex Education and Health Education Guidance' (DfE, 2025).
- 2.2 RSE is a lifelong learning process about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships.
- 2.3 It promotes understanding of love, care, sex, sexuality and health without promoting any sexual orientation or activity.
- 2.4 Good RSE does not increase early sexual activity and supports informed choices, consent and responsibility.
- 2.5 RSE is part of the Personal, Social and Health Education (PSHE) curriculum in our school. While aspects of PSHE inform and allow children to discuss sexual issues, RSE is more specialised. We do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions.
- 2.6 Relationships and Sex Education (RSE) can also provide young people with the knowledge to make informed choices: resisting peer, partner and media pressure and understanding the issues of consent and responsibility. This knowledge is important in establishing healthy relationships. (RSE, DfE, 2025, p.40, point 82)

3. Statutory Requirements and Guidance

- 3.1 Primary schools must provide and keep up to date a written statement of their policy on RSE and make it available to families and pupils. This policy forms that statement. Families can choose to excuse their children from all or part of sex education, where it is provided - see section 10.2. As the Kea community, we believe our curriculum prepares them for their futures in age-appropriate ways.

4. Definitions: Relationships Education, Sex Education and Health Education

4.1 Relationships Education

Relationships Education is the statutory part of the curriculum that teaches pupils about positive, respectful and safe relationships. It supports pupils to understand families and friendships, respect, kindness, personal boundaries, privacy, online relationships and how to recognise when a relationship or situation may be unsafe. It helps pupils develop the knowledge and skills they need to build healthy relationships now and in the future (RSE, DfE, 2025, p.8 point 24 - 29).

4.2 Sex Education

Sex Education refers to age-appropriate teaching that supports pupils to understand human reproduction, puberty, growing up and the physical and emotional changes associated with development. Some related content is taught through the statutory science curriculum and cannot be withdrawn from. Any additional sex education provided outside the science curriculum will be

appropriate to pupils' age and maturity and will be clearly identified to families, who have the right to request withdrawal from this non-statutory element (RSE, DfE, 2025, p.12, point 30/31).

4.3 Health Education

Health Education is the statutory part of the curriculum that teaches pupils how to look after their physical health and mental wellbeing. It includes learning about emotions, mental wellbeing, healthy lifestyles, physical activity, healthy eating, sleep, hygiene, basic first aid, medicines, puberty and the changes that occur as children grow. It aims to give pupils the knowledge and vocabulary they need to make informed, healthy and safe choices. (RSE, DfE, 2025, p.20, point 40). At Kea School, we teach health education as part of the broader PSHE curriculum.

5. Aims and Intended Outcomes

5.1 By the time children leave Kea School in Year 6, they will:

- Understand the importance of personal hygiene, self-care and maintaining healthy lifestyles.
- Develop an age-appropriate understanding of human development and reproduction through the science curriculum and additional sex education taught by the school.
- Accurate terminology for body parts, including genitalia are used, for example penis instead of willy, testicles instead of balls and vulva and vagina instead of other phrases.
- Recognise and understand the physical, emotional and social changes that occur as they grow and develop. It includes puberty and reproduction in Key Stage 2, with progression from body changes in Year 4 to teaching conception and birth in Year 6.
- Develop a positive understanding of their bodies and an appreciation of individual differences.
- Build and maintain healthy, respectful relationships, including friendships and family relationships.
- Respect the views, beliefs and experiences of others and value diversity within their community and wider society.
- Understand the importance of family, caring relationships and the diverse ways in which people may live, care for and support one another. It references different types of relationships and families, including challenging homophobia and gender stereotypes in upper Key Stage 2.
- Recognise the characteristics of positive relationships, including kindness, turn taking, honesty, trust, respect, permission-seeking (consent), privacy, personal space and appropriate and inappropriate touch..
- Recognise safe, unsafe, healthy and unhealthy behaviours in relationships and know how to seek help when they have concerns.
- Recognise that they have a right to privacy, autonomy and bodily integrity.
- Recognise abuse, including sexual abuse, coercion and exploitation, and know how to report concerns to a trusted adult.
- Develop the skills needed to stay safe online, manage digital relationships responsibly and respond appropriately to risks encountered in online environments. Including privacy, sharing information/images, and how information/data may be used online.
- Make informed decisions that support their physical health, mental wellbeing, safety and future success.
- Change, loss and bereavement are taught in PSHE units and revisited in our RSE lessons.

6. Teaching and Learning and the Curriculum

6.1 RSE will be taught by the class teacher or our Wellbeing Lead, Mrs Bray. Each person will be supported through training and continuing professional development.

6.2 We teach RSE through different aspects of the Science (*shown in italics below*) and PSHE Curriculum. We use Twinkl Life resources. This enables us to take a comprehensive and inclusive approach for children in our school.

6.3 The lists below show learning progression in each year group. *Text in italics identifies objectives from the science curriculum.*

Year Foundation

- Understand some areas in which the children can look after themselves e.g. dressing and undressing
- Explain why it is important to keep clean
- Understand some basic hygiene routines
- Identify different members of the family
- To recognise that all families are different
- Understand how members of a family can help each other
- Who to talk to if children are worried

Year 1

- Know that I can choose what happens to my body and can get help with any concerns.
- Make healthy choices about sleep and exercise.
- Make healthy choices about healthy balanced diet and why this is good for our bodies.
- How to keep my body clean.
- What is safe to eat and drink.
- Choose to keep my mind and body healthy and safe.
- *Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.*

Year 2

- Name the main parts of boys' and girls' bodies.
- Understand how to respect my own and other people's bodies.
- Understand that we are all different and different people like different things.
- Talk about my family and others' families'.
- Describe how I will change as I get older.
- Describe things that might change in a person's life and how it might make them feel.
- *Notice that animals, including humans, have offspring which grow into adults*
- *Find out about and describe the basic needs of animals, including humans, for survival (air, water, food and shelter)*
- *Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.*

Year 3

- Choose what happens to my body and I can get help with any concerns.
- How to keep my body healthy.
- Why it is important to get enough sleep.
- Understand the importance of hygiene and what to do if I feel unwell.
- Know how to take medicine safely and keep safe around drugs.

- Know how to make better choices and choose healthy habits.
- *Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat*
- *Identify that humans and some other animals have skeletons and muscles for support, protection and movement*

Year 4

- I can describe male and female body parts and explain what these are for.
- I can describe how boys' bodies will change as they go through puberty.
- I can describe how girls' bodies will change as they go through puberty.
- I can describe the feelings that some people experience as they grow up.
- I understand that there are many different types of relationships and families.
- Explain that an egg and sperm are needed for a human baby to be conceived.
- That a baby is born from the mother's vagina.
- *No RSE specific content in Year 4 Science.*

Year 5

- Recap meaning of puberty from Y4 in case any children are experiencing changes.
- Know that my body belongs to me and that I have control over what happens to it.
- Understand why getting enough exercise and enough sleep is important.
- Understand how to take care of my body.
- Understand the harmful effects of using drugs, including alcohol and tobacco.
- Understand what a positive body image is.
- Discuss how to make informed choices in order to look after my physical and mental health.
- *Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.*
- *Describe the changes as humans develop to old age.*
- *Describe the life process of reproduction in some plants and animals.*

Year 6

- Describe the changes that people's bodies go through during puberty and how we can look after our changing bodies.
- Describe how thoughts and feelings may change during puberty and suggest how to deal with those feelings.
- Recognise that many things affect the way we feel about ourselves and I understand that there is no such thing as an ideal kind of body.
- Understand what a loving relationship is and that there are many types of relationships.
- Understand what a sexual relationship is and who can have a sexual relationship.
- Describe the process of human reproduction, from conception to birth.
- Discuss different types of relationships and partnerships.
- Discuss and challenge homophobia and gender stereotypes.
- Know where children can get advice or information about growing up and personal safety, including online safety.
- *Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.*
- *Reasons for classifying plants and animals based on specific characteristics.*
- *Recognise the impact of diet, exercise, drugs and lifestyles on the way their bodies function*

6.4 Opportunities are provided for children to ask questions appropriately in every class.

- 6.5 As part of our curriculum monitoring and evaluation our children are asked how they feel about the way RSE is taught at Kea School on an annual basis.

6.6 Resources

Resources to teach RSE include fiction, reference books, leaflets and extracts from videos.

Our main resource is Twinkl Life (a comprehensive scheme from Y1 to Y6).

Resources are available for families to view prior to their child/ren being taught. There are letters that go home to families a fortnight prior to teaching, so they can contact Mrs Bray, the PSHE and Wellbeing Lead, about content if they so wish.

6.7 Answering Questions

Ground rules are essential to provide an agreed safe environment for asking and answering sensitive or difficult questions. At Kea School we follow the 'Ready, Respectful and Safe' rules and share the expectation that we are speaking in confidence when questions and answers are discussed during these sessions. The rules are reviewed at the beginning of each session.

We also facilitate the use of an anonymous question box as a distancing technique. All children have the opportunity to write a question on a piece of paper and post it in the box. The teacher reviews the question during discussion time. All questions are answered or fed into the next lesson.

Teachers will endeavour to answer questions, and provision will be made to meet the individual child's needs where necessary.

7. Online Safety and Digital Relationships

As part of Relationships Education, pupils will be taught how to develop safe, respectful and positive relationships both offline and online. Teaching will include age-appropriate learning about privacy, consent, personal information, respectful communication, cyberbullying, online friendships, digital boundaries and how to seek help. Pupils will be supported to recognise when online behaviour is unsafe, unkind or inappropriate and to identify trusted adults and reporting routes. Online safety teaching will be delivered in a way that is inclusive, non-alarmist and consistent with the school's safeguarding, behaviour, anti-bullying, computing and acceptable use policies. Any disclosures or concerns arising from online safety or digital relationship issues will be managed in line with the school's safeguarding procedures.

8. Inclusion, SEND and Equalities

- 8.1 Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of relationships education and sex education. Where necessary, this will be done following discussion with the family of the individual child, and where appropriate, following specific advice from professional agencies such as education psychology or speech and language therapy.

9. Roles and Responsibilities

- 9.1 The school shares responsibility for RSE with families. We wish to build a positive and supportive relationship with the families of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:
- Consult families and governors on the curriculum and policy;
 - Will run a focus group for families before the renewal of the policy and when there is the introduction of new government guidance;
 - Inform families about the school's RSE policy via the school website;
 - Will inform families by letter when we give specific teaching about puberty, sex and reproduction;
 - Make available teaching material for families to see;
 - Answer any questions that families may have about the RSE of their child;
 - Take seriously any issue that families raise with teachers or governors about this policy or the arrangements for RSE here at Kea School;
 - Provide resources which may be useful at home.
- 9.2 It is the responsibility of the headteacher to ensure that both staff and families are informed about our RSE policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

10. Families' right to withdraw

- 10.1 Families do not have the right to withdraw their child from relationships education.
- 10.2 Families have the right to excuse their child from the non-statutory/non-science components of the sex education programme (DfE, RSE, 2025, p.6 point16). Families who wish their child to be excused from these lessons should put this in writing and make it clear to the headteacher which aspects of the programme they do not wish their child to participate in (Appendix 2). Parents are encouraged to provide RSE at home and are offered materials to use at home for this purpose.
- 10.3 Once this request is acknowledged, the child is excused from that particular unit of work. Families will need to make additional requests for subsequent units of RSE and in subsequent years.

11. Confidentiality

- 11.1 Staff conduct RSE lessons in a sensitive manner and in confidence. However, if a child makes a reference or disclosure about being involved, or likely to be involved, in sexual activity, then the member of staff will take the matter seriously and will follow child protection procedures. (See also Safeguarding and Child Protection Policy.)

Appendix 1: Coverage of Twinkl Life Year 1 to Year 6

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1, 3, 5	TEAM	Diverse Britain	Think Positive	Money Matters	Be Yourself	It's My Body
2, 4, 6	VIPs	One World	Safety First	Aiming High	Digital Well Being	Growing Up
Assembly Value TBC	Respect	British Values	Easter	Coronation	Teamwork	Courage

Coverage of three core themes.

Health and Wellbeing
Living in the wider world
Relationships

Appendix 2: Parent/carer form: withdrawal from sex education RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
TO BE COMPLETED BY PARENTS/CARERS			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	
Heateacher signature	