



Relationship and Sex Education (RSE) and Health Education Policy

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An academy within:



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



1. Introduction

- 1.1. At Kingfisher Academy, we are committed to providing high-quality Relationships and Sex Education (RSE) that is inclusive, age-appropriate, and meets the diverse needs of our students. Our RSE policy is designed to comply with the expectations set by Ofsted, the relevant inspectorate for England, and the 2014 National Curriculum. This policy outlines our approach to delivering RSE and our commitment to promoting healthy relationships, personal well-being, and the development of essential life skills.
- 1.2. 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.
- 1.3. 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'.
- 1.4. As from September 2020, RSE will be a National Curriculum requirement that will be taught as an identifiable part of PSHE, planned for, with timetabled lessons across all key stages.
- 1.5. 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.

2. Aims

- 2.1. It is the aim of Kingfisher Academy, to enable our students to develop into happy, independent adults, capable of either living alone or in a relationship. Through our PSHE/RSE lessons, our students will learn to be better Global Citizens and how to:
 - To provide students with accurate and age-appropriate knowledge about relationships, human development, personal identity, and healthy lifestyle choices.
 - To promote and nurture positive relationships, mutual respect, and understanding among students.
 - To empower students to make informed decisions about their well-being, personal safety, and relationships throughout their lives.
 - To ensure RSE is inclusive, respecting individual needs, cultural backgrounds, and beliefs.
 - To work collaboratively with parents/carers and external agencies to ensure comprehensive support and* expertise in delivering effective RSE.



3. Values

3.1. At Kingfisher Academy, we believe that RSE should:

- Be an integral part of 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 experiences ACE's and issues
- Be continuous and progressive, being both appropriate to the age and maturity of the pupils
- Provide accurate, unbiased information
- Taught in the context of family life
- Provide an opportunity for discussion and clarification around values and attitudes
- Make a significant contribution to our duty to safeguard and protect all children.

4. Curriculum Content and Delivery

- 4.1. Our RSE curriculum meets the statutory requirements of the 2014 National Curriculum for England.
- 4.2. Topics covered include, but are not limited to, relationships, self-identity, consent, puberty, personal hygiene, online safety, and understanding emotions.
- 4.3. RSE is integrated across the curriculum, with opportunities for discussions in relevant subjects such as PSHE, Science, RE and Citizenship.
- 4.4. Teaching approaches are adapted to suit the learning needs and abilities of our students, including the use of visual aids, sensory resources, and interactive activities.
- 4.5. Lessons are delivered in a safe, respectful, and non-judgmental environment, encouraging open discussions and answering questions within appropriate boundaries.
- 4.6. RSE is taught from key stages 2 to 4 as part of the PSHE (PE/SCIENCE to ensure there is no overlapping of curriculum), as outlined in the PSHE scheme of work. Pupils are taught in their class groups, with boys and girls being taught together, however some pupils will join other classes if necessary. Other additional sessions for small groups may be organised to re-visit or consolidate learning, or for individuals with a particular need.
- 4.7. 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 use the PSHE scheme of work to support their planning, with all lessons being objective led. All resources are school and DFE approved, the school has a policy to filter and prevent access to internet sites that could be deemed as inappropriate.

4.8. All lessons will:

- Be taught by staff, regularly trained, and by expert visitors who are invited into school
- Be delivered, in a variety of methods, so that children feel safe, are encouraged to participate and to develop both critical thinking and relationship skills. Our increased use of oracy across the school curriculum has aided the children to become better speakers, to ask deeper questions and to feel more confident during speech.
- Be based upon reliable sources of information, including the current law and will distinguish between fact and opinion. Through one of our Global citizenship themes our children will learn how to distinguish the difference between Fact and Opinion so that they are more likely to know the difference when faced in 'real life' situations.
- Meet the needs of all our pupils with very diverse experiences and needs and will be taught at an appropriate age rather than a chronological age.

4.9. Examples of some of the areas covered in lessons:

- Discuss real life issues appropriate to the age and stage of pupils including topic such as: friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
- Get help and treatment if required from sources such as the, NHS team, school nurse, doctors, reliable online information, as well as 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, and be in control of their own bodies.
- 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.
- Give pupils opportunities to reflect on values and influences (peer, media, faith and culture) that may shape their attitudes in relation to RSE and nurtures a respect for different values.
- Develop a caring and considerate attitude to each other, being aware them others may have different points of view and be able to respect that point of view.
- Give our pupils 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 challenges all forms of discrimination in RSE and school life.
- Be aware of issues such as CSE (Child Sexual Exploitation) and FGM (Female Genital Mutation) and to know who they can talk to if they are worried about any sexual matters.



5. Monitoring and Evaluation

- 5.1. Regular monitoring and evaluation of RSE lessons are conducted to ensure compliance and effectiveness.
- 5.2. Student feedback is actively sought to improve the quality and relevance of RSE lessons.
- 5.3. The designated RSE lead is responsible for the overall management and coordination of RSE provision.
- 5.4. The effectiveness of RSE provision is reviewed as part of the school's self-evaluation process.

6. Staff Training and Support

- 6.1. All staff involved in delivering RSE receive relevant training, including sensitivity training, to ensure they are equipped to deliver sensitive topics appropriately.
- 6.2. Staff are encouraged to engage in continuous professional development to stay informed about current best practices and legal requirements relating to RSE.
- 6.3. Staff are provided with regular opportunities for peer support, coaching, and access to external resources to enhance their delivery of RSE.

7. Safeguarding

- 7.1. All RSE lessons are conducted in a sensitive manner and in confidence. If a pupil makes a disclosure of a child protection issues, 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.
- 7.2. The Role of Parents:
 - We recognise parents/carers as the primary educators for their children and value their input in RSE delivery.
 - Parents/carers are provided with information on the RSE curriculum, content, and teaching approaches.
 - We actively seek parental feedback and involve them in the development and evaluation of our RSE policy.
 - Parents/carers are signposted to external resources and support networks to further enhance their knowledge and understanding of RSE topics.



7.2.1. We know that the primary role in children's RSE lies with parents and carers. We therefore wish to build a positive and supporting relationship with them through mutual understanding, trust and co-operation. Parents and carers are informed by letter, as appropriate, when RSE lessons are to be taught, which will include a general outline as to what aspects are being covered. This is to give, you the parents, the opportunity to discuss issues with your child and answer any questions they may have, if they so wish. To promote this objective, we will:

- Inform parents/carers about the school's RSE policy and practice so that home school can be consistent with key messages.
- Answer any questions you may have about the teaching of RSE in school or the resources used.

7.2.2. As from September 2021, it is compulsory for RSE to be taught. RSE and Health Education is compulsory for all primary school children and RSE compulsory for all Secondary School students.

7.2.3. Parents are still able to withdraw their child from the 'Sexual' part of RSE; however, you are advised to contact the Headteacher in the first instance to discuss your concerns. [Please read this for information on your right to withdraw](#)

8. Consultation

8.1. The Department for Education introduced compulsory relationships education for children from September 2020. It also became compulsory for all schools to teach health education. The purpose of these subjects is to support all young people to be happy, healthy and safe – to equip them for adult life and to help support children to make a positive contribution to society.

8.2. As part of this, all schools are required to consult with parents when developing and reviewing their policies for relationships education, which will inform decisions on when and how certain content is covered.

8.3. Effective engagement gives the space and time for parents to input, ask questions, share concerns and for us to decide the way forward. We will listen to parents' views, and then make a reasonable decision as to how we wish to proceed. When and how content is taught is ultimately a decision for Kingfisher Academy and consultation does not provide a parental veto on curriculum content.

8.4. Because of the transient nature of our population, parents and carers will be sent a letter upon admission to one of our sites (see Appendix 1), which consults with them regarding the curriculum content. We also, in addition, consult with any parents/carers of pupils who are on roll when the policy is due for review to ensure that their views are heard.



9. Summary of Expectations by Ofsted

- RSE curriculum covers key topics like relationships, consent, and personal well-being.
- Integration of RSE across the curriculum is evident.
- Teaching approaches consider the diverse needs and abilities of students.
- Staff receive training and support to deliver sensitive topics confidently.
- Parents/carers are engaged and informed about the RSE curriculum.
- Monitoring and evaluation processes ensure compliance and continuous improvement.



Appendix 1 – Example Consultation letter to parents

Dear <salutation> <surname>,

<Pupil forename> <Pupil surname> has been admitted onto the role of Kingfisher Academy at <site>.

As a part of your child's education at Kingfisher Academy, we promote personal wellbeing and development through a comprehensive Personal, Social, Health and Economic (PSHE) education programme. PSHE education is the curriculum subject that gives young people the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential.

I am writing to let you know that, as part of our PHSE programme, your child will be taking part in lessons which will focus on the relationships and sex education (RSE) aspect of this programme. RSE lessons in Kingfisher Academy will include teaching about Healthy relationships, including friendships and intimate relationships; families; growing and changing, including puberty; personal hygiene; changing feelings; becoming more independent; keeping safe and consent; developing self- esteem and confidence.

Pupils will also have opportunities to ask questions that help prepare them for relationships of all kinds in the modern world. PSHE education is taught throughout the school in every year group and is monitored and reviewed regularly by the staff and governing body. Please visit the school's website: [ENTER WEBSITE LINK](#) for more detail about our PSHE curriculum.

All PSHE teaching takes place in a safe learning environment and is underpinned by our school's ethos and values.

As a school community, we are committed to working in partnership with parents; recent parental feedback has indicated that the overwhelming majority of parents continue to be highly supportive of our relationships and sex education programme. Please take the time to view the RSE/PHSE page on the website which will give you more information about what your child will learn. If you would like to view the materials and, resources being used in lessons and discover how you can best support your child to discuss these topics at home, then please contact me on kransom@nexusmat.org and I will arrange to meet with you.

Yours sincerely,

Name

Role