



Kemball School

"We can because we try"



Relationships and Sex Education Policy 2025-2026

Introduction

This policy covers our school's approach to Relationships and Sex Education (RSE). We believe relationships and sex education is important for our pupils and our school because we want our pupils to understand themselves, respect others and form and sustain healthy relationships. We want our pupils to develop the knowledge, skills and understanding they need to live confident, healthy lives as individuals, and members of society with as much independence as possible.

The Governors expect a basic programme of Relationship Education (KS1 & KS2) and SRE (KS3 & KS4) and Personal development to be part of every child's entitlement at Kemball School, planned according to individual and group needs and development.

The Governing Body recognise that this policy takes into account the school's legal obligations and is based on the principle that Sex Education should be available for all children in accordance with section 241 of the 1993 Education Act.

In the document, "Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfEE, June 2019), the Secretary of State said this about Sex and Relationships Education: "Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way"

As of September 2020, the Government has committed to making the Health Education and Relationships Education (primary) and Relationships and Sex Education (secondary) aspects of PSHE compulsory.

What is Relationships Education?

Relationships Education focuses on teaching the building blocks of positive relationships with others including; family, friendships, and relationships with other peers and adults. For younger pupils, this learning focusses more on understanding feelings in themselves and in others and on the skills of friendship. They learn about risks in everyday life and develop their thinking about risk taking behaviour. As they get older, pupils consider the ways that others can influence how they think and behave and begin to think about peer pressure and how to resist it.

What is Sex and Relationships Education?

Sex and Relationships Education (SRE) is an integral element of a broader developmental programme of personal, social, health and economic (PSHE) education. It is lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It is about understanding the importance of stable and loving relationships, respect, love and care, empowering students to make informed and wise decisions to keep them safe.

Legal obligations.

Schools have a legal obligation to provide a Sex and Relationships Education programme. They also have a responsibility to keep an up to date policy which must be available to parents (accessible on our school's website). Parents of pupils in KS3 & KS4 have a right to withdraw their children from Sex Education. They must contact the school to request to withdraw their child. Further information about the right to withdraw pupils is outlined later in this policy.

Aims and Objectives of the SRE Policy

The aims of the SRE policy is to determine the content and manner in which the SRE programme is taught in school. The policy has the following aims;

1. To ensure that sex and relationship education meets the needs of all young people in a manner related to their developmental age and experience.
2. To emphasise that Sex and Relationship Education is placed within the context of the school's work in Personal Social and Health Education (PSHE).
3. To give information to parents about the programme so that they are aware of what will take place and will be aware of opportunities for involvement and consultation.
4. To indicate the school's interpretation of all relevant legislation and the Local Authorities' policy guidelines.
5. To ensure a cohesive and progressive delivery of SRE education that is consolidated and revisited at appropriate times.

Our approach to Sex and Relationships Education

Effective Sex and Relationship Education (SRE) is essential if children and young people are to make responsible and well-informed decisions about their lives. SRE should help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help children and young people to respect themselves and others and move with confidence through adolescence into adulthood.

Kemball School are committed ensuring that the education provided to pupils is appropriate to their individual ability and their understanding. We recognise that maturity may not correspond to chronological age and this will be taken into consideration prior to conducting SRE with individuals. We aim to make SRE accessible to our pupils through sensitive and age-appropriate teaching.

Due to the nature of the Special Educational Needs of the pupils we recognise that they are more vulnerable to exploitation, bullying and other issues, therefore Relationship Education is especially important for our pupils with social, emotional and mental health needs.

Curriculum, teaching and learning

As with all pupils, RSE for pupils with SEND should be part of life-long learning and begin at reception/school entry and continue throughout formal education and beyond.

Throughout the school, core concepts are taught to all pupils such as public and private, using correct terms for private parts of the body, an understanding of rights relating to our bodies, rules relating to touch, positive friendships, respect and consent.

Progression and Functional pathway

Pupils within the functional and progression pathways at Kemball will be offered a comprehensive, well-planned programme of study for PSHE. The PSHE rolling programme is taken from the PSHE Association website. Context of learning is grouped into 6 core themes;

- Self-Awareness
- Self-care, Support and Safety
- Managing Feelings
- Changing and growing
- Healthy Lifestyles
- The World We live In

The topics in the rolling programme are fully aligned with the Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education from the Department for Education (DFE). Within the topics, the statutory areas of Relationships Education for Primary classes are covered as well as the Sex and Relationships Education for Secondary classes. Please see Appendix A for the full coverage of topics for each year within the progression and functional pathway. Teachers may adapt topics to suit the needs of the pupils in their classes, for example, they may revisit a topic within a theme previously taught.

In addition to the PSHE curriculum coverage, classes in the progression and functional pathway deliver the NSPCC “Speak Out to Stay Safe” sessions every year.

Multi-sensory and Engagement pathways

Pupils with SLD and PMLD have a right to good quality RSE that provides a curriculum differentiated to cater for their range of needs and abilities. Throughout these pathways staff teach core concepts such as consent, public and private, touch and naming parts of the body through daily routines, for example during personal care. Staff use opportunities such as manual handling to ask a pupil for consent before moving them from one place to another. Staff will communicate with pupils about where they are taking them, what is happening now and next. Staff model correct use of language when support pupils with personal care e.g. naming the body part they are touching correctly. Staff use opportunities such as personal care to tell the child that they are closing the curtain to make the area private before beginning personal care to address the concept of public and private.

NSPCC PANTS resources – Primary classes.

In classes where teachers feel that it is appropriate, they will use the NSPCC Talk PANTS resources to address the concept of public and private. All bathrooms in the primary corridor have the NSPCC PANTS posters displayed and class staff will refer to PANTS rules in their circle time sessions, when issues regarding privacy arise, or when staff feel that pupils need reminding of the privacy rules.

Safe and effective practice in RSE lessons

We will ensure a safe learning environment by establishing ground rules before beginning a sequence of RSE lessons and revisiting the ground rules at the beginning of each session. Teachers and pupils will agree ground rules by having a discussion where pupils are able to make their own suggestions. A poster or list of rules will be made (by the pupils where possible) to show during the introduction of subsequent RSE lessons.

Distancing techniques such as the use of characters are used because this enables the topic to be distanced from the pupil. Character names are taken into account by the teacher who will make sure that the characters do not have the same name as any of the pupils.

All staff teaching RSE will be supported by the PSHE co-ordinator, their pathway leads and SLT and are encouraged to discuss any concerns or seek advice prior to teaching an RSE topic.

Links to other curriculum areas

The curriculum for our Progression and Functional pathways is taught as part of the PSHE programme. Some elements may be included in other subjects, for example, some of the Relationship and Sex education form part of the National Curriculum for Science e.g. reproduction. Parents are unable to withdraw their children from Science lessons.

Parental right to withdraw

Parents do have the right to withdraw their child from some or all of Sex Education that is delivered in our Secondary classes. Parents are encouraged to contact their child's class teacher to discuss what will be covered first and if they still want to withdraw need to contact the Head Teacher. Although parents can withdraw their children from dedicated 'sex education' lessons, they do not have the right to withdraw them from those aspects that are taught in Science or where it arises incidentally in other subject areas. We will work in active partnership with parents, value their views and keep them informed about our provision and should they have any concerns about the provision we will take time to address their concerns.

Parental Involvement

This policy will be available to the pupils through the school website. We aim to provide parents with accurate information about what their child is learning in school. We highly value the partnership between school and home and will promote open and informative two-way communication. Teachers will inform parents prior to teaching sensitive topics. This will enable parents and teachers to discuss prior learning, and for parents to ask questions about the curriculum coverage so that they are prepared to continue any conversations at home.

Part of the PSHE co-ordinator's role is to organise parents meetings whenever there is a change to curriculum or update, and to inform parents via letters home.

Organisation & Whole School Approach

The following groups that make up the part of the school community, have rights and responsibilities regarding Sex Education. In particular:

- The school leadership team supports the provision and development of this in line with this policy by providing leadership, adequate resourcing and time in the curriculum.

- Teachers in these pathways are involved in the school's Sex Education provision. It is their aim to deliver high quality teaching which is differentiated and personalised. Some teach this through the PSHE /tutor period programme and some through science and other curriculum areas. All teachers play an important pastoral role by offering support to students. Any teacher can be approached by a student who experiences a difficulty regarding sex or relationship issues. All staff are trained in how to keep children safe and understand how to report concerns to the school's designated safeguarding officer.
 - Support staff may be involved in a supportive role in some lessons and also play an important, informal pastoral role supporting students outside of the classroom.
 - Governors have responsibilities for school policies and they are consulted.
 - Parents/carers have a legal right to view this policy and to have information about the school's sex education provision. The policy is available on the school web site.
 - The school nurse plays a key role in supporting sex education through the provision of pastoral support for students either on a one to one basis or through the School Nurse 'Drop in'. This can be arranged via the HUB.
- Outside agencies and speakers are involved as points of referral as support services for students. The school will work in partnership with them and jointly plan their work within the school in adherence to this policy. We will also promote relevant outside support agencies that students can access.

Handling Sensitive and Controversial Issues

Learning from real-life experience is central to PSHE. Sensitive and controversial issues are certain to arise. Pupils will not be sheltered from such issues: through them, they can develop an important range of skills, including listening, accepting other points of view, arguing a case, dealing with conflict and distinguishing between fact and opinion.

Issues that are likely to be sensitive or controversial are those that have a political, social or personal impact and arouse strong feelings and/ or deal with questions of values and belief. RSE, drug education, religion or politics are likely to fall within this category amongst other issues.

In the teaching of controversial issues, there is always the risk of bias. Teachers will include in their provision activities that enable pupils to learn how to recognise bias, how to evaluate evidence put before them, how to look for different interpretations, views and sources of evidence and how to give reasons for what they say and do. Teachers will seek to avoid bias by providing a balanced presentation or opposing views.

Answering pupil's questions

Pupil's questions will be answered, as in every lesson, in an honest and sensitive manner appropriate to the age and maturity of the child and in keeping with their religious and cultural background. Teachers will respond to pupils' questions as open and honestly as possible, however, teachers are also able to ask a pupil to wait for an answer to give them time to consult the senior leadership team if they feel this is appropriate, or if the question raises potential safeguarding concerns. Staff will also work with pupils to help them to understand what personal information and experiences they might choose to keep private, what they may choose to share and how they can do so safely.

Confidentiality – See Confidentiality Policy

All staff, pupils, parents and carer's will be made aware of the school's framework for confidentiality. Key aspects include:

- Teachers and other school staff will not put pressure on the pupils to disclose personal information and will discourage fellow pupils from applying such pressure.
- Ground rules will be used in PSHE lessons.
- Boundaries for confidentiality will be set in lessons and in discussions with teachers and visitors to the school.
- Situations when teachers will need to break confidentiality, such as those involving child protection issues.
- In 1-1 situations, the limits as to the advice that teachers/ school staff can offer.

Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In this instance, teachers will consult with the designated safeguarding lead and in his/her absence, their deputy. Visitors and external agencies which support the delivery of Relationships Education will be required to adhere to the school's safeguarding policy and policies relating to the subjects they are teaching or contributing towards.

In accordance with school policy, visitors will be invited into school in order to supplement or complement the programme. Outside agencies may be used to complement the curriculum. All materials used will be discussed prior to the visit and a member of staff will remain in the class with the speaker.

Equal opportunities - See Equal opportunities Policy

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects (DfE, Relationships Education, Relationships and Sex Education (RSE) and Health Education, 2019, p13)

In teaching Relationships Education and SRE, Kemball School will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. The education programme is an entitlement of all pupils. The programme will reflect and include values held by a variety of religious and racial communities with an emphasis on those held within the school. The class will be taught in mixed groups, although there should be opportunities for single gender work.

As all of our pupils have Special Educational Needs they will be supported according to their stage of development and learning difficulty, but will not be excluded from SRE.

Monitoring and evaluation

A copy of the policy will be given to the school governors. The policy should be updated regularly.

This policy should be read in conjunction with the following:

- 1) Kemball School MHWB Policy
- 2) Kemball PSHE Policy
- 3) ASDAN Policy
- 4) Kemball Safeguarding Policy
- 5) Progression Pathway Standards
- 6) Functional Pathway Standards
- 7) Engagement Pathway Standards
- 8) Multi-sensory Pathway Standards
- (9) E-safety Policy
- (10) Anti-bullying policy
- (11) Behaviour Policy

Websites

<https://learning.nspcc.org.uk/services/speak-out-stay-safe>

<https://learning.nspcc.org.uk/research-resources/schools/pants-teaching>

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

PROGRESSION AND FUNCTIONAL CLASSES

The following rolling programme is SEND specific taken from the PSHE Association website. Please refer to the second document that has been given to you that identifies the learning outcomes for each topic area. These are shown in progressive steps. Please adapt to the needs and abilities of your pupils. Some areas may need to be re-visited by some teachers and learning outcomes from other year groups/ key stages might need to be drawn upon. Relationships Education and Sex and Relationships education is covered within the topics. Please make clear the theme and topic covered on your topic cover sheets in PSHE books.

KS 1 & 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Self- Awareness	Self- Care, Support and Safety	Managing Feelings	Changing and Growing	Healthy Lifestyles	The World We Live In
Year 1 (Spode 2)	People who are special to us	Taking care of ourselves	Identifying and expressing feelings	Different types of relationships	Healthy Eating	Jobs people do
Year 2 (PC A)	Kind and unkind behaviours	Keeping safe	Identifying and expressing feelings	Different types of relationships	Healthy Eating	Taking care of the environment
Year 3 (PC B)	Playing and working together	Trust	Identifying and expressing feelings	Baby to adult	Taking care of physical health	Rules and laws
Year 4 (PC C)	Things we are good at	Keeping safe online	Identifying and expressing feelings	Baby to adult	Taking care of physical health	Belonging to a community
Year 5 (PC D)	Getting on with others	Keeping safe online	Managing strong feelings	Baby to adult	Keeping well	Respecting differences between people
Year 6 (PC A+)	Getting on with others	Public and Private	Managing strong feelings	• Changes at puberty • Dealing with touch	Keeping well	Money

KS 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme Focus	Self- Awareness	Self- Care, Support and Safety	Managing Feelings	Changing and Growing	Healthy Lifestyles	The World We Live In
	Parents have the right to opt out of Sex education in Secondary classes. Please make parents aware of any Sex education coverage before teaching it e.g. on parent topic overview and make parents aware that they can discuss any coverage with you.					
Year 7 (PC B+)	Personal strengths	- Feeling unwell - Feeling frightened/ worried	Self-esteem and unkind comments	- Puberty - Friendships	Elements of healthy lifestyle	- Rights and responsibilities - Taking care of the environment
Year 8 (PC B++)	Skills for learning	- Accidents and risk - Keeping safe online	Strong feelings	Positive/ unhealthy relationships	- Mental wellbeing - Physical activity - Healthy Eating	- Managing online information - Human diversity
Year 9 (PC C+)	- Prejudice and discrimination - Managing pressure	- Emergency situations - Public and private - Gambling	- Romantic feelings and sexual attraction - Expectations of relationships/ abuse	- Intimate relationships. - Consent and contraception	- Body image - Medicinal drugs - Drugs, alcohol and Tabaco	- Managing finances - Preparing for adulthood

Classes following the ASDAN certificate, please look at topic areas below as these are not covered in the ASDAN curriculum. Please use the planning framework located in staff share to draw on learning outcomes.

Year 10/11 topic areas

Self-Awareness

- Prejudice and discrimination

Self-care, Support and Safety

- Feeling unwell
- Feeling frightened and worried
- Emergency situations
- Public and private
- Gambling

Managing feelings

- Self-esteem and unkind comments
- Romantic feelings and sexual attraction
- Expectations of relationships/abuse

Changing and growing

- Positive/unhealthy relationships
- Intimate relationships
- Consent and contraception

Healthy lifestyles

- Body image
- Medicinal drugs
- Drugs, alcohol and tobacco

The World We Live In

- Managing online information
- Human diversity