



# **SEATON ACADEMY**

## **Relationships, Sex Education (RSE) and Relationships and Health Education Policy**

**2025/26**

| <b>Approved by<sup>1</sup></b>           |                                                                                     |
|------------------------------------------|-------------------------------------------------------------------------------------|
| <b>Name:</b>                             | Robert Barton                                                                       |
| <b>Position:</b>                         | Headteacher                                                                         |
| <b>Signed:</b>                           |  |
| <b>Date:</b>                             | March 2025                                                                          |
| <b>Proposed review date<sup>2</sup>:</b> | May 2026                                                                            |

<sup>1</sup> The Employer free to determine how to implement & approve.

<sup>2</sup> Employer free to determine. DfE strongly advice annually.

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## 1. Introduction

Seaton Academy, is committed to the Health and Safety of all pupils and will work together with parents and the local community to enable pupils to make healthy informed choices.

The government says 'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline... 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.'

DfE Guidance on Relationships Education, Sex Education (RSE) and Health Education 2019.

In July 2019 the government produced statutory guidance for governing bodies and headteachers in school, outlining the legal duties with which schools must comply, when teaching Relationships Education, Relationships and Sex Education and Health Education and expectations of learning for all pupils by the end of Primary School. (see Appendix 2)

## 2. Statement of Intent

PSHE (Personal, Social, Health and Economic) education is a crucial part of a child's education. It gives children access to critical information about themselves and the many facets of the diverse world around them. We aim to provide a tailored curriculum that is both broad and balanced, and meets the unique context of our school. We give pupils access to big ideas and conversations, alongside practical experiences. At the heart of this, we encourage respect and understanding of the universal rights of the child.

We aim to promote children's knowledge, self-esteem, emotional wellbeing and resilience, and to help them to form and maintain worthwhile and positive relationships. Children will be taught to have respect for themselves, and for others.

### 2.1 Aims and Objectives

Some PSHE topics are taught within other subjects, especially Computing, Maths and Science, for example the teaching of e-safety within Computing lessons. The PSHE curriculum is underpinned by the National Curriculum and supported by the frameworks of PSHE Association and 1decision.

The PSHE curriculum is split into the three key themes of Health and Wellbeing, Relationships and Living in the Wider World. Topics are revisited across year groups, and understanding is deepened. This allows for progression and retention of key skills and knowledge, and also the introduction of key concepts at an age-appropriate point. This progression is detailed in the 1 decision PSHE curriculum map.

PSHE education will be provided to all children within our school. All pupils will be supported to access health, relationships and sex education through high-quality teaching, following the guidance of 1decision. Teaching will be adapted and personalised to suit individual needs. PSHE education will

be taught on a regular, discrete basis, with some content also being taught through other subject areas, and within other contexts, such as assemblies, 'circle time' or 'class meetings'. There is no expectation that children complete formal written recording of teaching for each session; some evidence is captured on our learning platform, Class Dojo, and evidence taken for display boards. Additionally, classes may be encouraged to make an artistic response, or complete a more traditional written task, some lessons may be talk based and have no written outcome at all. Assessment is essential to the effective teaching of PSHE. The learning we wish to assess will relate to the pupils' attributes and skills, as well as their knowledge and understanding related to the topic. Assessments include baseline assessment, end of topic assessment each half term and self-assessment.

### 3. Current RSE requirements

The 2019 Relationships, Relationships and Sex and Health Education statutory guidance, states that Maintained Primary Schools are legally required to have a RSE policy that describes the content and organisation of RSE taught.

RSE sessions will be taught additionally, separate from Science in the National Curriculum.

The policy should be made available to parents on request.

(Please see the Science page available on our school website for details of coverage throughout the year.)

### 4. Compulsory aspects of RSE

PSHE and RSE has more recently been made compulsory, in 2020.

Parents have a legal right to withdraw their children from dedicated "Sex Education" lessons however, they **do not** have a right to withdraw their children from those aspects of RSE that are taught in National Curriculum Science or where RSE issues arise incidentally in other subject areas.

We follow the support and advice from The National Curriculum and PSHE Association of the skills of knowledge required to be covered in Key Stage 1. The delivery of these session are support through our scheme of work, 1decision and through our Science topics.

### 5. RSE and Statutory duties in school

RSE plays a very important part in fulfilling the statutory duties all schools have to meet in safeguarding and promoting pupil wellbeing.

This policy will be compliant with the following guidance:

- Relationships and Sex Education (RSE) is an important part of PSHE Education (DfE 2014)
- RSE helps children understand how to keep safe

- Primary schools have a statutory duty to have regard for the Secretary of States Guidance when providing RSE. (DfE 2019)
- Ofsted will evaluate how schools help to ensure a healthy lifestyle for their children (Ofsted, 2013, guidance Para 64)
- It is compulsory to teach the parts of sex education that fall under National Curriculum Science, which must be taught to all pupils of primary age. E.g. the biological aspects of reproduction and naming b. (Education Act, 1996, National Curriculum 2014: DfE science programmes of study KS1 and KS2).
- Under the provision of the Equality Act 2010, schools must not discriminate and must make reasonable adjustments to alleviate disadvantage.

## 6. Organisation of the Relationships and Sex Education programme

The Relationships Education, RSE and Health Education Guidance 2019 have made Relationships education compulsory in all primary schools. The Science National Curriculum 2014 and units delivered as part of the Animals, including Humans units and Living things and their habitats are also compulsory in all primary schools.

The Relationships programme will be delivered through personal, social, health and economic (PSHE) education through the PSHE Association curriculum with statutory aspects taught via the science national curriculum.

The National Curriculum for science includes compulsory subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age.

## 7. Relationships Education (statutory)

The focus of relationships education within the PSHE Association curriculum is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults.

The PSHE Association curriculum teaches pupils, what friendship is, what family means and who the people are who can support them. Identify healthy lifestyles choices, through physical exercise, a balanced diet and oral health care.

Our school's careful use of the PSHE Association Curriculum and 1decision, teaches about families in a sensitive way, based on a clear knowledge of the pupils and their circumstances, reflecting that some children have different family structures and supportive relationships. They learn how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding, including the differences between appropriate and inappropriate behaviour.

The PSHE lessons teach pupils about online safety and appropriate behaviour online, including sharing data and ways in which information provided by users may be used negatively.

The PSHE's Relationship Education encourages the development and practice of resilience, perseverance and self-respect. Pupils are also helped to develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. In

the PSHE, this is achieved through a plethora of exciting and innovative learning experiences for active citizenship, for example School Council and Green Team.

## 8. Relationships and Sex Education outcomes taught through the PSHE Association curriculum and Science Curriculum.

### Key Stage 1

Pupils in Year 1 are taught:

- How people grow and change and how people's needs change as they grow from young to old.
- Biological names for various body parts.

Pupils in Year 2 are taught:

- That animals, including humans have offspring which grow into adults.

### 8.1 PSHE outcomes and aims:

#### Foundation Stage

The children will:

- gain some basic information about their bodies and how to take care of them.
- discuss their family and their own place in it.
- learn about their own development and discuss the needs of babies and their growth.
- begin to understand the value of ones self and other people.
- begin to develop an understanding of relationships and how people interact (including simple rules, positive relationships and behaviours).

#### Year 1

The children will:

- extend their knowledge of the body and how it works with increased focus on what it needs to stay healthy, recognise and name body parts.
- identify how we are different and how we are the same.
- learn that animals (including humans) produce young and these grow into children and new adults.
- discuss how babies and children need to be looked after while they are growing.
- discuss academy rules and compile behaviour agreement.
- begin to understand about setting themselves a goal, (success criteria)

#### Year 2

The children will:

- discuss developing healthy lifestyles.
- discuss academy rules and acceptable/unacceptable behaviour (e.g. bullying).

- talk about knowing the difference between right and wrong.
- develop an understanding of their own environment.
- learn about caring for one another.
- develop a positive self-image and understand how to deal with their feelings in a positive way.
- learn about the process of growing and changing.
- talk about the differences and similarities between people.
- learn about caring for animals.
- develop an understanding of what they are good at and setting themselves simple goals.
- talk about belonging to different groups, communities and clubs.
- learn how to ask for help (e.g. from family, friends, older pupils etc)

#### KS1 Aims:

- To foster self-esteem and self-awareness and a sense of responsibility both towards themselves and others.
- To help them prepare for, and adapt to, the physical and emotional changes and challenges of growing up.
- To develop understanding about changes, growth and development of the human body.
- To develop sensitivity towards the needs and views of others by promoting the fundamental British values.
- To promote the necessary skills for effective communication, long and happy relationships and positive behaviour and development

We also believe that pupils have an entitlement to

- age and circumstance appropriate RSE
- help from trusted adults and helping services

#### 9. Staff Training

All staff members who deliver PSHE, RSE and Citizenship at school, will undergo training for 1decision by the coordinator of the subject, Mrs Kathryn Broughton.

Mrs Kathryn Broughton will also ensure they are up-to-date with the education programme.

Training of staff will also be scheduled around any updated guidance on the programme and any new developments, which may need to be addressed.

#### 10. Delivery of the Programme through safe and effective practice

PSHE is taught Some PSHE topics are taught within other subjects, especially Computing, Maths and Science, for example the teaching of e-safety within Computing lessons. The curriculum is based on the frameworks of the National Curriculum, PSHE Association and 1decision.

The PSHE curriculum is split into the three key themes of Health and Wellbeing, Relationships and Living in the Wider World. Topics are revisited across year groups, and understanding is deepened. This allows for progression and retention of key knowledge and skills, and also the introduction of some concepts at an age-appropriate point. This progression is detailed in the 1 decision PSHE curriculum map.

PSHE education will be provided to all children within our school. All pupils will be supported to access health, relationships and sex education through high-quality teaching, following the guidance of 1decision. Teaching will be differentiated and personalised to suit their individual context. PSHE education will be taught on a regular, discrete basis, with some content also being taught through other subject areas, and within other contexts, such as assemblies, 'circle time' or 'class meetings'. There is no expectation that children complete formal written recording of teaching for each session, and some evidence is captured on our learning platform, Class Dojo. Additionally, classes may be encouraged to make an artistic response, or complete a more traditional written task. Some lessons may be talk based and have no written outcome at all. Assessment is essential to the effective teaching of PSHE. The learning we wish to assess will relate to the pupils' attributes and skills, as well as their knowledge and understanding related to the topic. Assessments include baseline assessment, end of topic assessment each half term and self-assessment.

Pupils are prevented from accessing inappropriate materials on the internet when using such to assist their learning. The prevention measures taken to ensure this, are outlined in the schools E-Safety policy and Acceptable terms of use agreement.

Teachers will establish what is appropriate for the whole class settings, and alter their teaching of the programme accordingly. Teachers will ensure that pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, age appropriately and honestly.

## 11. Safeguarding

At Seaton Academy, we understand that by their nature, certain subjects may carry an increased risk of pupil disclosure. In cases where there is a safeguarding risk, school safeguarding policy in relation to Keeping Children Safe in Education 2022 will be followed. In all other cases; concerns will be recorded on CPOMS and pupils will be supported by the Head Teacher. All external contributors will be informed of our safeguarding policy prior to working with the children. We also recognise there may be disclosures that aren't safeguarding issues, but opportunities to support the child. If this occurs staff may refer or suggest local or national support services or information for pupils and/or their families. If the question raises potential safeguarding concerns, staff should respond in a way that will allow them time to seek advice from the Head Teacher by replying with for instance: 'That is a really interesting question and I need time to think because I want to give you a proper answer.'

## 12. Working with Parents/Carers

The school will ensure that no teachers express their personal views or beliefs when delivering the programme.



As always, we always aim to work with our parents and carers. Please contact the Headteacher, Mr Robert Barton or our PSHE, RSE and Citizenship lead, Mrs Kathryn Broughton, to discuss any questions or concerns.

### 13. Equal opportunities

The programme will be designed to be inclusive to all pupils. Teachers understand that they may need to be more explicit and adapt planning of work in order to appropriately deliver the programme to pupils with SEND. There will be equality for boys and girls. The school is dedicated to delivering the sex and relationships education programme with sensitivity and respect, avoiding any derogatory or prejudicial terms which may cause offence.

### 14. Links to other Policies

Relationships, Relationships and Sex and Health Education, have clear links with other school policies aimed at promoting pupils' spiritual, moral social and cultural development, including the following:

- PSHE Policy
- Anti – Bullying Policy
- Safeguarding Overarching Statement
- Behaviour Policy
- Child Protection policy
- Peer to Peer abuse policy
- Special Educational Needs Policy

### 15. The Role of the Headteacher

It is the responsibility of the Headteacher to ensure both staff and parents are informed about our Relationships and Sex Education Policy and that the policy is implemented effectively.

### 16. Monitoring and Review

This policy will be reviewed by the Headteacher, Mr Robert Barton and the PSHE Co-ordinator, Mrs Kathryn Broughton on an annual basis. Any changes needed to the policy, including changes to the programme, will be implemented and any changes will be clearly communicated to all staff involved in the Relationships and Sex Education programme and parents.

Children will be assessed at the end of term, through end point assessment, self-assessment and against the skills of knowledge which will be recorded on FFT. Time will be set aside to reflect any areas and teachers will adjust the programme where necessary to improve the provision and the children's learning needs

Children in the Foundation Stage have their attainment on entry assessed by observations and their progress tracked and monitored through the use of Early Years Outcomes throughout Nursery and Reception. The Foundation Stage profile will indicate if children are reaching expected levels by the end of Reception and will be used in transition into Key Stage 1.



# SEATON ACADEMY

## Appendix 1 – Parent letter and Information

Dear KS1 Parents/Carers,

### **Re: Relationship & Sex Education – IMPORTANT INFORMATION**

At Seaton Academy, we deliver age-appropriate Relationships & Sex Education lessons to the Key Stage 1 children during the Summer term.

The programme consists of: Boy Talk, Girl Talk through our 1decision programme that we follow in school and naming body parts, alongside our science lessons.

The children will explore 'good' and 'bad' secrets, identifying when it is good to 'keep a secret' and areas that are 'private' to use. This is supported through 'Pantosaurus'. Understanding that they have a right to say no and if they need to speak out about something, someone will listen. For more information, please visit the **NSPCC.org.uk website** > pants-underwear-rule.

The leaflet enclosed contains a synopsis of the sessions and the vocabulary used in discussion. We intend to deliver this part of the curriculum during the Summer term.

Relationships and Sex education is a statutory part of the Key Stage 1 Science programme. We have always found that children like learning about these things together, in an environment where they feel comfortable and able to ask questions.

If you have any questions or concerns please contact me.

Yours sincerely,

**Kathryn Broughton**

**PSHE, SRE and Citizenship lead**

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