

# Relationships and Sex Education Policy



Kewaigue  
School

Version	Revision Author	Sections Changed	Sign-off By	Date
V1.0			Governing body	January 25

# Glossary

For the purpose of this Policy, the following terms have defined meanings:

**Department** means the Department of Education, Sport and Culture (**DESC**) including maintained and provided schools, UCM, Villa Gaiety and MSR.

**Drop Down Days** are 'off-timetable' days in which regular lessons are replaced by specialist sessions, often delivered by external professionals, to enhance PSHE provision.

**PSHE** means Personal, Social, Health and Economic Education.

**RSE** refers to Relationships and Sex Education.

**Schools** means any education establishment maintained or provided by DESC.

## **1. Introduction**

The Department of Education, Sport and Culture recognises the importance of high quality, evidence based and developmentally appropriate Relationships and Sex Education (RSE) which forms an integral strand of a broader PSHE programme.

This document details Kewaigue's policy on the planning, organisation, and delivery of RSE within our setting.

This policy is for the leaders, staff (particularly those who are directly involved in the planning and delivery of RSE) and Governing Bodies of Kewaigue School.

It may also be referenced by parents, pupils and the wider public for information.

## **2. Key Points**

- All pupils at Kewaigue will receive RSE in accordance with this policy.
- Details of the RSE curriculum (including lesson content) are made available to parents/carers on the school website. A paper copy can be provided upon request by contacting the school administrator.
- Parents/carers have the right to withdraw their child from all or part of the RSE curriculum. The details of how this right may be exercised is included in this document.

## **3. What is RSE?**

Relationships and Sex Education (RSE) is a subject which falls under the wider umbrella of Personal, Social, Health, and Economic (PSHE) education. RSE strives to offer children the information and skills needed to make informed choices, and to enjoy safe, healthy relationships throughout their lives.

The purpose of RSE is to provide opportunities for young people to explore themes related to the emotional, social, and physical elements of growing up, within a school culture which enables them to flourish.

High quality, evidence based, and developmentally appropriate RSE is fundamental to support our young people's readiness to live and thrive in a society that is becoming ever more dynamic and digitally advanced.

#### **4. Aims of RSE**

Developmentally appropriate RSE aims to<sup>1</sup>:

- Help children and young people to understand and take care of their physical health.
- Improve children and young people's emotional well-being and mental health.
- Safeguard children and young people by supporting them to report harmful behaviour, including online.
- Inform children and young people of their rights and responsibilities in society, leading to greater community cohesion and appreciation of independence and interdependence within relationships.
- Develop emotional intelligence and critical thinking skills, including around gender equity and power dynamics in relationships.
- Reduce harmful behaviour, including sexual violence and relationship abuse, stigma and discrimination.
- Help children and young people to develop positive relationships with themselves and others, based on respect and equality.
- Compliment and support parental guidance.
- Remain in line with our school values

#### **5. Equality and Inclusion**

Kewaigue School strives to deliver RSE in a manner which meets the needs of our diverse learning community. We aim to create an environment which is safe and accessible for all our learners, including a RSE curriculum in which all pupils feel valued, respected, and represented.

We believe that all pupils have the right to high quality RSE regardless of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (these are collectively known as protected characteristics).

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 RSE.

#### **6. Confidentiality and Safeguarding**

Kewaigue School is committed to safeguarding and promoting the welfare of all children, staff and others who come into contact with Kewaigue School, regardless of their background, beliefs, or other personal characteristics.

We aim to meet our commitment by creating a positive and open culture, whereby all individuals feel confident to raise and discuss their concerns and to have their views and wishes considered.

---

<sup>1</sup> [Sex Education Forum 2022](#)

This will be achieved through a framework of identifying and responding to such concerns appropriately and in a respectful manner. Within this framework, all staff, including volunteers, will be made aware of Kewaigue School's policies and procedures, and their own personal duties.

There will be times when the duty to safeguard children will override the wishes of a child or parent but action needs to be taken to safeguard the child.

Child protection refers specifically to the activity that is undertaken to protect individual children or young people who are suffering or are likely to suffer significant harm.

Safeguarding is more than child protection and can occur across the continuum of need. Safeguarding begins with promotion and preventative activity which enables children and young people to grow up safely and securely in circumstances where their development and wellbeing is not adversely affected.

Teachers need to be aware that effective Relationships and Sex Education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the Head Teacher/Designated Child Protection person in line with the DESC procedures for child protection.

A member of staff cannot promise confidentiality if concerns exist.

## **7. Right of Withdrawal**

At Kewaigue School, we believe in the importance of RSE and its role in providing children and young people with the skills and knowledge they need in order to stay safe and form healthy relationships as they grow.

We also understand that decisions regarding a child's education are personal and often reflect individual family values and beliefs. We appreciate that some parents/carers may have questions or concerns about what is being taught.

Parents/carers have the right to withdraw their child from **any or all** sessions of the RSE curriculum. While we respect this right, we would also welcome the opportunity to discuss any concerns a parent/carer may have, prior to choosing to withdraw their child.

Should a parent/carer wish to discuss the RSE curriculum, the following process should be followed:

Contact the school administrator to arrange an appointment with the Head of school, outlining any concerns. The Head of school will facilitate a meeting at a mutually convenient time, with the appropriate staff.

## **8. Organisation and Delivery**

The school's RSE Policy is based on the DESC Advisory Curriculum. See overview below.

Parents will receive prior notification of the RSE Programme to enable them to discuss issues with staff or their own children.

Materials used in the RSE Programme will be available to parents on request.

The RSE Programme will cover aspects of personal hygiene, puberty, menstruation, pregnancy and birth.

The children will be taught in both single and mixed gender groups as appropriate.

Every child – is entitled to receive RSE.

It is our intention all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development with differentiated provision if required.

### **Dealing with difficult questions**

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework can facilitate the use of an anonymous question box as a distancing technique.

Teachers will endeavour to answer questions as honestly as possible, but questions they do not feel comfortable answering within the classroom or ones which are not age appropriate and beyond the curriculum Learning intentions, will not be answered or explored.

When appropriate, visitors such as the Physical and Emotional Health Education Officer and/or the school nurse may be involved in the delivery of Sex and Relationships Education, particularly in Key Stage 2.

## Kewaique PSHE & RSE Overview 2025

Reception	<ul style="list-style-type: none"> <li>• My body</li> <li>• My body belongs to me</li> <li>• Unique, similar and different</li> <li>• Our families</li> <li>• People who help look after me</li> <li>• Asking questions, making choices, saying yes, saying no!</li> </ul>	<ul style="list-style-type: none"> <li>• Friends and helping others</li> <li>• Playing together, being kind</li> <li>• Personal space and privacy</li> <li>• When I feel sad or upset</li> <li>• Looking after plants and animals</li> <li>• Looking after a baby</li> </ul>	
Year 1	<ul style="list-style-type: none"> <li>• My body</li> <li>• My body belongs to me</li> <li>• Privacy</li> <li>• Friendship</li> <li>• People who are special to me</li> <li>• When I have a worry</li> </ul>	<ul style="list-style-type: none"> <li>• Looking after plants</li> <li>• Learning about life cycles</li> <li>• Looking after pets</li> <li>• Families are different</li> <li>• This is how I feel</li> <li>• Feeling safe</li> </ul>	<ul style="list-style-type: none"> <li>• Stereotypes</li> <li>• Appropriate contact/ physical greeting</li> <li>• How to stay safe online</li> <li>• Being kind online</li> <li>• Responsible online use</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• This is how I feel</li> <li>• I am unique</li> <li>• We are similar and different</li> <li>• What makes me, me?</li> <li>• Boys and girls</li> <li>• Keeping clean</li> </ul>	<ul style="list-style-type: none"> <li>• Kindness and empathy</li> <li>• Who friends fall out</li> <li>• Good secrets and bad secrets</li> <li>• Different types of families</li> <li>• Change and loss</li> </ul>	<ul style="list-style-type: none"> <li>• Asking for permission</li> <li>• Privacy</li> <li>• Using the internet</li> <li>• Exploring reliability in the online world</li> <li>• Responsible online use</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• What babies need</li> <li>• Online relationships</li> <li>• My senses</li> <li>• Conflict and resolution</li> </ul>	<ul style="list-style-type: none"> <li>• Safe and happy online</li> <li>• Disability</li> <li>• Emergencies and calling for help</li> <li>• First aid - bites and stings</li> </ul>	<ul style="list-style-type: none"> <li>• Wellbeing</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• Names of the parts of my body</li> <li>• Feelings and puberty</li> <li>• Personal Hygiene</li> <li>• What is consent</li> <li>• My body is mine</li> </ul>	<ul style="list-style-type: none"> <li>• What is a friend?</li> <li>• Making and keeping friends</li> <li>• Online/offline friends</li> <li>• Being fair</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Social media</li> <li>• Computer games</li> <li>• Emergencies and calling for help</li> <li>• First Aid - bleeding</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• When I feel safe/unsafe</li> <li>• My 5 trusted adults</li> <li>• Bullying</li> <li>• Abuse and neglect</li> <li>• Watching and sharing videos online</li> </ul>	<ul style="list-style-type: none"> <li>• My feelings</li> <li>• When I feel sad or worried</li> <li>• My body - puberty</li> <li>• Surprises vs secrets</li> <li>• Families can change</li> <li>• How to manage changes in families</li> </ul>	
Year 6	<ul style="list-style-type: none"> <li>• What is love</li> <li>• Being attracted to someone</li> <li>• Sex</li> <li>• How human life begins</li> <li>• What do parents/carers need to know</li> <li>• If I were a parent/carer</li> </ul>	<ul style="list-style-type: none"> <li>• Menstruation</li> <li>• How do adults plan and prevent pregnancy</li> <li>• Feelings and Loss</li> <li>• Coping strategies for loss and grief</li> </ul>	<ul style="list-style-type: none"> <li>• Self care</li> <li>• Building connections</li> <li>• Transition to High School</li> <li>• Its just a joke? - friendships and online behaviour</li> </ul>

Created : May 2025  
Review date: May 2026

## 9. External Agencies and Visitors

The RSE curriculum in our school is enriched by the involvement of external agencies, who offer additional input and resources to support curriculum delivery. Agencies may be invited to deliver specific lessons as part of a scheduled drop-down day, or as a response to an identified need within our school.

Examples of agencies we may work with include:

- Isle of Man Constabulary
- Isle of Man Prison Service
- Motiv8
- Isle Listen
- St John Ambulance
- Kensington Arts (Culture Division of DESC)

## **10. Associated Resources**

This policy has links to the following legislation and Kewaigue School policies:

### **Legislation**

[The Education Act 2001](#)

[The Education \(Curriculum\) Order 2011](#)

[The Equality Act 2017](#)

[The Safeguarding Act 2018](#)

[The Sexual Offences and Obscene Publications Act 2021](#)

### **Policies**

[DESC Safeguarding and Child Protection Policy](#)

Equality & Diversity

Behaviour & Anti Bullying

### **Further Resource**

[Healthy relationships | NSPCC](#) .

[Relationships and Sex Education: The Evidence | Sex Education Forum](#)