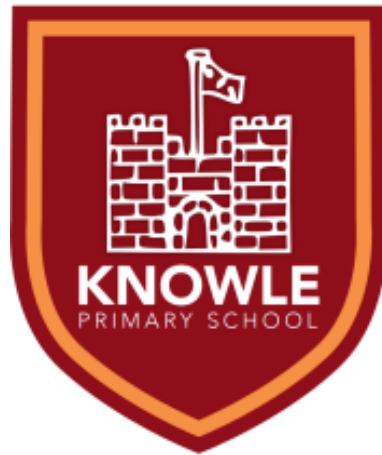


Knowle Primary School



RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

This Policy was adopted and ratified by the Knowle LGB in May, 2024.

Summary of Changes	Date
Addition of paragraph 6.1 – inclusivity Addition of paragraph 6.2 – Use of resources Addition of paragraph 7.1 – External Organisations and Materials	May 2024

There is a DfE review of RSE teaching and new guidance due for statutory implementation in September, 2026. Out policy will be reviewed in line with this guidance and implemented fully in September, 2026.

Policy Approved: May 2024

Policy for Review: May 2026

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1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#). Relationships education has been compulsory for pupils in primary education since September 2020.

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in Sections 406 and 407 of the [Education Act 1996](#) and also Part 6, chapter 1 of the [Equality Act 2010](#). Furthermore, we must have regard to legal duties set out in [The Public Sector Equality Duty](#) (as set out in section 149 of the [Equality Act 2010](#)). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

At Knowle we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE

5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our RSE curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, developmental stage, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum by teachers using the Jigsaw Scheme. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by teachers in the classroom using the Jigsaw Scheme.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

The delivery of RSE comes through the form of our JIGSAW curriculum. This programme of work fulfils the new statutory guidance. Jigsaw 3-11 offers a comprehensive Programme for Primary PSHE including statutory

Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.

For more information about our RSE curriculum, see Appendices 1 and 2.

6.1 Inclusivity

We will teach about these topics in a manner that considers how a diverse range of pupils will relate to them, is sensitive to all pupils' experiences. We will also teach during lessons in a manner that makes pupils feel safe and supported and able to engage with the key messages.

We will also make sure that pupils learn about these topics in an environment that's appropriate for them. For example in a whole-class setting, small groups or targeted sessions, 1-to-1 discussions or digital formats.

We will also give careful consideration to the level of differentiation needed.

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- o Are aligned with the teaching requirements set out in the statutory RSE guidance
- o Would support pupils in applying their knowledge in different contexts and settings
- o Are age-appropriate, given the age, developmental stage and background of our pupils
- o Are evidence-based and contain robust facts and statistics
- o Fit into our curriculum plan
- o Are from credible sources
- o Are compatible with effective teaching approaches
- o Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use are age-appropriate, are in line with pupils' developmental stage and comply with:
 - This policy
 - The Teachers' Standards
 - The Equality Act 2010
 - The Human Rights Act 1998
 - The Education Act 1996

- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses.
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on what they're going to say and their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers

We **won't**, under any circumstances work with external agencies that take or promote extreme political positions or use materials produced by such agencies, even if the material itself is not extreme.

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from (non statutory/non-science components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Our PSHE leader in school is Mr Adam Greenslade.

8.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

9. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the components of sex education within RSE.

Requests for withdrawal should be put in writing and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11. Monitoring arrangements

The delivery of RSE is monitored by Adam Greenslade (PSHE Lead) through monitoring arrangements, such as planning scrutinies, learning walks, lesson observations etc.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by a member of the local governing body annually. At every review, the policy will be approved by local governing body.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	Being Me in My School Special & safe My class Rights & responsibilities Rewards & feeling proud Consequences	Celebrating Difference The same as... Different from... What is bullying? What do I do about bullying? Making new friends Celebrating difference	Dreams and Goals Treasure chest of success Steps to goals Achieving together Stretchy learning Overcoming obstacles Celebrating success	Healthy Me Being healthy Healthy choices Clean & healthy Medicine safety Road safety Happy, healthy me	Relationships Families Making friends Greetings People who help us Being my own best friend Celebrating my special relationships	Changing Me Life cycles Changing me My changing body Boys' and girls' bodies Learning & growing Coping with change
Year 2	Being Me in My School Hopes & Fears Rights & responsibilities Rewards & consequences	Celebrating Difference Boys & girls Why does bullying happen? Standing up for myself and others Making a new friend Celebrating difference and still being friends	Dreams and Goals Goals to success My learning strengths Learning with others Group challenge Celebrating achievements	Healthy Me Being healthy Being relaxed Medicine safety Healthy eating The healthy me cafe	Relationships Families Keeping safe - exploring physical contact Friends & conflict Secrets Trust & appreciation Celebrating special relationships	Changing Me Life cycles in nature Growing from young to old The changing me Boys' and girls' bodies Assertiveness Looking ahead
Year 3	Being Me in My School Getting to know each other Our dream school Our Nightmare school Rewards and consequences	Celebrating Difference Families Family conflict Witness and feelings Witness and solutions Words that harm	Dreams and Goals Dreams and ambitions A new challenge Overcoming obstacles Celebrating our learning	Healthy Me Being fit and healthy What do I know about drugs? Being safe My amazing body	Relationships Family roles and responsibilities Friendship Keeping myself safe Being a global citizen	Changing Me How babies grow Babies Body changes Family stereotypes
Year 4	Being Me in My School Being a school citizen Rights, responsibilities and democracy Rewards and consequences	Celebrating Difference Judging by appearances Understanding influences Understanding bullying Problem solving	Dreams and Goals Hopes and dreams Broken dreams Overcoming disappointment Creating new dreams Achieving goals	Healthy Me My friends and me Group dynamics Smoking & Alcohol Healthy friendships	Relationships Love and Loss Memories Are animals special? Special pets Celebrating relationships	Changing Me Unique me Having a baby Girls and puberty Accepting change
Year 5	Being Me in My School My year ahead Being me in Britain Responsibilities Rewards & Consequences	Celebrating Difference Different cultures Racism Rumours and name calling Types of bullying Does money matter? Celebrating difference across the world	Dreams and Goals My dream lifestyle Jobs and careers Steps to my dream job Dreams and goals (other cultures) Rallying support	Healthy Me Smoking & Alcohol Emergency aid Body image relationships with food Healthy me	Relationships Recognising me Getting on and falling out Girlfriends and boyfriends Relationships and technology	Changing Me Self & body image Puberty Conception Looking ahead
Year 6	Being Me in My School My year ahead Being a global citizen Consequences	Celebrating Difference Am I normal? Understanding disability Power struggles Why bully? Celebrating difference	Dreams and Goals Personal learning goals Steps to success My dream for the world Helping to make a difference Recognising our achievements	Healthy Me Food Drugs Alcohol Emergency aid Emotional & mental health Managing stress	Relationships My relationship web Love & loss Power & control Bing safe with technology	Changing Me Self & body image Puberty Girl talk/boy talk Babies - conception to birth Attraction Transition to secondary school

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none">• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know• How to recognise and report feelings of being unsafe or feeling bad about any adult• How to ask for advice or help for themselves or others, and to keep trying until they are heard• How to report concerns or abuse, and the vocabulary and confidence needed to do so• Where to get advice e.g. family, school and/or other sources

