



Relationships and Sex Education Policy

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1 Aims

- 1.1 This is the Relationships and Sex Education (RSE) Policy of Kelvedon Hatch Community Primary School (KHCPs).
- 1.2 KHCPs believes that effective RSE is essential for children and young people to make responsible and well-informed decisions throughout their lives. The aim of RSE is:
- 1.2.1 to help prepare pupils for the opportunities, responsibilities and experiences of adult life as well as to support and navigate relationships developed throughout childhood and adolescence. KHCPs recognises that to embrace the challenges of creating a happy and successful life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build self-efficacy. These subjects should support children and young people to develop resilience, to know how and when to ask for help, and to know where to access support.
 - 1.2.2 KHCPs recognises that the role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow to maturity and to form healthy relationships. The RSE programme at KHCPs is intended to complement and support the role of parents in educating their children about sexuality and relationships.
 - 1.2.3 KHCPs recognises that an aim of this Policy is to help to create, model, maintain, review and embed a culture of respect, safety, equality and protection.
 - 1.2.4 KHCPs recognises that it has a crucial role in preventative education in respect of safeguarding and sexual violence and sexual harassment. The most effective preventative education programme will be through a whole-school approach that prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.
 - 1.2.5 KHCPs has a clear set of values and standards upheld and demonstrated throughout all aspects of school life. These are underpinned by the KHCPs Behaviour Policy and pastoral and support systems as well as by a planned programme of evidence-based RSE programme delivered in regularly timetabled lessons and reinforced throughout the whole curriculum.
 - 1.2.6 KHCPs recognises the central role that the RSE programme plays in key regulatory standards; for example, through KHCPs' accountability to its inspectors' consideration of pupils' personal development, behaviour and welfare; pupils' spiritual, moral, social and cultural development and leadership and management.
 - 1.2.7 KHCPs recognises the role of the pupil voice and the benefit of hearing the lived experience of pupils, in creating, developing and reviewing the RSE programme and School culture.
 - 1.2.8 KHCPs recognises that academies, schools and colleges can play an important role in preventative education in respect of safeguarding and sexual violence and sexual harassment, including online. The most effective preventative education programme

will be through a whole-school approach that prepares pupils for life in modern Britain, including through the planned programme and delivery of evidence-based content of the RSE programme.

- 1.2.9 The KHCPs RSE programme reflects and supports the KHCPs values of kindness, honesty, confidence, perseverance and safety.

2 Scope and Application

- 2.1 This RSE Policy applies to the whole of KHCPs (including the EYFS provision).
- 2.2 The Policy applies to all staff, who work for or on behalf of KHCPs, regardless of their employment status (including employees, contractors, fixed term, part-time, temporary and voluntary staff and helpers, supply staff, Members, Trustees and Governors) and pupils of KHCPs.

3 Regulatory Framework

- 3.1 This Policy has been prepared to meet KHCPs' responsibilities under:
- 3.1.1 Education (Independent School Standards) Regulations 2014;
 - 3.1.2 Statutory framework for the Early Years Foundation Stage (DfE, September 2021);
 - 3.1.3 Education and Skills Act 2008;
 - 3.1.4 Education Act 2002;
 - 3.1.5 Children Act 1989;
 - 3.1.6 Equality Act 2010;
 - 3.1.7 Children and Families Act 2014;
 - 3.1.8 Children and Social Work Act 2017;
 - 3.1.9 Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- 3.2 This Policy has regard to the following guidance and advice:
- 3.2.1 it is based on statutory guidance from the DfE [Relationships education, relationships and sex education and health education](#) (DfE, September 2021);
 - 3.2.2 [Keeping children safe in education](#) (DfE, September 2024) (**KCSIE**);
 - 3.2.3 [Working together to safeguard children: statutory guidance on inter-agency working to safeguard and promote the welfare of children](#) (DfE, December 2023);
 - 3.2.4 [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) (UKCIS, March 2024);
 - 3.2.5 [Searching, Screening and Confiscation, Advice for schools](#) (DfE, July 2022);

- 3.2.6 [Behaviour in schools guidance](#) (DfE, February 2024);
 - 3.2.7 [Respectful school communities: self-review and signposting tool](#) (DfE);
 - 3.2.8 [Tom Bennett independent review of behaviour in schools](#) (March 2017);
 - 3.2.9 [Relationships education, relationships and sex education and health education FAQs](#) (DfE, April 2019, updated July 2020);
 - 3.2.10 Relationships, sex and health education: guides for parents (DfE June 2019, updated November 2019);
 - 3.2.11 [Plan your relationships, sex and health curriculum](#) (DfE, February 2022);
 - 3.2.12 [Teaching about relationships, sex and health](#) (DfE, March 2021);
 - 3.2.13 [Review of sexual abuse in schools and colleges](#) (Ofsted, June 2021);
 - 3.2.14 [Political impartiality in schools](#) (DfE, February 2022); and
 - 3.2.15 [Teaching online safety in schools](#) (DfE, January 2023).
- 3.3 The following Trust and School policies, procedures, documents and resource material are relevant to this Policy:
- 3.3.1 DET Safeguarding and Child Protection Policy;
 - 3.3.2 KHCPs Behaviour Policy;
 - 3.3.3 KHCPs Anti-Bullying Policy;
 - 3.3.4 DET Harmful Sexual Behaviour and Child-on-Child Abuse Policy;
 - 3.3.5 DET Special Educational Needs and Disability (SEND) Policy;
 - 3.3.6 DET Online Safety Policy;
 - 3.3.7 DET Acceptable Personal Use of Resources and Assets Policy; and
 - 3.3.8 DET Risk Assessment Policy for Pupil Welfare.

All DET policies are accessible [here](#). All KHCPs policies are accessible [here](#). All policies are available in hard copy on request.

4 Publication and Availability

- 4.1 This Policy is published on the KHCPs website.
- 4.2 This Policy is available in hard copy on request from the KHCPs School Office.
- 4.3 A copy of this Policy is available for inspection from the KHCPs School Office during the school day.
- 4.4 This Policy can be made available in large print or another accessible format, if required.

5 Definitions

5.1 Where the following words or phrases are used in this Policy:

5.1.1 references to **DET** and the **Trust** are references to Discovery Educational Trust, the Academy Trust;

5.1.2 references to **parent** or **parents** means the natural or adoptive parents of the pupil (irrespective of whether they are or have ever been married, with whom the pupil lives, or whether they have contact with the pupil) as well as any person, who is not the natural or adoptive parent of the pupil, but who has care of, or parental responsibility for, the pupil (e.g. legal guardian);

5.1.3 references to **school days** mean Monday to Friday, when KHCPs is open to pupils during term-time. The dates of terms are published on the KHCPs website.

6 Responsibility Statement and Allocation of Tasks

6.1 The Trust has overall responsibility for all matters which are the subject of this Policy, including the approval of this Policy.

6.2 The Trust is aware of its duties under the Equality Act 2010 and the requirement under S 149 of the Equality Act 2010 to meet the Public Sector Equality Duty. This means in carrying out its functions, the Trust is required to have due regard to the need to:

6.2.1 eliminate discrimination and other conduct that is prohibited by the Act;

6.2.2 advance equality of opportunity between people who share a protected characteristic and people who do not share it; and

6.2.3 foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

6.3 The Trust is required to ensure that all those with leadership and management responsibilities at KHCPs actively promote the wellbeing of pupils. The adoption of this Policy is part of the Trust's response to this duty.

6.4 KHCPs will take a whole-school approach to RSE. KHCPs will appoint a Personal, Social, Health and Citizenship Education (**PSHCE**) Subject Leader, with responsibility for the curriculum area.

The Subject Leader will hold regular meetings with the pupil body; the Senior Leadership Team (SLT) and other members of staff with pastoral responsibilities to ensure that the subjects will sit within the context of the KHCPs broader culture, ethos and approach to developing pupils socially, morally, spiritually and culturally; and its pastoral care system.

6.5 To ensure the efficient discharge of its responsibilities under this Policy, the Trust has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the Policy up to date and compliant with the law and best practice	Headteacher (HT)	As required, and, at least, termly
Monitoring the implementation of the Policy, relevant risk assessments and any action taken in response and evaluating effectiveness	HT and PSHCE Subject Leader	As required, and, at least, termly
Maintaining up-to-date records of all information created in relation to the Policy and its implementation as required by the UK GDPR	HT and School Office staff	As required, and, at least, termly
Seeking input from interested groups (such as pupils, staff, parents) to consider improvements to the KHCPs processes under the Policy	HT and PSHCE Subject Leader	As required, and, at least, annually
Formal annual review	DET	Annually
Overall responsibility for content and implementation	DET	As a minimum annually

7 Definition of Relationships and Sex Education

7.1 Relationships education for primary education is part of the PSHCE curriculum in the context of a broad and balanced curriculum, intended to provide what children and young people need to know about how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. It comprises learning about the nature of marriage and civil partnership and their importance for family life and the bringing up of children; safety in forming and maintaining relationships; the characteristics of healthy relationships and how relationships may affect physical and mental health and wellbeing as well as signposting sources of support for those pupils who have any concerns about relationships. The education provided is fully inclusive and developed to be age and stage of development appropriate and is taught sensitively and inclusively, with respect to the backgrounds, beliefs, needs and vulnerabilities with the aim of providing pupils with the knowledge they need.

7.2 Sex education is not compulsory in primary schools. The KHCPs science curriculum includes reference to the subject coverage in related areas, including the main external body parts, the human body as it grows from birth to old age (including puberty) and the reproduction in some

plants and animals]]. In addition, KHCPs delivers sex education for primary age pupils covering the topics detailed in Appendix 1.

8 Curriculum Content

- 8.1 By the end of primary education, relationships education will include teaching about families and people who care; caring friendships; respectful relationships; online relationships and being safe. The KHCPs scheme of work for PSHCE details what each topic covers and when each topic is taught. See Appendix 1 for a broad overview of the curriculum map.
- 8.2 In addition to relationships education, KHCPs will teach sex education including teaching contained in the science curriculum about the main external body parts, the human body as it grows from birth to old age (including puberty) and the reproduction in some plants and animals, including humans. See Appendix 1 for the detailed content of what is taught.

9 Equality

- 9.1 KHCPs will ensure that it considers the makeup of the pupil body, including the gender and the age range of the pupils and take this into account in the design and teaching of RSE. KHCPs will consider whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics. This may include positive action to support girls, as, although anyone can experience sexual harassment and violence, research indicates that girls are disproportionately affected.
- 9.2 KHCPs will be alive to, and address, issues such as sexual violence and sexual harassment, sexism, homophobia and stereotypes and will take positive action to build a culture of respect where such issues will not be tolerated and any incidences are identified and tackled. KHCPs is committed to the approach that the starting point should always be that there is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated. Sexual violence or sexual harassment will not be passed off as "banter", "just having a laugh", part of "growing up" or "boys being boys" as KHCPs recognises that this can lead to a culture of unacceptable behaviours and an unsafe environment for children. KHCPs will act as though sexual harassment and online sexual abuse are happening, even when there are no specific complaints or reports about it.
- 9.3 KHCPs will consider ways to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on pupils based on their gender or any other characteristic, including through these subjects and as part of a whole-school approach.
- 9.4 As part of this whole-school approach, KHCPs (including through the PSHCE Subject Leader and SLT) will meet with representatives of the pupil body in order to seek pupil views on addressing these issues through the RSE programme and/or culture of KHCPs.
- 9.5 **Pupils with special educational needs and disabilities (SEND):** RSE will be accessible for all pupils, including those with SEND and other vulnerabilities, and teaching will be differentiated and personalised. KHCPs is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and will take this into consideration when designing and teaching these subjects.

- 9.6 **Lesbian, Gay, Bisexual and Transgender (LGBT):** KHCPs encourages pupils to respect other people, paying particular regard to the protected characteristics set out in the Equality Act 2010. KHCPs is aware that children, who are or perceived to be LGBT, can be targeted by other children and is committed to countering homophobic, biphobic and transphobic abuse. LGBT inclusion is part of the statutory RSE curriculum and KHCPs will ensure that its teaching is sensitive and age-appropriate in content and will consider when it is appropriate to teach pupils about LGBT. This content will be fully integrated into the programmes of study rather than delivered as a stand-alone unit or lesson. KHCPs staff will also endeavour to provide a safe space for LGBT children to speak out or to share their concerns.
- 9.7 KHCPs is aware of its legal duties, including those pursuant to the Equality Act 2010, which makes it unlawful for the Trust to discriminate against, harass or victimise a pupil or potential pupil in prescribed circumstances, including:
- 9.7.1 in the way it provides education for pupils;
- 9.7.2 in the way it provides pupils access to any benefit, facility or service; or
- 9.7.3 subjecting them to any other detriment.
- 9.8 KHCPs is also aware of its duties to teach about equality issues and to ensure that teaching at KHCPs does not discriminate against pupils.

10 Curriculum Delivery

- 10.1 KHCPs will ensure that sufficient and regular time is allocated within the curriculum to deliver the RSE curriculum effectively, and in a manner designed to facilitate meaningful discussion.
- 10.2 Curriculum content and curriculum delivery will be underpinned by the PSHCE curriculum, the KHCPs Behaviour Policy and pastoral support system, as well as by a planned programme of evidence-based RSE, delivered in regularly timetabled lessons and reinforced throughout the whole curriculum.
- 10.3 KHCPs often invites visiting speakers to the school to help enhance and enrich its curriculum, its pupils' experiences and to broaden their horizons, and this is actively encouraged. KHCPs will ensure that the arrangements for visiting speakers, whether invited by staff, pupils or parents, are suitably assessed before the visit takes place and that clear protocols are followed to ensure that those visiting speakers and any resources used are suitable, compatible with KHCPs' duties, age-appropriate and aligned to the developmental stage of the pupils being taught. This includes following the KHCPs protocol for visitors. KHCPs will ensure that any visiting speaker is appropriately supervised when on school premises. In the unlikely event that the content, resources or delivery falls outside of KHCPs expectations, or is deemed inappropriate, KHCPs will take appropriate action, which could include stopping the presentation altogether.

11 Assessment and Pupil Progress

- 11.1 Teachers are expected to plan, teach and assess the subject and measure pupil progress in accordance with the high expectations across KHCPs in other subject areas. This will be regularly monitored and reviewed by the PSHCE Subject Leader and regularly reported to SLT, the KHCPs Local School Committee (LSC) and Trustees.

12 Resources

- 12.1 KHCPs will regularly assess the resources it will use prior to delivery of the programme and keep the resources under review.
- 12.2 KHCPs will share example resources with parents as part of its consultation and review processes.
- 12.3 The PSHCE Subject Leader will lead the collation, assessment, review and use of these resources.

13 Pupil Questions

- 13.1 KHCPs appreciates that pupils may ask their teachers or other adults questions pertaining to sex or sexuality, which go beyond the KHCPs curriculum. The KHCPs approach is to ensure that teachers are confident to deal with such questions in an age-appropriate manner, recognising that children, whose questions go unanswered, may turn to inappropriate sources of information, and that such questions may indicate that a safeguarding response may be appropriate. INSET and other training will seek to include information on how teachers can respond.

14 Safeguarding, Reports of Abuse and Confidentiality

- 14.1 KHCPs will follow *Keeping children safe in education (KCSIE)* and will ensure that children are taught about safeguarding, including about how to stay safe online and respectful relationships. Appropriate open forums to discuss, potentially, sensitive issues will be made available to children. Children will also be made aware of how to raise concerns or make a report and how any report will be handled. KHCPs recognises that a “one size fits all” approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed or to respond to the incidents or any patterns identified by KHCPs, for example, in particular cohorts.
- 14.2 Teachers will follow the KHCPs policy on confidentiality between themselves and pupils and manage an appropriate level of confidentiality. Pupils should be reassured that their best interests will be maintained, but teachers cannot offer or promise absolute confidentiality. Teachers will follow the Trust’s Safeguarding and Child Protection Policy and School-level procedures if a child protection issue is raised.
- 14.3 In addition, but not alternatively to following the Trust’s Safeguarding and Child Protection Policy and local procedures, teachers will also consider whether any anti-bullying and/or disciplinary issues arise following any pupil concerns and will follow the KHCPs Behaviour Policy and the KHCPs Anti-Bullying Policy, as appropriate.
- 14.4 KHCPs will encourage pupils to talk to their parents and support them to do so. KHCPs will also inform pupils of sources of confidential help, for example, [Childline](#).
- 14.5 Where KHCPs invites external agencies to support the delivery of these subjects, KHCPs will agree in advance of the session how a safeguarding report will be dealt with by the external visitor.

15 Parents' Participation

- 15.1 KHCPS recognises that parents are the first teachers of their children and that they play a vital role in:
- 15.1.1 teaching their children about relationships and sex;
 - 15.1.2 maintaining the culture and ethos of the family;
 - 15.1.3 helping their children cope with the emotional and physical aspects of growing up;
 - 15.1.4 preparing them for the challenges and responsibilities that sexual maturity brings.
- 15.2 KHCPS will consult with parents in the development and review of this Policy and on the content of the RSE programme, including a sample of resources to be used. Refer Appendix 2.
- 15.3 KHCPS will communicate to parents an overview of what will be taught and when in delivering RSE, including a sample of resources to be used. Refer Appendix 1.
- 15.4 In order to support the emotional and physical development of pupils during the transition between primary and secondary phases of education, KHCPS will, specifically, consult with the parents of pupils before the final year of primary school about the detailed content of what will be taught in the relevant parts of the science curriculum and sex education curriculum. Refer Appendices 1 and 2.
- 15.5 KHCPS will regularly engage with parents to seek their views on the quality of RSE and on KHCPS culture.
- 15.6 It will also keep in regular contact with parents reinforcing the importance of children being safe online as technology is a significant component in many safeguarding and wellbeing issues, particularly those related to child-on-child abuse.
- 15.7 Parents of primary age children have the right to request that their child be withdrawn from some or all of sex education delivered as part of RSE at primary age except for those parts included in the science curriculum.
- 15.8 The HT will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.
- 15.9 The parents' right to request that their child be withdrawn from some or all of sex education will be communicated to them by KHCPS. There is no right to withdraw from relationships education.

16 Consultation

- 16.1 This Policy has been produced and will be reviewed in consultation with parents, teachers and pupils, and seeks to consider the views of the KHCPS community.

17 Training

- 17.1 KHCPs will carefully consider the suitability of staff teaching RSE, and will ensure that they are committed to the priority that KHCPs affords to the subject and to professional development in the subject. KHCPs will provide additional resources to staff, who are not specialists in the subject, in order that they can successfully implement the curriculum.
- 17.2 KHCPs will ensure that appropriate training for staff on expressing personal opinions and the use of external resources and visiting speakers.
- 17.3 KHCPs ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this Policy and have the necessary knowledge and skills to carry out their roles.
- 17.4 The level and frequency of training depends on role of the individual member of staff and the need for them to complete risk assessments as part of their role. This will include training of all teaching and pastoral staff in accordance with the Department for Education (DfE) teacher training materials in respect of RSE. High-quality, specific training will be provided for teachers delivering RSE and KHCPs will review the adequacy of that training at all levels, to ensure that it is fit for purpose.
- 17.5 KHCPs maintains written records of all staff training.

18 Record Keeping

- 18.1 All records created in accordance with this Policy are managed in accordance with the Trust's policies that apply to the retention and destruction of records.
- 18.2 All matters arising from this Policy involving a child protection issue will be recorded and dealt with under the Trust's Safeguarding and Child Protection Policy and School-level procedures, including incidents involving sexual harassment and sexual violence.
- 18.3 The records created in accordance with this Policy may contain personal data. The Trust has a number of privacy notices which explain how all of its Schools, including KHCPs, will use personal data. KHCPs' approach to data protection compliance is set out in the Trust's Data Protection Policy. In addition, staff must ensure that they follow the Trust and School-level data protection policies and procedures when handling personal data created in connection with this Policy.

19 Monitoring, Evaluation and Review

- 19.1 The Subject Leaders with responsibility for PSHCE, science and online safety, and SLT will ensure that:

- 19.1.1 all schemes of work are reviewed on a regular basis to assess the content, and that the content as defined within the Policy is accurate and conforms to current guidance;
- 19.1.2 staff delivering this curriculum are familiar with this Policy and ensure that delivery, assessment and pupil progress conform to the guidelines set down in the Policy and its appendices;
- 19.1.3 staff teaching any part of this programme are asked to review content and delivery. The outcomes of this evaluation are used to inform future amendments to the teaching programme, consultation with parents and any training and development needs;
- 19.1.4 any review of the programme includes an opportunity for the views of parents to be considered;
- 19.1.5 any review of the programme includes an opportunity for the views of teachers and pupils to be considered;
- 19.1.6 the content of all outside agencies' presentations is evaluated to ensure that it is in line with this Policy and the statutory guidance *Relationships education, relationships and sex education and health education* (DfE, September 2021).

Appendix 1 Relationships and Sex Education Curriculum Map

Science Curriculum

The National Curriculum for science covers:

- naming the main external parts of the human body;
- the human body as it grows from birth to old age (including puberty);
- processes of reproduction and growth in animals;
- reproduction in some plants.

PSHCE Curriculum

At KHCPS the SCARF PSHCE curriculum is followed throughout the school. Skills progression linked to themes that will be taught can be tracked on the charts below.

Early Years Foundation Stage (Year R)

EYFS Personal, Social and Emotional Development

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Self-Regulation ELG Children at the expected level of development will:

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self ELG Children at the expected level of development will:

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships ELG Children at the expected level of development will:

Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others’ needs.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Me and my Relationships	<p>Describe different feelings and how they can make our bodies feel.</p> <p>To know some strategies of dealing with 'not so good' feelings.</p> <p>To understand how our actions can hurt the feelings of others.</p> <p>To recognise the special qualities in family and friends.</p> <p>To know which special people keep us safe and how.</p>	<p>Recognise that people have different ways of expressing their feelings</p> <p>To identify different ways to respond to the feelings of others.</p> <p>To recognise the differences between bullying, unkind <u>behaviour</u> or teasing.</p> <p>To learn strategies to deal with unkind behaviour, conflict and where to get help if they are upset.</p> <p>To recognise a healthy friendship and its qualities.</p>	<p>To know that feelings and emotions help a person cope with difficult times.</p> <p>To recognise the skills required to collaborate in a team, knowing when to contribute and when to step back.</p> <p>To recognise which strategies are appropriate for particular situations.</p> <p>To listen to and debate ideas and opinions with others with respect and courtesy</p> <p>To recognise why friends may fall out and how to resolve issues.</p>	<p>To know that feelings can vary by intensity, person and change over time.</p> <p>To know and understand the qualities of a 'positive, healthy relationship'.</p> <p>To know when it's appropriate to say no and how.</p> <p>To know the strategies and skills needed for collaborative work.</p> <p>To recognise bullying or pressured behaviour.</p>	<p>To learn characteristics and skills in assertiveness</p> <p>To apply their collaborative skills to friendships and assertiveness.</p> <p>To learn ways to resolve conflict in an assertive, <u>calm</u> and fair manner.</p> <p>To identify which <u>things</u> make a relationship unhealthy and who to talk to if they need help.</p> <p>To recognise emotional needs according to circumstance and any risk factors that could <u>effect them</u>.</p>	<p>To recognise some of the challenges that arise from friendships and suggest strategies for dealing with such challenges.</p> <p>To practice and use strategies in compromise and negotiation within a collaborative task or activity.</p> <p>To consider the types of touch that are safe, legal and that I am comfortable with.</p> <p>To name assertive behaviours and recognise peer influence or pressured behaviour.</p> <p>To be aware of the variety in behaviour which is dependent on group dynamic, peer pressure, emotional <u>needs</u> and circumstance.</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Valuing Differences	<p>To know the key differences between teasing, being unkind and bullying.</p> <p>To recognise that everyone is different and will have different thoughts and ideas.</p> <p>To celebrate and begin to show empathy for those who are different.</p> <p>To identify those who are special to them (and their special qualities).</p> <p>To identify ways in which we can show kindness towards others and how that makes them feel.</p>	<p>To identify differences and similarities between others.</p> <p>Recognise and explain how a person's behaviour can affect other people.</p> <p>To learn and use different ways to show good listening.</p> <p>Explain how it feels to be part of a group and left out of a group.</p> <p>To recognise and talk about acts of kindness and how they can impact others.</p>	<p>Recognise that there are many different types of families.</p> <p>Identify the different communities that they belong to</p> <p>To learn ways of showing respect through language and communication.</p> <p>To identify different origins, national, regional, ethnic and religious backgrounds</p> <p>To recognise and explain why bullying can be caused by prejudice.</p>	<p>To identify different origins, national, regional, ethnic and religious backgrounds</p> <p>To understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.</p> <p>To recognise potential consequences of aggressive behaviour</p> <p>To define the word respect.</p> <p>Understand and identify stereotypes, including those promoted in the media.</p>	<p>To describe the benefits of living in a diverse society</p> <p>To develop an understanding of discrimination and its <u>injustice</u>, and describe this using examples.</p> <p>To understand that the information we see online, either text or images, is not always true or <u>accurate</u>;</p> <p>To reflect on the impact social media puts pressure on peoples' life choices.</p> <p>To consider the consequences that behaviour and actions can have on a person's emotions, <u>confidence</u> and behaviour.</p>	<p>To recognise that bullying and discriminatory behaviour can result from disrespect of people's differences</p> <p>To know that all people are unique but that we have far more in common with each other than what is different about us <u>To</u> understand and explain the term prejudice.</p> <p>To define what is meant by the term stereotype</p> <p>To describe different types of friendships and relationships and their differing positive qualities.</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Keeping Myself Safe	<p>To know that our bodies need healthy foods, exercise, oxygen and sleep for energy.</p> <p>To recognise emotions and physical feelings associated with feeling unsafe.</p> <p>To learn the PANTS rule and which parts of my body are private.</p> <p>To understand that medicines can sometimes make people feel better when they're ill.</p> <p>To talk about safety and responsibility around medicines.</p>	<p>To explain simple issues of safety and responsibility about medicines and their use.</p> <p>To identify situations in which they would feel safe or unsafe.</p> <p>To recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation</p> <p>To identify safe secrets (including surprises) and unsafe secrets and recognise the importance of telling someone they trust about a secret.</p> <p>To identify inappropriate touch, how it can make someone feel and that people don't like the same types of touch.</p>	<p>To identify risk factors in given situations</p> <p>To define the words danger and risk and explain the difference between the two.</p> <p>To define the word 'drug' and understand that nicotine and alcohol are both drugs.</p> <p>To recognise potential risks associated with browsing online.</p> <p>To recognise and describe appropriate behaviour online as well as offline.</p>	<p>To define the words danger and risk and explain the difference between the two.</p> <p>To describe the different types of things that may influence a person to take a risk.</p> <p>To understand and explain the risks that cigarettes and alcohol can have on a person's body.</p> <p>To understand that influences can be both positive and negative.</p> <p>To know and explain strategies for safe online sharing. To understand and explain the implications of sharing images online without consent.</p>	<p>To reflect on risk and the different factors and outcomes that might influence a decision.</p> <p>To reflect on the consequences of not keeping personal information private and the risks of social media.</p> <p>To explore categorisation of drugs, the risks associated with medicines.</p> <p>To learn some key facts and information about drugs and medicines.</p> <p>To recognise the features of face to face and online bullying and the strategies that deal with it.</p>	<p>To explore the risks and legality of communicating and sharing online.</p> <p>To describe and explain how easily images can be spread online.</p> <p>To explain some of the laws, categories and uses of drugs (both medical and nonmedical)</p> <p>To understand the definition of an emotional need and how they can be met.</p> <p>To explore and understand the terms '<u>conflicting</u> emotions', responsibility and independence.</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Rights and Responsibilities	<p>To identify ways of taking care of their health.</p> <p>To identify how others take care of their environment.</p> <p>To take care of something or someone else.</p> <p>To talk about the importance of looking after money.</p> <p>To learn what to do when someone is injured.</p>	<p>To identify strategies in cooperation.</p> <p>To identify strategies in self-regulation.</p> <p>To name ways to stay safe when using the internet.</p> <p>To recognise that they have a responsibility to help care for their immediate and broader environment.</p> <p>To learn about saving and spending money.</p>	<p>To talk about and identify people who help them in school and the community.</p> <p>To learn differences between 'fact' and 'opinion'</p> <p>To discuss, plan and evaluate ways of helping the environment.</p> <p>To learn about saving, spending and essential purchases.</p> <p>To consider how money is earned and the different factors <u>effecting</u> this.</p>	<p>To learn about human rights and responsibilities and how they can impact their community.</p> <p>To recognise that they have a part in caring for and supporting their community.</p> <p>To recognise influences, facts and opinions and doing so in a critical manner.</p> <p>To identify the impact of bystander behaviour and how they can make a difference to a situation.</p> <p>To define terms related to finance and explain how society is supported by the income of others.</p>	<p>To identify, write and discuss issues currently in the media concerning health and wellbeing.</p> <p>To define the terms 'responsibility', 'rights' and 'duties' and consider what they mean to me and my community.</p> <p>To identify the responsibilities to my home, <u>community</u> and environment I might have in the future.</p> <p>To consider what advice to give relating to saving and borrowing money.</p> <p>To define financial terms and explain how others have financial responsibility for the community.</p>	<p>To analyse and reflect on bias in the media.</p> <p>To discuss methods of saving and considerations for spending money.</p> <p>To discuss voluntary and pressure groups and their role in making changes to our communities and environments.</p> <p>To identify or suggest ways that help the environment.</p> <p>To define 'democracy' and explain how laws are made.</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being My Best	<p>To recognise how a healthy variety of food can make us feel great. Recognise that learning a new skill requires practice and the opportunity to fail, safely</p> <p>To identify strategies to resolve conflict. To give and receive praise</p>	<p>Explain the stages of the learning line showing an understanding of the learning process</p> <p>To understand the importance of good hand and dental hygiene.</p> <p>To recognise what the body needs to have energy and stay well. To identify parts of the body that process food and create energy.</p>	<p>To recognise how different food groups work in our body.</p> <p>To explain how some infectious illnesses are spread from one person to another.</p> <p>To name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain) and explain the respiratory and digestive processes.</p> <p>To identify my achievements and skills to work on.</p> <p>To explain how skills are developed.</p>	<p>To identify how they and their friends are unique.</p> <p>To recognise that we all make different choices because we are unique.</p> <p>To understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health.</p> <p>To understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs)</p>	<p>To describe the four main internal systems of the human body.</p> <p>To understand the actual norms around smoking and the reasons for common misperceptions of these.</p> <p>To identify the skills and qualities that make us successful and achieve our best.</p> <p>To recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life.</p> <p>To consider the different responsibilities that they and others have for their health and wellbeing.</p>	<p>To consider how healthy wellbeing and mental health can contribute to a person's aspirations and success.</p> <p>To define aspirations and goals.</p> <p>To recognise that we will meet challenges on the way to achieving our goals.</p> <p>To understand and explain the outcomes of risk-taking in a given situation, including emotional risks.</p> <p>To understand risks related to growing up and explain the need to be aware of these.</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Growing and Changing	<p>To think of what <u>babies</u> need to stay happy and healthy.</p> <p>To identify the <u>changes</u> they have made since they were a baby.</p> <p>To identify the difference between a surprise and a secret. To identify who they can talk to about secrets.</p> <p>To identify some internal organs and systems and those body parts which are private.</p> <p>To identify the trusted people who have helped them grow, they can talk to if they are worried or about their private parts.</p>	<p>To give positive feedback to someone.</p> <p>To recognise the range of feelings associated with loss and to discuss things people can do to feel better.</p> <p>To identify the different stages of growth and what people are able to do at these different stages.</p> <p>To identify the human private parts/genitalia and explain that they are used to make a baby.</p> <p>To explain who can see someone's private part, what consent means and how to protect privacy.</p>	<p>To identify the meaning of 'body space' and when it is appropriate or inappropriate to allow someone into their body space.</p> <p>To identify the different types of relationships <u>people</u> have and their different purposes and qualities.</p> <p>To identify what makes a positive relationship and what makes a negative relationship.</p> <p>To identify puberty changes.</p> <p>To explain menstruation cycle as something that happens when a sperm does not meet an egg.</p>	<p>To identify the different emotional reactions to different types of change and discuss.</p> <p>To understand how the onset of puberty can have emotional as well as physical impact.</p> <p>To learn what happens to a woman or a man's body during puberty and that this is linked to reproduction.</p> <p>To know the key facts of the menstrual cycle and understand that periods are a normal part of puberty.</p> <p>To discuss the reasons why a person would want to be married, or live together, or have a civil ceremony. To know that marriage should be entered into freely.</p>	<p>To describe the intensity of different feelings and strategies to build resilience.</p> <p>To understand the different types of feelings and emotions associated with puberty.</p> <p>To recall the key strategies needed in dealing with inappropriate touch, <u>secrets</u> and confidentiality.</p> <p>To identify the different types of products someone might use during puberty or menstruation.</p> <p>To explain how people might feel at times of change and loss. To consider strategies when coping with this.</p>	<p>To identify types of emotional responses and some strategies for coping with change.</p> <p>To identify the physical and emotional challenges faced during puberty and the strategies or support available for this.</p> <p>To understand that social media and fame don't always reflect true appearance. To give positive feedback that is based on a person's qualities.</p> <p>To identify the risks of sharing images online and understand how online influences can cause people to take unsafe risks.</p> <p>To identify places or people of support and understand that sometimes confidentiality must be broken to keep a person safe.</p>

Appendix 2 Parents’ Consultation and Review Process

General Principles

KHCPS will consult with parents when developing and reviewing its policies for RSE, which help inform its decisions on when and how certain curriculum content is covered and how it is delivered. The KHCPS consultation will include giving the space and time for parents to input, ask questions, share concerns and for KHCPS to decide the way forward.

KHCPS will listen to parents' views, and then make a reasonable decision as to how to proceed. What is taught, and how, is ultimately a decision for the school and consultation does not provide a parental veto on curriculum content or delivery.

As part of its consultation with parents, KHCPS will provide examples of the resources it plans to use, for example, the books to be used in lessons. KHCPS may adapt its timescales, process and content to respond to the needs of the school and its pupils.

Timetable for Consultation Process

Action	Timeframe guidelines to complete draft policy, parent consultation and final policy
Draft KHCPS RSE Policy (Staff and pupils may be consulted before this draft is produced)	September 2024
Whole-school communication publicising parent consultation on RSE, including what consultation will constitute and invitation to parents to make written/oral comments and pose questions. The KHCPS LSC may also be included in this communication.	September 2024
Arrange parent drop-in session to present draft policy key points; including curriculum map for Year Group coverage and to explain parents’ right to withdraw and to seek input on the issues. The KHCPS staff panel, typically, comprises: <ul style="list-style-type: none"> • The HT; • The DHT; • The PSHCE Subject Leader. 	September 2024
Parental drop-in session	September 2024

<p>Consideration of parental comments and questions.</p> <p>Consideration of LSC feedback.</p>	Two weeks
<p>Communication to parents of comments/concerns and questions raised and responses as to how these could be addressed.</p> <p>The KHCPs LSC (or Discovery Educational Trust (DET) Trust Board (TB)) should also be made aware.</p>	Following the end of the consideration window
<p>Reconsideration of draft policy and curriculum provision in light of parent comments, with particular reference to changes that have been made as a result of consultation.</p>	Complete by 30 September 2024
<p>Distribution to parents of the KHCPs RSE Policy, the teaching units to be delivered and when, together with example resources e.g. lesson plans/books.</p> <p>Explanation to parents of the right to withdraw, in what circumstances and how.</p> <p>Parents to be informed in writing of the teaching units proposed to be covered for their child's Year Group and an explanation to be given to their right to withdraw from relevant areas of the curriculum in sufficient time ahead of curriculum delivery.</p> <p>(Staff training to take place after the policy and scheme of work/curriculum map has finally been decided).</p>	Complete before 30 September 2024
<p>KHCPs RSE Policy approved by DET TB</p>	19 December 2024
<p>Communication to parents of the end of the process of consultation and approval, and publication of final version of the RSE Policy on the School website.</p>	Week commencing 6 January 2025
<p>New RSE curriculum delivered</p>	Ongoing

Plan to review policy with parents via invitation for written representations and Parent Forum.	Annually
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