



Relationships and Sex Education Policy

Knaphill Federation of Schools	
Policy: Relationships and Sex Education Policy	
Policy Originator: Stephanie Ring	Review Period: Annually
Status: Statutory	Next review Date: Spring 2022

Contents

1. Aims	2
2. Statutory requirements	2
3. Policy development	3
4. Definition	3
5. Curriculum	3
6. Delivery of RSE.....	4
7. Roles and responsibilities	5
8. Parents' right to withdraw.....	6
9. Training.....	6
10. Monitoring arrangements	6
Appendix 1: Curriculum map.....	7
Appendix 2: By the end of primary school children should know	14
Appendix 3: Parent form: withdrawal from sex education within RSE.....	16

1. Aims

The aims of Relationships and Sex Education (RSE) at our schools are to:

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

2. Statutory requirements

As a Primary School*, we must provide relationships education to all children as per section 34 of the Children and Social work act 2017.

*For the purpose of our Relationships and Sex Education Policy, Knaphill Lower School and Knaphill Junior School will be referred to as a Primary School.

As we are part of an Academy Trust, we do not have to follow the National Curriculum, but we are expected to offer all children a curriculum that is similar to the National Curriculum including requirements to teach Science, which would include the elements of Sex Education contained in the Science curriculum.

In teaching RSE, we are 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.

At Knaphill Federation of Schools, we teach RSE as set out in this policy.

3. Policy Development

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

1. Review – a working group of staff pulled together all relevant information including relevant national and local guidance.
2. Staff/governor consultation – all school staff and governors were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents were invited to provide feedback and ask any questions about the RSE Policy and curriculum at Knaphill Federation of Schools.
4. Pupil consultation – we investigated what exactly children 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 children, 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.

At Knaphill Federation of Schools, we feel that teaching children how to create and maintain positive relationships (including friendships and family relationships) is key to their overall development.

5. Curriculum

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

We have developed our RSE curriculum to ensure it is in line with the government's statutory requirements, taking into account the age, needs and feelings of our children. If children ask questions about content that is not covered by our RSE Curriculum, staff will respond in an age appropriate manner and will share any concerns that they might have with parents and guardians. Topics are revisited each year to ensure children have a good understanding of each topic and to further build up their knowledge. Some topics are also revisited in the same academic year (for example, Online Safety) to ensure children have a solid understanding of how to look after themselves.

'...primary schools should teach about relationships and health, including puberty. The National Curriculum for Science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.'

Taken from Relationships Education, Relationships and Sex Education (RSE) and Health Education, Statutory Guidance for Governing Bodies, Proprietors, Head teachers, Principals, Senior Leadership Teams, Teachers. Department of Education.

Primary Sex Education will focus on:

- Preparing boys and girls for the changes that adolescence brings (Year 5)
- How a baby is conceived and born (Year 6)

This is taught from a scientific point of view and is in line with the Science curriculum. Puberty, reproduction and birth are part of the statutory Science curriculum, so children cannot be withdrawn from this. However, learning about conception (defined as what happens during sexual intercourse before an egg and sperm meet) is non statutory, so children can be withdrawn from learning about this. Children learn about conception in one session in Year 6. In Year 6, content will be shared with parents and guardians, prior to the sessions so that they are aware of what is being taught and to provide an opportunity for any questions to be asked.

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. Biological aspects of RSE are taught within the Science curriculum, and other aspects are included throughout our curriculum.

Year 6 children also receive a stand-alone sex education session (see above for session focus) in the Summer Term delivered by their year group teaching team. Parents/guardians will be informed and will have the opportunity to see the session content prior to children. Please note that children can only be withdrawn from one session, which is about conception (what happens during sexual intercourse before an egg and sperm meet) as all other aspects taught in Sex Education are part of the statutory Science curriculum.

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

For more information about our RSE curriculum, see Appendices 1 and 2 or you can visit our school website and watch videos from our PSHE Leaders who talk through the curriculum for each year group.

The five areas of learning for the RSE curriculum, 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/guardians 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).

7. Roles and Responsibilities

7.1 The Governing Board

The Governing Board will approve the RSE policy, and hold the Federation Headteacher to account for its implementation.

7.2 The Federation Headteacher

The Federation Headteacher is responsible for ensuring that RSE is taught consistently across the Federation, and for managing requests to withdraw children from non-statutory components of RSE (see section 8).

7.3 Staff

All staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual children
- Responding appropriately to children whose parents wish them to be withdrawn from the non-statutory 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 Federation Headteacher.

Staff with additional responsibilities:

- Miss Ring is the RSE leader for the Federation. She will monitor the teaching of RSE across the Federation and ensure that the curriculum is up to date based on the needs of our children.
- Mrs Neumann is the Key Stage One PSHE Leader and she will monitor the teaching of RSE across Key Stage One and ensure that the curriculum is up to date based on the needs of our children.
- The Year 6 teaching staff will plan and deliver the sex education specific session for their year group.

7.4 Children

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

8. 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 non-statutory components of sex education within RSE which are not part of the Science curriculum. Puberty, birth and the biological process of creating a baby are part of the statutory Science curriculum so children cannot be withdrawn from this. However, learning about conception (what happens during sexual intercourse before an egg and sperm meet) is not part of the statutory curriculum and therefore parents and guardians can withdraw their child from this session. Conception is taught about in Year 6.

Parents will be given the opportunity to view the content of this session before they are taught to children.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Federation Headteacher. Head teachers will automatically grant a request to withdraw a child from any sex education delivered in primary schools, other than as part of the Science curriculum.

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

9. Training

Staff can request training on the delivery of RSE through their Performance Management meetings.

10. Monitoring Arrangements

The delivery of RSE is monitored by Mrs Neumann and Miss Ring through regular planning checks and learning walks.

Children's development in RSE is monitored by class teachers, as part of our internal assessment systems. Children are encouraged to self-monitor within RSE and will have regular opportunities to reflect on their own understanding of the concepts discussed.

This policy will be reviewed by Mrs Neumann and Miss Ring annually. At every review, the policy will be approved by members of the Senior Leadership Team and the Governing Board.

Appendix 1: Curriculum Map

YEAR GROUP	TERM	TOPICS DISCUSSED
Year 1	Autumn	<ul style="list-style-type: none"> • Understand the difference between surprise and secret • Know when something shouldn't be kept a secret • Know who to talk to about secrets • Know the PANTS rule of privacy • Know what touching is ok and what isn't • Know what to do if they do not like being touched/if someone else doesn't like them touching them • Understand the difference between teasing and bullying • Understand what counts as bullying • Know what to do if they feel they are being bullied • Know that others won't agree with them all the time • Know what to do when they disagree with someone • Understand how to handle conflict with peers • Know how their emotions can affect others and vice versa • Understand that feelings can be hurt • Know who is in their family • Understand that different people have different families • Understand that family isn't just about blood relatives • Understand that 'fair' doesn't always mean 'the same'. • Understand the importance of kindness • Know how to show kindness to others • Understand what makes a friendship • Know how to be a good friend • Know what to do if someone isn't being a good friend to them • Understand that nobody is the same as anybody else • Explore the differences between peers • Celebrate the differences between peers
	Spring	<ul style="list-style-type: none"> • Know the key members of staff in school and what they can help with • Know the different communities they are a part of
	Summer	<ul style="list-style-type: none"> • Understand a range of safe and unsafe situations • Know physical and emotional signs of feeling unsafe • Know who to ask for help from when feeling unsafe • Understand why we take medicines • Know who should give medicines and who is not allowed • Know which body parts are private • Know how to keep private parts private

YEAR GROUP	TERM	TOPICS DISCUSSED
Year 2	Autumn	<ul style="list-style-type: none"> • Understand the difference between secrets and surprises • Know when secrets shouldn't be kept secret • Understand responsibility in keeping themselves and others safe • Understand they have the right to say no • Know who to talk to if they have been made to feel uncomfortable • Know who makes them feel safe • Understand that some touching is not fun and can hurt/be upsetting • Know what counts as bullying • Understand the difference between bullying and teasing in different situations • Know strategies to handle bullying • Know who to talk to if bullying is happening • Understand there are different types of bullying • Know who is part of their support network • Understand how families can come in different shapes and sizes • Know how to communicate feelings to others • Understand how others feel • Know what to do if they are upset by someone else's behaviour • Know how to negotiate to maintain positive relationships • Know how to support others • Understand how their behaviour can affect other people • Understand fair, unfair, kind and unkind. • Understand how friends care for each other • Know that friendship is a type of relationship • Understand physical and non-physical differences and similarities between people • Understand how to talk about other people respectfully
	Spring	<ul style="list-style-type: none"> • Take responsibility for their actions and behaviour • Understand that all living things have rights that have to be respected • Know how to share and take turns • Understand they belong to various communities • Know how to work as a team and how to avoid anyone being left out

YEAR GROUP	TERM	TOPICS DISCUSSED
	Summer	<ul style="list-style-type: none"> • Understand what situations might be unsafe • Know how to act in unsafe situations • Know who to talk to when feeling unsafe • Know that everyone deserves personal privacy • Understand concept of consent • Understand why medicines are needed • Know how to help themselves feel better without medicines • Understand medicine safety and responsibility • Understand different parts of the human life cycle (baby to death) • Know what humans physically can and cannot do at different ages • Understand the main differences between male and female • Know that humans can have the same body parts but they can look different
Year 3	Autumn	<ul style="list-style-type: none"> • Know the difference between secret and surprise • Know how they can make people feel • Understand when secrets are not ok • Understand cooperation and collaboration • Know the different skills people can bring to a team • Know what a positive relationship is • Know how to maintain positive relationships • Know how their actions can affect others • Understand how a relationship can be unhealthy and what to do if this happens • Know everyone has the right to personal space • Know when touch is inappropriate • Know what to do if they are unhappy with touch • Know and use strategies to resolve conflict • Know qualities of friendship • Understand why friends sometimes fall out • Know how to handle peer pressure • Understand why bullying happens • Understand what prejudice is • Understand what is meant by respect • Know how to show respect, even when opinions are different • Understand there are different types of family • Know about adoption, fostering and same-sex relationships • Understand that differences between people are ok

YEAR GROUP	TERM	TOPICS DISCUSSED
	Spring	<ul style="list-style-type: none"> • Understand our diverse country • Know similarities and differences between some cultures • Understand the importance of respect and tolerance • Understand how people can have different opinions • Know that the internet isn't always right/safe • Understand the different communities they are a part of and what they add to each community • Know other members in the community
	Summer	<ul style="list-style-type: none"> • Medicine and non-medicine ways to feel better • Know that medicines are drugs • Know proper use of medicines • Know and understand risky situations • How to minimise risk • Who can help? • Know key risks and effects of cigarettes and alcohol • Know the term 'drug' and what it means
Year 4	Autumn	<ul style="list-style-type: none"> • Know how to withstand peer pressure • Understand how peer pressure is unhealthy • Understand how to deal with dares that make them feel uncomfortable • Understand it is ok to say no to a friend • Know how to say no to something they do not want to do • Understand they have the right to personal space and privacy • Know what to do when they feel uncomfortable with someone's actions towards them • Know how to work collaboratively towards shared goals • Know how to negotiate and compromise in a respectful way • Understand the laws relating to marriage including age and same sex marriage • Understand why some couples may decide not to get married • Know the difference between secrets and surprises • Know when it is ok to 'break a secret' • Understand that some secrets are bad and should be told to a trusted adult • Understand the different types of relationships common for their age • Know how these different relationships can have an impact on them • Understand that everyone is unique • Appreciate what makes them different • Understand that they can make different choices to their friends • Know what to do when someone is unkind due to a difference

YEAR GROUP	TERM	TOPICS DISCUSSED
	Spring	<ul style="list-style-type: none"> • Understand what is meant by community • Know the different communities they are part of • Understand how media portrayal isn't always realistic • Understand and appreciate the range of identities in the UK • Understand what a stereotype is • Understand why stereotypes are formed • Understand the media's influence/use of stereotypes
	Summer	<ul style="list-style-type: none"> • Understand difference between dangerous, risky or hazardous • How to manage risk • Know who in the community keeps us safe • Understand consequences of risky behaviour • Know key risks and effects of alcohol and cigarettes • Know the risks of medicines • Understand how to compromise
Year 5	Autumn	<ul style="list-style-type: none"> • Understand how actions have consequences for themselves and others • Know who they can trust for different things • Understand how to handle situations in which they feel uncomfortable • Know how to work as part of a team • Understand how to negotiate and compromise • Understand how bullying and discrimination can affect people • Know what makes a relationship healthy • Understand how bullying can happen due to personal expression • Know how bullying can be stopped • Understand how to respond to the emotions of others • Know how they are a good friend themselves • Know how to be respectful to others • Understand how kindness is needed in order to make a friendship last • Know what type of secrets are safe and which should be told • Know when it is important to break a confidence • Understand and handle 'dares' • Understand what discrimination and injustice are • Know why discrimination and injustice happen • Know how to challenge discrimination and injustice
	Spring	<ul style="list-style-type: none"> • Understand how the information we see online isn't always true • Understand how different groups/communities make up the UK • Know the importance of mutual respect

YEAR GROUP	TERM	TOPICS DISCUSSED
	Summer	<ul style="list-style-type: none"> • Understand misconceptions around smoking • Know harmful effects of smoking and alcohol • Know difference between positive and negative risks • Know when to take risks • Understand emotional needs and risks • Understand that they do not always have to agree with peers • Know how to resist peer pressure • Understand how legal drugs could damage your health • Understand that some drugs are illegal • Understand the main changes people go through during puberty and how to handle them • Know these changes happen at different times for different people • Understand menstruation • Know who to talk to about puberty
Year 6	Autumn	<ul style="list-style-type: none"> • Understand some challenges that can arise from friendship • Understand how to handle conflict respectfully • Know the importance of team work • Know how to work collaboratively • Understand negotiation and compromise as terms • Know how to negotiate respectfully and how to reach a compromise • Understand some physical contact is ok, and some is not • Know what to do when physical contact does not feel ok • Understand that some inappropriate touch is illegal • Understand the importance of being assertive when being pressured • Understand how to avoid peer-pressure by being assertive • Understand the consequences of reacting to others actions • Understand how commitment works in healthy relationships • Understand the laws surrounding marriage and that everyone has the right to choose • Understand the different relationships they have • Understand the importance of different types of relationships • Understand the importance of respect at all times • Know how to show respect to different people • Understand that everyone deserves respect, regardless of race, family, religion, gender sexual orientation etc. • Understand how to respond to discrimination as a bystander
	Spring	<ul style="list-style-type: none"> • Understand what prejudice is • Understand the benefits of living in a diverse society • Understand the importance of respecting differences

YEAR GROUP	TERM	TOPICS DISCUSSED
	Summer	<ul style="list-style-type: none"> • Understand how media images can be changed from reality • Know the negative parts of fame • Understand importance of personality, not just looks • Understand the difference between fact and opinion • Understand that the same drugs can have different uses • Understand the laws regarding drugs in this country • Understand why misperceptions of alcohol exist • Understand the effects and risks of drinking alcohol • Understand difference between enjoyment and addiction • Understand the consequences of some risk-taking • Understand the norm around drinking and smoking • Understand the different risks related to growing up • Know how their body changes as it reaches puberty • Understand how to get support if they are concerned about their body • Understand what a stereotype is • Know how to challenge stereotypes • Know how the media can reinforce stereotypes • Understand the biological process of reproduction and birth (*children can be withdrawn from 1 lesson about conception in Year 6)

Appendix 2: By the end of primary school, children should know:

TOPIC	CHILDREN 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
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

TOPIC	CHILDREN SHOULD KNOW
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
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

Appendix 3: Parent/guardian form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/GUARDIANS			
Name of child		Class	
Name of parent/guardian		Date	
Reason for withdrawing from sex education within relationships and sex education. Please note that this only applies to one sex education sessions in Year 6.			
Any other information you would like the school to consider			
Parent/guardian signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	
Signed	