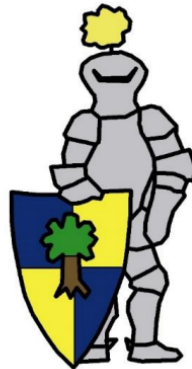


# Knightwood Primary School



## Relationships, Sex and Health Education Policy

<b>Name of School:</b>	Knightwood Primary
<b>Name of Responsible Manager/Headteacher:</b>	Emma Clark – Headteacher
<b>Date Policy approved and adopted:</b>	May 2024
<b>Date Due for review:</b>	May 2025

## 1. Aims

At Knightwood School, we believe that Relationship and Sex Education policy (RSE) is an essential and integral part of a child's personal and social development.

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

- Provide a framework in which sensitive discussions can take place,
- Support them through physical and emotional changes,
- 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 relationships,
- Teach pupils the correct vocabulary to describe themselves and their bodies,
- Make informed choices about their physical health and mental well-being.

## 2. Statutory requirements

The delivery of RSE will be in accordance with "Relationship Education, Relationships and Sex Education (RSE) and Health Education" (DFEE July 2019) and OFSTED Sex and relationships HMI 433 (2002).

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#). and must maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing.

At Knightwood, we teach RSE as set out in this policy.

## 3. Policy development

The consultation and policy development process involved the following steps:

1. Review – staff pulled together all information including national and local guidance.
2. Staff consultation – all school staff were given the opportunity to review the policy and make recommendations.
3. Parental engagement – all parents were given the opportunity to view the policy and make recommendations. Whilst considering the views of parents, and entering into a constructive dialogue with them, the school ultimately makes final decisions and engagement with parents does not amount to a parental veto.
4. Ratification – once amendments were made; the policy was shared with governors and adopted

This process takes place on a 3-yearly cycle.

## 4. Definition

RSE has 3 main elements incorporating the following aspects at Key Stage 1 and 2:

### *Attitudes and values*

- \*Learning the importance of values, individual conscience and moral considerations,
- \*Learning the value of family life, marriage and stable relationships for the nurture of children,
- \*Learning the value of respect, love and care,

- \*Exploring, considering and understanding moral dilemmas,
- \*Developing critical thinking as part of decision-making.

#### *Personal and social skills*

- \*Learning to manage emotions and relationships confidently and sensitively,
- \*Developing self-respect and empathy for others,
- \*Learning to make choices based on an understanding of difference and absence of prejudice,
- \*Developing an appreciation of the consequences of choices made,
- \*Managing conflict and learning how to avoid exploitation and abuse.

#### *Knowledge and understanding (at appropriate stages)*

- \*Learning about and understanding physical development,
- \*Understanding human reproduction, emotions and relationships.

RSE is lifelong learning about physical, moral and emotional development.

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. It is about respect, love and care and the benefits of making and maintaining a stable relationship.

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

## **5. Curriculum**

Our curriculum is set out as per Appendices 1, 2 and 3 this is subject to periodic review.

Materials used at Knightwood School are in accordance with the PSHE framework and are available for parents/carers to view on request.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age and needs 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.

Primary 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, making it clear that 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).

## **6. Delivery of RSE**

Formal Sex and Relationships work will be taught through science and PSHE lessons. The Sex and Relationships programme at this school will reflect the school ethos and demonstrate the Knightwood values. Active learning methods, which fully engage and motivate children, are used with consideration given to appropriate groupings e.g. small groups, whole class and single sex groups. Mixed gender groups will be used for most teaching but opportunities for single gender

'question and answer' sessions will be offered. Any pupils who have questions will be given the opportunity to ask them anonymously through a class 'question box'. Parents will be notified in advance of these lessons being taught, will be able to view resources used and have the chance to discuss the intended learning with the class teacher if necessary.

- Questions will be answered at the discretion of the teacher and what is appropriate to answer based on the curriculum coverage guidance. Children will be made aware that if their anonymous question goes unanswered it will be because it may not be appropriate to discuss at their age group and children will be encouraged to ask these questions at home. Children will not seek answers online.
- It will be made very clear to the children that the learning taking place is appropriate for their age group and maturity only and that it would not be acceptable to discuss what they have learnt with younger children (siblings etc).
- All staff teaching RSE will set ground rules in their classes and issues are dealt with according to the age and maturity of the pupil concerned.
- Ground rules may include:
  - No one (teacher or pupil) will have to answer a personal question.
  - No one will be forced to take part in a discussion.
  - The only language used will be easily understood and acceptable to everyone in the class.
  - Meanings of words will be explained in a factual way.
  - Questions do not need to be answered directly and may be addressed individually later.
  - All questions and concerns will be dealt with honestly and sensitively.

#### **Children with special educational needs:**

Knightwood School ensures that all children are appropriately included in RSE teaching. Staff plan work in different ways according to the needs of individual children, to give them help in developing the skills needed to reduce the risk of abuse and in learning what sorts of behaviours are and are not acceptable. This *may* include a child working individually or in small groups with an ELSA or HLTA trained in FIEPs.

#### **Confidentiality**

As a rule, a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, they must talk to the named Designated Safeguarding Lead (DSL) who will follow appropriate procedures and the child will be fully supported. The school has a separate Child Protection Policy.

## **7. Roles and responsibilities**

### **7.1 The governing board**

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

### **7.2 The headteacher**

The headteacher is responsible for ensuring that RHSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE (see section 8).

### **7.3 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 wish them to be withdrawn from components of RSE.

#### 7.4 Pupils

Pupils 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

The school is committed to working in partnership with parents and carers who are the key people in teaching their children about sex and relationships. Parents/carers are invited to discuss the school's RSE programme and to view the materials and resources that are used. They will be notified prior to the teaching of sex education lessons.. **Parents have the right to withdraw pupils from sex education (but not Relationships or Health Education or the Science curriculum) but** we hope that this will not be the case.. A parent or carer, who is concerned about any element of the policy or is unhappy about their child's participation, should make an appointment to discuss their concerns with the Headteacher.

Staff are aware that views around RSE related issues are varied. We value the opinions of all members of our school community and are aware there may be different cultural traditions and beliefs linked to RSE which we endeavour to accommodate. Personal views are respected and all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to develop their own, informed opinions but also respect the differing opinions of others.

#### 9. Training

RHSE is included in our continuing professional development.

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

#### 10. Monitoring arrangements

Assessment of understanding and development in aspects of RSE will be within the PSHE curriculum. Some aspects of RSE are also taught and assessed through the Science, computing and well-being curriculum.

##### **Monitoring and evaluation**

The RSE policy is monitored annually through staff meetings where there are opportunities to discuss the content and context of the learning. Feedback is brought to the Governing Body at the point of review.

## Appendix 1: Curriculum map

### Sex education curriculum map

YEAR GROUP	PSHE UNIT	TOPIC/THEME DETAILS	RESOURCES
Foundation Stage		In EFYS children will be taught to respect their own and others' bodies and that everyone is different. Throughout the year, children will develop their personal, social and emotional skills through play, circle time and positive role modelling.	
YEAR 1	<i>Other people are special too</i> <i>Working well together</i> <i>Caring for myself</i> <i>Caring for others</i> <i>Keeping safe</i> <i>Looking forward</i>	In KS1 pupils learn to recognise similarities and differences between themselves and others, name the main physical external body parts, identify and share their feelings with each other, recognise safe and unsafe situations and identify and be able to talk to someone they trust. They will be using the correct scientific language for body parts from year 2 onwards e.g., vagina, breasts, penis and testicles.	
YEAR 2	<i>Who is in charge?</i> <i>Celebrating and recognising differences</i> <i>My body is important</i> <i>Changing friendships</i> <i>Taking charge</i> <i>Looking forward</i>		DVD Sex Education Programme <i>"All About Us: Loving &amp; Growing"</i> Unit 1 Parents will be informed when this learning is to take place.

YEAR GROUP	PSHE UNIT	TOPIC/THEME DETAILS	RESOURCES
YEAR 3	<i>Settling in</i> <i>Making friends</i> <i>Focus on feelings</i> <i>Keeping safe in school</i> <i>People and their work</i> <i>In someone else's shoes</i>	In KS2 pupils learn to express their opinions about relationships and bullying and to listen to and support others, including respecting others' viewpoints and beliefs. They learn to recognise their own worth and identify positive aspects about themselves; to try to identify and develop strategies to handle relationships and stressful situations in daily life in order to promote their own mental health and well-being. In year 4, life processes are discussed including the physical changes that take place, why and when they happen and how to manage them.	
YEAR 4	<i>Feeling good</i> <i>Keeping healthy</i> <i>Changes in families</i> <i>Ups and downs in relationships</i> <i>Keeping safe outside of school</i> <i>Looking ahead</i>		Yr 4 Sex Education Programme "All About Us: <i>Loving &amp; Growing</i> " Unit 2 Programme 4 Changes Parents will be informed when this learning is to take place.

YEAR GROUP	PSHE UNIT	TOPIC/THEME DETAILS	RESOURCES
YEAR 5	<i>Being involved in the local community</i> <i>Who decides?</i> <i>Looking at the world</i> <i>We're all different</i> <i>Risks and pressures</i> <i>It's my body</i>	<p>It is important that in Years 5 &amp; 6 the school supports pupils' ongoing emotional and physical development effectively and we inform parents when this work is going to be done.</p> <p>The areas covered include:</p> <ul style="list-style-type: none"> <li>i) changes in the body related to puberty including menstruation.</li> <li>ii) when these changes are likely to happen and what issues may cause young people anxiety and how they can deal with these,</li> <li>iii) how a baby is conceived and born (yr 6)</li> <li>iv) responsibilities and respect relating to parenthood and happy, stable relationships</li> </ul>	<p>Sex Education Programme~ Don't panic about puberty – Operation Ouch cbbc</p> <p>Delivered in sessions with mixed gender group as well as single-gender question and answer session</p> <p>Parents will be informed when this learning will take place</p>
YEAR 6	<i>Managing conflict</i> <i>The world of work</i> <i>Taking responsibility for my own safety</i> <i>Rights, respect, responsibility and the law</i> <i>Changing relationships</i> <i>Transition and managing change</i>		<p>Sex Education Programme</p> <p>Don't panic about puberty – Operation Ouch cbbc</p> <p>How babies are made –Operation Ouch cbbc</p> <p>Delivered sessions with mixed gender group as well as single-gender question and answer session</p> <p>Parents will be informed when this learning will take place</p>

## Appendix 2: Relationships Education DfE 2020

By the end of Primary school:



TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>● That families are important for children growing up because they can give love, security and stability</li> <li>● 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</li> <li>● 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</li> <li>● 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</li> <li>● That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>● How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>● How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>● The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>● That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>● 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</li> <li>● 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>● 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</li> <li>● Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>● The conventions of courtesy and manners</li> <li>● The importance of self-respect and how this links to their own happiness</li> <li>● 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</li> <li>● 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</li> <li>● What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>● The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships Refer to computing planning	<ul style="list-style-type: none"> <li>● That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>● 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</li> <li>● The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>● How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>● How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>● What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>● 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</li> <li>● That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>● How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>● How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>● How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>● How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>● Where to get advice e.g. family, school and/or other sources</li> </ul>



## Appendix 3 : Physical Health and Mental Well Being

### By the end of primary school:

<b>Mental wellbeing</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>● that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>● that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> </ul>
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	<ul style="list-style-type: none"> <li>● how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>● how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>● the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>● simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>● isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>● that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>● where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>● it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>
<b>Internet safety and harms</b>  <b>Refer to computing planning</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>● that for most people the internet is an integral part of life and has many benefits.</li> <li>● about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>● how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>● why social media, some computer games and online gaming, for example, are age restricted.</li> <li>● that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> </ul>

	<ul style="list-style-type: none"> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>
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<b>Physical health and fitness</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<b>Healthy eating</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
<b>Health and prevention</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to allergies, immunisation and vaccination.</li> </ul>
<b>Basic first aid</b>	<p>Pupils should know:</p>

	<ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
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<b>Changing adolescent body</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>
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