



## **Relationships and Sex Education Policy**

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## 1 Aims

- 1.1 This is the Relationships and Sex Education (RSE) Policy for pupils of Kelvedon Hatch Community Primary School (**KHCPS**).
- 1.2 KHCPS is part of Discovery Educational Trust (**DET**).
- 1.3 The aim of the RSE programme at KHCPS is to:
  - 1.3.1 teach pupils the skills and knowledge that form the building blocks of all positive relationships and understand the importance of equality and respect;
  - 1.3.2 support pupils from the start of their education to grow into kind, caring adults, who have respect for others and know how to keep themselves and others safe;
  - 1.3.3 equip pupils to keep themselves and others safe, and to recognise and report risks and abuse, including online.
- 1.4 RSE will be delivered as part of a whole-School approach to wellbeing and positive relationships, supported by other DET and KHCPS policies, including the DET Safeguarding and Child Protection Policy and the KHCPS Behaviour Policy.
- 1.5 KHCPS understands that there will be a range of opinions regarding some topics within RSE. The guiding principle will be that the subject will be taught in a factual way, which reflects the law, in order that pupils are clear about their rights and responsibilities as citizens.

## 2 Application

- 2.1 This Policy applies to the whole of KHCPS, including the Early Years Foundation Stage (EYFS).

## 3 Definitions

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

- 3.1.1 the Relationships and Sex Education Policy is referred to as **this Policy**;
- 3.1.2 references to DET means the Trust Board (TB) of DET;
- 3.1.3 **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. foster carer/legal guardian);
- 3.1.4 **School days** mean Monday to Friday, when KHCPS is open during term time. The dates of term are published on the KHCPS website.

## 4 Responsibility Statement

- 4.1 DET has overall responsibility for all matters, which are the subject of this Policy.
- 4.2 DET will be responsible for providing suitable training to all staff, who are responsible for teaching topics relevant to the RSE programme.
- 4.3 The level and frequency of training depends on the role of the individual member of staff. KHCPS maintains written records of all staff training.

4.4 KHCPS has appointed an appropriate senior leader with dedicated time to lead specialist provision, e.g. a Personal, Social, Health and Economic (**PSHE**) education coordinator, with responsibility for the curriculum area. The Subject Leader will hold, at least, termly 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.

4.5 Where external organisations are used to deliver some aspects of the curriculum, DET will always remain responsible for the content and the way in which children are taught. Any external resources will be reviewed to check that they are accurate, age- and stage-appropriate and unbiased.

4.6 In order to achieve full and effective implementation of this Policy, DET 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	HT and PSHE Subject Leader	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 PSHE Subject Leader	As required, ideally, termly
Maintaining up-to-date records of all information created in relation to the Policy and its implementation as required by the UK GDPR	School Business Manager (SBM)	As required, and, at least, termly
Formal annual review	DET	Annually
Consultation on the Policy	HT	Annually
Overall responsibility for content and implementation	DET	As a minimum annually

## 5 Consultation with Parents

5.1 KHCPS will proactively engage and consult Parents when it develops and reviews this Policy, ensuring that Parents understand that effective RSE is important for promoting and protecting the wellbeing of all children.

- 5.2 KHCPS recognises the vital role that Parents play in supporting their children's understanding of relationships, and values Parents' views in shaping the curriculum. Parents will be given regular opportunities to learn about and ask questions regarding the KHCPS approach to RSE.
- 5.3 KHCPS will consult closely with Parents and consider their feedback. Parents' views will help inform curriculum decisions, but final decisions rest with the School. Parents will always have access to curriculum materials, and KHCPS will not work with external providers, who restrict this access.
- 5.4 Parents will be provided with clear information about:
  - 5.4.1 the content in the RSE curriculum.
  - 5.4.2 how the curriculum is delivered, including what is taught in each Year Group.
  - 5.4.3 the resources used to support teaching; and
  - 5.4.4 their legal right to request that their child is withdrawn from sex education.

## 6 Curriculum Content

- 6.1 **RSE** may be taught in stand-alone lessons or reinforced in other curriculum subjects, e.g. PSHE, science, computing.
- 6.2 Focus will be placed on:
  - 6.2.1 teaching skills and knowledge that build positive relationships, helping children grow into kind, respectful, and safe adults;
  - 6.2.2 laying the foundation for secondary school, e.g. managing feelings like disappointment or anger in friendships;
  - 6.2.3 reflecting on and respecting diverse family structures (single Parents, same-sex Parents, carers, foster families, etc.) without stigma;
  - 6.2.4 teaching pupils about positive relationships, safety, boundaries, privacy, and children's rights over their bodies and personal information.
- 6.3 Protective and preventative teaching should be age-appropriate, avoid alarm, and not normalise risky behaviour.
- 6.4 Sensitive issues (e.g. pressure to share images, exposure to pornography) may be addressed in later primary, if relevant, with Parents informed of any deviation from Policy.
- 6.5 **Sex education** is not compulsory in primary schools. However, it will be taught in Year Groups 5 and 6 in line with content about conception and birth, which is part of the curriculum for science.
- 6.6 Parents will be consulted about the content of anything that will be taught within sex education. This will include offering Parents support in talking to their children about sex education and how to link this with what is being taught in School.
- 6.7 Parents will have a right to request that their child is withdrawn from sex education. Refer to Appendix 2 for the request to withdraw a pupil from sex education.
- 6.8 Further details about curriculum content can be found in Appendix 1.

6.9 **Health education** - KHCPS is also required to teach health education as part of the requirement to teach PSHE. As health education topics are related to the requirement to teach RSE, KHCPS has included further details about curriculum content in Appendix 1.

## 7 **Curriculum Delivery**

7.1 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.

7.2 Curriculum content and curriculum delivery will be underpinned by the PSHE 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.

7.3 KHCPS may invite external speakers to help deliver part of the curriculum content. When doing so, KHCPS will ensure that the arrangements for all visiting speakers, including any resources they use, 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 the KHCPS duties, age-appropriate and aligned to the developmental stage of the pupils being taught.

## 8 **Equality**

8.1 The KHCPS RSE programme will reflect the needs of all pupils, taking into account age, gender, disability, race, religion or belief, and diverse backgrounds. Extra support will be provided, where needed, especially for pupils with particular needs or characteristics, and reasonable adjustments will be made in accordance with the DET Equality Policy and the DET SEND Policy.

8.2 KHCPS will not tolerate sexual harassment, sexual violence, sexism, homophobia, transphobia, harmful stereotypes or any discrimination. These behaviours are never “banter” or “just part of growing up.” KHCPS is committed to a zero-tolerance approach to create a safe and respectful environment for all.

8.3 Pupils will be encouraged to build healthy, respectful relationships and to challenge unfair limits, discrimination or stereotypes.

8.4 KHCPS will listen to pupil views on these issues through meetings and discussions, ensuring that their voices help shape the curriculum and School culture.

8.5 RSE will be accessible to all pupils, including those with special educational needs and disabilities (SEND), and lessons will be adapted, where needed. KHCPS recognises that some pupils may be more vulnerable, and will provide extra support to keep them safe.

## 9 **Assessment and Pupil Progress**

9.1 KHCPS will build knowledge and skills sequentially, with regular feedback provided on pupil progress. Lessons will ensure that all pupils are challenged, and KHCPS will regularly assess pupil progress to identify where pupils need extra support or intervention.

## 10 **Pupil Questions**

10.1 KHCPS appreciates that pupils may ask their teachers or other adults questions, which go beyond the School’s 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.

## **11      Safeguarding**

- 11.1 Pupils will be given a safe space to ask questions about sensitive topics and will understand how confidentiality will be handled in a lesson and what might happen if they choose to make a report of abuse about themselves and a peer.
- 11.2 Pupils will also be taught to understand where they can report any concerns and seek help, including to external services, if they do not feel comfortable talking to staff.
- 11.3 If staff have a concern about a risk of pupils experiencing or perpetrating harms, they must follow the DET Safeguarding and Child Protection Policy and speak to the School's Designated Safeguarding Lead (DSL) (or a Deputy DSL in the DSL's absence).

## **12      Record Keeping**

- 12.1 The information created in connection with this Policy may contain personal data. The School's use of this personal data will be in accordance with Data Protection law. DET has published Privacy Notices on its website, which apply to KHCPS and which explain how DET/its Schools will use personal data.
- 12.2 All records created in accordance with this Policy are managed in accordance with the DET Retention Schedules.

## **13      Publication, Availability and Feedback**

- 13.1 This Policy is published on the KHCPS website.
- 13.2 This Policy is available in hard copy on request, including in accessible formats.
- 13.3 A copy of the Policy is available for inspection from the KHCPS School Office during the School day.
- 13.4 KHCPS welcomes feedback on how it can continue to improve this Policy, and this can be sent to the KHCPS School Office marking the subject line "Feedback on the RSE Policy."

## 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.

### PSHE Curriculum

#### PSHE/SRE Long-Term Plan

Year Group:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Self-Regulation - My Feelings	Building Relationships - Special Relationships	Managing Self – Taking on Challenges	Self Regulation – Listening and following Instructions	Building Relationships – My Family and Friends	Managing Self – My Wellbeing
Year 1	Families and Relationships	Health and Wellbeing	Safety and the Changing Body	Citizenship	Economic Wellbeing	Transition, Change and Moving On
Year 2	Families and Relationships	Health and Wellbeing	Safety and the Changing Body	Citizenship	Economic Wellbeing	Transition, Change and Moving On
Year 3	Families and Relationships	Health and Wellbeing	Safety and the Changing Body	Citizenship	Economic Wellbeing	Transition, Change and Moving On
Year 4	Families and Relationships	Health and Wellbeing	Safety and the Changing Body	Citizenship	Economic Wellbeing	Transition, Change and Moving On
Year 5	Families and Relationships	Health and Wellbeing	Safety and the Changing Body	Citizenship	Economic Wellbeing	Transition, Change and Moving On
Year 6	Families and Relationships	Health and Wellbeing	Safety and the changing body	Citizenship	Economic Wellbeing	Identity

Progression of skills and knowledge through the curriculum

Progression of skills and knowledge			Families and relationships			
Sub-strand	EYFS (Reception)		Year 1		Year 2	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
<b>Family</b>	Learning how to talk about our families and discussing why we love them.  Talking about people that hold a special place in my life.	To name and describe the different members of our families.  To understand that all families are valuable and special.	Exploring how families are different to each other.	To understand that families look after us.  To know some words to describe how people are related (e.g. aunty, cousin).  To know that some information about me and my family is personal.	Understanding ways to show respect for different families.  Understanding that families offer love, care and support.	To know that families can be made up of different people.  To know that families may be different to my family.
<b>Friendships</b>	Developing strategies to help when sharing with others.  Exploring what makes a good friend.	To know that we share toys so that everyone feels involved and no one feels left out or upset.	Exploring how friendship problems can be overcome.  Exploring friendly behaviours.	To understand some characteristics of a positive friendship.  To understand that friendships can have problems but that these can be overcome.	Understanding difficulties in friendships and discussing action that can be taken.	To know some problems which might happen in friendships.  To understand that some problems in friendships might be more serious and need addressing.
<b>Respectful relationships</b>	Thinking about what it means to be a valued person.  Exploring the differences between us that make each person unique.  Considering the perspectives and feelings of others.  Learning to work as a member of a team.  Developing listening skills.	To understand that different people like different things.  To understand that all people are valuable.  To know that it is important to help, listen and support others when working as a team.  To know that it is important to tell the truth.	Recognising how other people show their feelings.  Identifying ways we can care for others when they are sad.  Exploring the ability to successfully work with different people.	To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.	Learning how other people show their feelings and how to respond to them.  Exploring the conventions of manners in different situations.	To understand some ways people show their feelings.  To understand what good manners are.  To understand some stereotypes related to jobs.
<b>Change and loss</b>	N/A	N/A	N/A	N/A	Exploring how loss and change can affect us.	To know that there are ways we can remember people or events.

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Progression of skills and knowledge			Families and relationships			
Sub-strand	Year 3		Year 4			
	Skills	Knowledge	Skills	Knowledge		
<b>Family</b>	Learning that problems can occur in families and that there is help available if needed.	To know that I can talk to trusted adults or services such as Childline if I experience family problems.	Using respectful language to discuss different families.	To know that families are varied in the UK and across the world.		
<b>Friendships</b>	Exploring ways to resolve friendship problems.  Developing an understanding of the impact of bullying and what to do if bullying occurs.	To know that bullying can be physical or verbal.  To know that bullying is repeated, not a one off event.  To know that violence is never the right way to solve a friendship problem	Exploring physical and emotional boundaries in friendships.	To understand the different roles related to bullying including victim, bully and bystander.  To understand that everyone has the right to decide what happens to their body.		
<b>Respectful relationships</b>	Identifying who I can trust.  Learning about the effects of non verbal communication.  Exploring the negative impact of stereotyping.	To know that trust is being able to rely on someone and it is an important part of relationships.  To know the signs of a good listener.  To understand how to listen carefully and why listening is important.  To understand that there are similarities and differences between people.  To understand some stereotypes related to age.	Exploring how my actions and behaviour can affect other people.	To understand the courtesy and manners which are expected in different scenarios.  To understand some stereotypes related to disability.		
<b>Change and loss</b>	N/A	N/A	Discussing how to help someone who has experienced a bereavement.	To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.		

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Progression of skills and knowledge			Families and relationships	
Sub-strand	Year 5		Year 6	
	Skills	Knowledge	Skills	Knowledge
<b>Family</b>	Identifying ways families might make children feel unhappy or unsafe.	To know that marriage is a legal commitment and is a choice people can make.  To know that if I have a problem, I can call ChildLine on 0800 1111.	N/A	N/A
<b>Friendships</b>	Exploring the impact that bullying might have.  Exploring issues which might be encountered in friendships and how these might impact the friendship.	To know what attributes and skills make a good friend.  To understand what might lead to someone bullying others.  To know what action a bystander can take when they see bullying.	Identifying ways to resolve conflict through negotiation and compromise.	To know that a conflict is a disagreement or argument and can occur in friendships.  To understand the concepts of negotiation and compromise.
<b>Respectful relationships</b>	Exploring and questioning the assumptions we make about people based on how they look.  Exploring our positive attributes and being proud of these (self-respect).	To understand that positive attributes are the good qualities that someone has.  To know that stereotypes can be unfair, negative and destructive.  To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability.	Discussing how and why respect is an important part of relationships.  Identifying ways to challenge stereotypes.	To understand what respect is.  To understand that everyone deserves respect but respect can be lost.  To understand that stereotypes can lead to bullying and discrimination.
<b>Change and loss</b>	N/A	N/A	Exploring the process of grief and understanding that it is different for different people.	To understand that loss and change can cause a range of emotions.  To know that grief is the process people go through when someone close to them dies.

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Progression of skills and knowledge			Health and wellbeing			
Sub-strand	EYFS (Reception)		Year 1		Year 2	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
<b>Health and prevention</b>	Discussing ways that we can take care of ourselves.	To know that having a naturally colourful diet is one way to try and eat healthily.	Learning how to wash my hands properly.  Learning how to deal with an allergic reaction.	To understand we can limit the spread of germs by having good hand hygiene.  To know the five S's for sun safety: slip, slop, slap, shade, sunglasses.  To know that certain foods and other things can cause allergic reactions in some people.	Exploring the effect that food and drink can have on my teeth.	To know that food and drinks with lots of sugar are bad for our teeth.
<b>Physical health and wellbeing</b>	Exploring how exercise affects different parts of the body.	To know that exercise means moving our body and is important.  To know that yoga can help our bodies and minds relax.	Exploring positive sleep habits.  Exploring two different methods of relaxation: progressive muscle relaxation and laughter.  Exploring health-related jobs and people who help look after our health.	To know that sleep helps my body to repair itself, to grow and restores my energy.	Exploring some of the benefits of exercise on body and mind.  Exploring some of the benefits of a healthy balanced diet.  Suggesting how to improve an unbalanced meal.  Learning breathing exercises to aid relaxation.	To explain the importance of exercise to stay healthy.  To understand the balance of foods we need to keep healthy.  To know that breathing techniques can be a useful strategy to relax.
<b>Mental wellbeing</b>	Identifying how characters within a story may be feeling.  Identifying and expressing my own feelings.  Exploring coping strategies to help regulate emotions.  Exploring different facial expressions and identifying the different feelings they can represent.  Exploring ways to moderate behaviour, socially and emotionally.  Coping with challenge when problem solving.	To name some different feelings and emotions.  To know that I am a valuable individual.  To know that facial expressions can give us clues as to how a person is feeling.  To know that I can learn from my mistakes.  To know some strategies to calm down.	Identifying personal strengths and qualities.  Identifying different ways to manage feelings.	To know that strengths are things we are good at.  To know that qualities describe what we are like.  To know the words to describe some positive and negative emotions.	Exploring strategies to manage different emotions.  Developing empathy.  Identifying personal goals and how to work towards them.  Exploring the need for perseverance and developing a growth mindset.  Developing an understanding of self respect.	To know that we can feel more than one emotion at a time.  To know that a growth mindset means being positive about challenges and finding ways to overcome them.

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Progression of skills and knowledge		Health and wellbeing		
Sub-strand	Year 3		Year 4	
	Skills	Knowledge	Skills	Knowledge
Health and prevention	Discussing why it is important to look after my teeth.	To understand ways to prevent tooth decay.	Developing independence in looking after my teeth.	To know key facts about dental health.
Physical health and wellbeing	Learning stretches which can be used for relaxation.  Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.	To understand the positive impact relaxation can have on the body.  To know the different food groups and how much of each of them we should have to have a balanced diet.	Identifying what makes me feel calm and relaxed.  Learning visualisation as a tool to aid relaxation.	To know that visualisation means creating an image in our heads.
Mental wellbeing	Exploring my own identity through the groups I belong to.  Identifying my strengths and exploring how I use them to help others.  Being able to breakdown a problem into smaller parts to overcome it.	To understand the importance of belonging.  To understand what being lonely means and that it is not the same as being alone.  To understand what a problem or barrier is and that these can be overcome.	Exploring how my skills can be used to undertake certain jobs.  Explore ways we can make ourselves feel happy or happier.  Developing the ability to appreciate the emotions of others in different situations.  Learning to take responsibility for my emotions by knowing that I can control some things but not others.  Developing a growth mindset.	To know that different job roles need different skills and so some roles may suit me more than others.  To know that it is normal to experience a range of emotions.  To know that mental health refers to our emotional wellbeing, rather than physical.  To understand that mistakes can help us to learn.  To know who can help if we are worried about our own or other people's mental health.

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Progression of skills and knowledge		Health and wellbeing		
Sub-strand	Year 5		Year 6	
	Skills	Knowledge	Skills	Knowledge
Health and prevention	Developing independence for protecting myself in the sun.	To understand the risks of sun exposure.	Considering ways to prevent illness.  Identifying some actions to take if I am worried about my health or my friends' health.	To understand that vaccinations can give us protection against disease.  To know that changes in the body could be possible signs of illness.
Physical health and wellbeing	Understanding the relationship between stress and relaxation.  Considering calories and food groups to plan healthy meals.  Developing greater responsibility for ensuring good quality sleep.	To know that relaxation stretches can help us to relax and de-stress.  To know that calories are the unit that we use to measure the amount of energy certain foods give us.  To know that what we do before bed can affect our sleep quality.	Identifying a range of relaxation strategies and situations in which they would be useful.  Exploring ways to maintain good habits.  Setting achievable goals for a healthy lifestyle.	To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health).  To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits.
Mental wellbeing	Taking responsibility for my own feelings.	To understand what can cause stress.  To understand that failure is an important part of success.	Exploring my personal qualities and how to build on them.  Developing strategies for being resilient in challenging situations.	To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation).  To know the effects technology can have on mental health.

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Progression of skills and knowledge				Safety and the changing body		
Sub-strand	EYFS (Reception)		Year 1		Year 2	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Being safe (including online)	Considering why it is important to follow rules. Exploring what it means to be a safe pedestrian.	To know that some rules are in place to keep us safe. To know how to behave safely on the pavement and when crossing roads with an adult.	Practising what to do if I get lost. Identifying hazards that may be found at home. Understanding people's roles within the local community that help keep us safe.	To know that some types of physical contact are never appropriate. To know what to do if I get lost. To know that a hazard is something which could cause an accident or injury.	Discussing the concept of privacy. Exploring ways to stay safe online. Learning how to behave safely near the road and when crossing the road.	To know the PANTS rule. To know that I should tell an adult if I see something which makes me uncomfortable online. To understand the difference between secrets and surprises. To know the rules for crossing the road safely.
Drugs, alcohol and tobacco	N/A	N/A	Learning what is and is not safe to put on or into my body and to ask an adult if I am not sure.	To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.	Exploring what people can do to feel better when they are ill. Learning how to be safe around medicines.	To know that medicine can help us when we are ill. To understand that we should only take medicines when a trusted adult says we can.
The changing adolescent body	N/A	N/A	N/A	N/A	N/A	To know the names of parts of my body including private parts.
Basic first aid	N/A	N/A	Practising making an emergency phone call.	To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened. To know that the emergency services are the police, fire service and the ambulance service.	N/A	N/A

Progression of skills and knowledge				Safety and the changing body	
Sub-strand	Year 3		Year 4		
	Skills	Knowledge	Skills	Knowledge	
Being safe (including online)	Exploring ways to respond to cyberbullying or unkind behaviour online. Developing skills as a responsible digital citizen. Identifying things people might do near roads which are unsafe. Beginning to recognise unsafe digital content.	To understand that cyberbullying is bullying which takes place online. To know the signs that an email might be fake. To know the rules for being safe near roads.	Discussing how to seek help if I need to. Exploring what to do if an adult makes me feel uncomfortable. Learning about the benefits and risks of sharing information online.	To understand that there are risks to sharing things online. To know the difference between private and public.	
Drugs, alcohol and tobacco	Exploring that people and things can influence me and that I need to make the right decision for me. Exploring choices and decisions that I can make.	To understand that other people can influence our choices.	Discussing the benefits of being a non-smoker.	To understand the risks associated with smoking tobacco.	
The changing adolescent body	N/A	N/A	Discussing some physical and emotional changes during puberty.	To understand the physical changes to both male and female bodies as people grow from children to adults.	
Basic first aid	Learning what to do in a medical emergency, including calling the emergency services.	To know that bites or stings can sometimes cause an allergic reaction. To know that it is important to maintain the safety of myself and others, before giving first aid.	Learning how to help someone who is having an asthma attack.	To know that asthma is a condition which causes the airways to narrow.	

Progression of skills and knowledge		Safety and the changing body		
Sub-strand	Year 5		Year 6	
	Skills	Knowledge	Skills	Knowledge
<b>Being safe (including online)</b>	Developing an understanding of how to ensure relationships online are safe.	To know the steps to take before sending a message online (using the THINK mnemonic).  To know some of the possible risks online.	Developing an understanding about the reliability of online information.  Exploring online relationships including dealing with problems.	To understand that online relationships should be treated in the same way as face to face relationships.  To know where to get help with online problems.
<b>Drugs, alcohol and tobacco</b>	Learning to make 'for' and 'against' arguments to help with decision making.	To know some strategies I can use to overcome pressure from others and make my own decisions.	Discussing the reasons why adults may or may not drink alcohol.	To understand the risks associated with drinking alcohol.
<b>The changing adolescent body</b>	Learning about the emotional changes during puberty.  Identifying reliable sources of help with puberty.	To understand the process of the menstrual cycle.  To know the names of the external sexual parts of the body and the internal reproductive organs.  To know that puberty happens at different ages for different people.	Discussing problems which might be encountered during puberty and using knowledge to help.	To understand how a baby is conceived and develops.
<b>Basic first aid</b>	Learning about how to help someone who is bleeding.	To know how to assess a casualty's condition.	Learning how to help someone who is choking.  Placing an unresponsive patient into the recovery position.	To know how to conduct a primary survey (using DRSABC).

Progression of skills and knowledge		Citizenship			
EYFS (Reception)		Year 1		Year 2	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Beginning to understand why rules are important in school.	To know that we have rules to keep everything fair, safe and enjoyable for everyone.  To understand that we all have similarities and differences and that make us special.  To know that we all have different beliefs and celebrate special times in different ways.	Recognising why rules are necessary and the consequences of not following rules.  Discussing how to meet the needs of different pets.  Exploring the differences between people.  Recognising the groups that we belong to.	To know the rules in school.  To know that different pets have different needs.  To understand the needs of younger children and that these change over time.  To know that voting is a fair way to make a decision.  To understand that people are all different and that this is a good thing.	Explaining why rules are in place in different settings.  Identifying positives and negatives about the school environment.  Learning how to discuss issues of concern to me.  Recognising the importance of looking after the school environment.  Identifying ways to help look after the school environment.  Recognising the contribution people make to the local community.	To know some of the different places where rules apply.  To know that some rules are made to be followed by everyone and are known as laws.  To know some of the jobs people do to look after the environment in school and the local community.  To understand how democracy works in school through the school council.  To understand that different groups of people make different contributions to the community.

Progression of skills and knowledge		Citizenship	
Year 3		Year 4	
Skills	Knowledge	Skills	Knowledge
<p>Exploring how children's rights help them and other children.</p> <p>Considering the responsibilities that adults and children have to maintain children's rights.</p> <p>Discussing ways we can make a difference to recycling rates at home/school.</p> <p>Identifying local community groups and discussing how these support the community.</p>	<p>To understand the UN Convention on the Rights of the Child.</p> <p>To understand how recycling can have a positive impact on the environment.</p> <p>To know that the local council is responsible for looking after the local area.</p> <p>To know that elections are held where adults can vote for local councillors.</p> <p>To understand some of the consequences of breaking rules.</p> <p>To understand the role of charities in the community.</p>	<p>Discussing how we can help to protect human rights.</p> <p>Identifying ways items can be reused.</p> <p>Explaining why reusing items is of benefit to the environment.</p> <p>Identifying the benefits different groups bring to the local community.</p> <p>Discussing the positives diversity brings to a community.</p>	<p>To know that human rights are specific rights that apply to all people.</p> <p>To know some of the people who protect our human rights such as police, judges and politicians.</p> <p>To know that reusing items is of benefit to the environment.</p> <p>To understand that councillors have to balance looking after local residents and the needs of the council.</p> <p>To know that there are a number of groups which make up the local community.</p>
Year 5		Year 6	
Skills	Knowledge	Skills	Knowledge
<p>Explaining why reducing the use of materials is positive for the environment.</p> <p>Discussing how rights and responsibilities link.</p> <p>Exploring the right to a freedom of expression.</p> <p>Identifying the contribution people make to the community and how this is recognised.</p> <p>Developing an understanding of how parliament and Government work.</p> <p>Identifying ways people can bring about change in society.</p>	<p>To know what happens when someone breaks the law.</p> <p>To understand the waste hierarchy.</p> <p>To know that parliament is made up of the House of Commons, the House of Lords and the Monarch.</p> <p>To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work.</p> <p>To know that a pressure group is a group of people who feel very strongly about an issue and want to see something change.</p>	<p>Learning about environmental issues relating to food.</p> <p>Discussing how education and other human rights protect us.</p> <p>Identifying causes which are important to us.</p> <p>Discussing how people can influence what happens in parliament.</p> <p>Discussing ways to challenge prejudice and discrimination.</p> <p>Identifying appropriate ways to share views and ideas with others.</p>	<p>To know that education is an important human right.</p> <p>To know that our food choices can affect the environment.</p> <p>To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education.</p> <p>To know that prejudice is making assumptions about someone based on certain information.</p> <p>To know that discrimination is treating someone differently because of certain factors.</p>

## Appendix 2 Parent Form: Request to Withdraw from Sex Education

<p><b>To be completed by parent/carer and emailed to <a href="mailto:office@kelvedonhatch.essex.sch.uk">office@kelvedonhatch.essex.sch.uk</a> or handed in paper form to the School Office. Copies of the paper form can be obtained from the School Office on request.</b></p>			
Name of child			
Year Group			
Name of parent/carer			
Reasons for withdrawing from Sex Education			
Date of lesson/s to withdraw child from			
Parent/carer signature		Date	

### Appendix 3 Parents' Consultation and Review Process

#### Timetable for Consultation Process

Action	Timeframe guidelines to complete draft policy, parent consultation and final policy
<p>Draft KHCPS RSE Policy.</p> <p>(Staff and pupils may be consulted before this draft is produced).</p>	October 2025
<p>Whole-School communication publicising Parent consultation on RSE, including what consultation will constitute and invitations to Parents to make written/oral comments and pose questions.</p> <p>The KHCPS Local School Committee (LSC) may also be included in this communication.</p>	November 2025
<p>Arrange and hold Parent drop-in session to present draft KHCPS RSE Policy key points; including curriculum map for Year Group coverage and to explain Parents' right to withdraw and to seek input on the issues.</p> <p>The KHCPS staff panel, typically, comprises:</p> <ul style="list-style-type: none"> <li>- The HT;</li> <li>- The Deputy Headteacher (DHT);</li> <li>- The PSHE Subject Leader.</li> </ul>	November/December 2025
<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 of how these might be addressed.</p> <p>The KHCPS LSC (or DET TB) should also be made aware.</p>	Following the end of the consideration window
<p>Open door policy to discuss specific concerns regarding RSE.</p>	Ongoing
<p>Reconsideration of draft Policy and curriculum provision in light of Parent comments, with</p>	Complete by the end of November/December 2025

particular reference to changes that have been made as a result of consultation.	
<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 by the end of November/start of December 2025
KHCPS RSE Policy approved by DET TB.	18 December 2025
Communication to Parents of the end of the process of consultation and publication of final version of the RSE Policy the KHCPS website.	Week commencing 5 January 2026
New RSE curriculum delivered.	Ongoing
Plan to review policy with Parents.	Annually

## Appendix 4 Regulatory Framework

### 1 Regulatory framework

- 1.1 This Policy has been prepared to meet the DET and KHCPS responsibilities under:
  - 1.1.1 Education (Independent School Standards) Regulations 2014;
  - 1.1.2 Statutory framework for the Early Years Foundation Stage (DfE, September 2025);
  - 1.1.3 Education and Skills Act 2008;
  - 1.1.4 Children Act 1989;
  - 1.1.5 Childcare Act 2006;
  - 1.1.6 Equality Act 2010
  - 1.1.7 Children and Families Act 2014;
  - 1.1.8 Children and Social Work Act 2017;
  - 1.1.9 Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- 1.2 This Policy has regard to the following guidance and advice:
  - 1.2.1 Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE September 2021, effective until 31 August 2026);
  - 1.2.2 Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE July 2025, effective from 1 September 2026);
  - 1.2.3 Keeping children safe in education (DfE, September 2025) (KCSIE);
  - 1.2.4 Working together to safeguard children (DfE, December 2023, updated June 2025) (WTSC);
  - 1.2.5 Sharing nudes and semi-nudes: advice for education settings working with children and young people (UKCIS, March 2024);
  - 1.2.6 Searching, screening and confiscation: advice for schools (DfE, updated July 2023);
  - 1.2.7 Behaviour in schools' guidance (DfE, February 2024);
  - 1.2.8 Technical guidance for schools in England (Equality and Human Rights Commission (EHRC), updated July 2024);
  - 1.2.9 SEND code of practice: 0 to 25 years (DfE and DHSC, updated September 2024);
  - 1.2.10 Mental health and behaviour in schools (DfE, updated November 2018);
  - 1.2.11 Promoting children and young people's mental health and wellbeing (DfE, updated November 2023);

- 1.2.12 [Respectful school communities: self-review and signposting tool](#) (DfE);
- 1.2.13 [Plan your relationships sex and health curriculum](#) (DfE, February 2022);
- 1.2.14 [Teaching about relationships, sex-and health](#) (DfE, March 2021);
- 1.2.15 [Review of sexual abuse in schools and colleges](#) (Ofsted, June 2021);
- 1.2.16 [Domestic Abuse Statutory Guidance](#) (Home Office, July 2022);
- 1.2.17 [Political impartiality in schools](#) (DfE, March 2025);
- 1.2.18 [Teaching online safety in schools](#) (DfE, January 2023).

## **Appendix 5 Other Relevant Policies**

- 1 The following DET and KHCPS policies, procedures and resource materials are relevant to this Policy:
  - 1.1 DET Safeguarding and Child Protection Policy and local School safeguarding and child protection procedures;
  - 1.2 KHCPS Behaviour Policy;
  - 1.3 DET Risk Assessment Policy for Pupil Welfare;
  - 1.4 KHCPS Anti-Bullying Policy;
  - 1.5 DET SEND Policy;
  - 1.6 DET Equality Policy;
  - 1.7 DET Online Safety Policy;
  - 1.8 KHCPS Acceptable Use Policy for Pupils.
- 2 All DET policies are accessible [here](#). All KHCPS policies are accessible [here](#). All policies are available in hard copy on request.