



Relationships and Sex Education Policy

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| Title | Relationships and Sex Education Policy |
| Author/Owner | Headteacher |
| Status | Final - Approved |
| Ratified Date | May-24 |
| Ratified by | Trust Board |
| Staff Consultation Date | N/A |
| Review Cycle | Annual |
| Parental Consultation Date | February 2024 |
| Review Date | October 2024 |
| Security Classification | OFFICIAL |

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1 Aims

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

- 1.2.9 The HPS RSE programme reflects and supports the HPS ethos of Achievement and Enjoyment, and values of fairness, friendship, honesty, perseverance, respect and responsibility.

2 Scope and Application

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

3 Regulatory Framework

- 3.1 This Policy has been prepared to meet HPS' responsibilities under:
 - 3.1.1 Education (Independent School Standards) Regulations 2014;
 - 3.1.2 Statutory framework for the Early Years Foundation Stage (DfE, September 2021);
 - 3.1.3 Education and Skills Act 2008;
 - 3.1.4 Education Act 2002;
 - 3.1.5 Children Act 1989;
 - 3.1.6 Equality Act 2010;
 - 3.1.7 Children and Families Act 2014;
 - 3.1.8 Children and Social Work Act 2017;
 - 3.1.9 Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- 3.2 This Policy has regard to the following guidance and advice:
 - 3.2.1 it is based on statutory guidance from the DfE **Relationships education, relationships and sex education and health education** (DfE, September 2021);
 - 3.2.2 **Keeping children safe in education** (DfE, September 2023) (**KCSIE**);
 - 3.2.3 **Working together to safeguard children: statutory guidance on inter-agency working to safeguard and promote the welfare of children** (DfE, July 2018, updated July 2022);
 - 3.2.4 **Sharing nudes and semi-nudes: advice for education settings working with children and young people** (UKCIS, December 2020)
 - 3.2.5 **Searching, screening and confiscation: advice for schools** (DfE, July 2022);
 - 3.2.6 **Behaviour in schools guidance** (DfE, September 2022)
 - 3.2.7 **Respectful school communities: self-review and signposting tool** (DfE);
 - 3.2.8 **Tom Bennett independent review of behaviour in schools** (March 2017);

- 3.2.9 Relationships education, relationships and sex education and health education FAQs (DfE, July 2022);
 - 3.2.10 DfE guide for parents that schools can use to communicate about teaching relationships and health education; (DfE, June 2019);
 - 3.2.11 Plan your relationships sex and health curriculum (DfE, February 2022);
 - 3.2.12 Teaching about relationships, sex-and health (DfE, March 2021);
 - 3.2.13 Review of sexual abuse in schools and colleges (Ofsted, June 2021);
 - 3.2.14 Political impartiality in schools (DfE, February 2022); and
 - 3.2.15 Teaching online safety in schools (DfE, January 2023).
- 3.3 The following Trust and School policies, procedures, documents and resources material are relevant to this Policy:
- 3.3.1 DET Safeguarding and Child Protection Policy;
 - 3.3.2 HPS Behaviour Policy;
 - 3.3.3 HPS Anti-Bullying Policy;
 - 3.3.4 DET Harmful Sexual Behaviour and Child-on-Child Abuse Policy;
 - 3.3.5 DET Special Educational Needs and Disability (SEND) Policy;
 - 3.3.6 DET Online Safety Policy; and
 - 3.3.7 DET Acceptable Personal Use of Resources and Assets Policy.

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

4 Publication and Availability

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

5 Definitions

- 5.1 Where the following words or phrases are used in this Policy:
 - 5.1.1 references to **DET** and the **Trust** are references to Discovery Educational Trust, the Academy Trust;
 - 5.1.2 references to **parent** or **parents** means the natural or adoptive parents of the pupil (irrespective of whether they are or have ever been married, with whom the pupil lives, or whether they have contact with the pupil) as well as any person, who is not

the natural or adoptive parent of the pupil, but who has care of, or parental responsibility for, the pupil (e.g. legal guardian);

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

6 Responsibility Statement and Allocation of Tasks

- 6.1 The Trust has overall responsibility for all matters which are the subject of this Policy, including the approval of this Policy.
- 6.2 The Trust is aware of its duties under the Equality Act 2010 and the requirement under S 149 of the Equality Act 2010 to meet the Public Sector Equality Duty. This means in carrying out its functions, the Trust is required to have due regard to the need to:
- 6.2.1 eliminate discrimination and other conduct that is prohibited by the Act;
 - 6.2.2 advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
 - 6.2.3 foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.
- 6.3 The Trust is required to ensure that all those with leadership and management responsibilities at HPS actively promote the wellbeing of pupils. The adoption of this Policy is part of the Trust's response to this duty.
- 6.4 HPS will take a whole-school approach to RSE. HPS will appoint a Personal, Social, Health and Citizenship Education (**PSHCE**) Subject Leader, with responsibility for the curriculum area. The Subject Leader will hold regular meetings with the pupil body; the Senior Leadership Team (SLT) and other members of staff with pastoral responsibilities to ensure that the subjects will sit within the context of the HPS broader culture, ethos and approach to developing pupils socially, morally, spiritually and culturally; and its pastoral care system.
- 6.5 To ensure the efficient discharge of its responsibilities under this Policy, the Trust has allocated the following tasks:

| Task | Allocated to | When / frequency of review |
|---|-----------------------------|------------------------------------|
| Keeping the Policy up to date and compliant with the law and best practice | Headteacher (HT) | As required, and, at least, termly |
| Monitoring the implementation of the Policy, relevant risk assessments and any action taken in response and evaluating effectiveness | HT and PSHCE Subject Leader | As required, and, at least, termly |
| Maintaining up-to-date records of all information created in relation to the Policy and its implementation as required by the UK GDPR | School Business Manager | As required, and, at least, termly |

| Task | Allocated to | When / frequency of review |
|--|-----------------------------|--------------------------------------|
| Seeking input from interested groups (such as pupils, staff, parents) to consider improvements to the HPS processes under the Policy | HT and PSHCE Subject Leader | As required, and, at least, annually |
| Formal annual review | DET | Annually |
| Overall responsibility for content and implementation | DET | As a minimum annually |

7 Definition of Relationships and Sex Education

- 7.1 Relationships education for primary education is part of the PSHCE curriculum in the context of a broad and balanced curriculum, intended to provide what children and young people need to know about how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. It comprises learning about the nature of marriage and civil partnership and their importance for family life and the bringing up of children; safety in forming and maintaining relationships; the characteristics of healthy relationships and how relationships may affect physical and mental health and wellbeing as well as signposting sources of support for those pupils who have any concerns about relationships. The education provided is fully inclusive and developed to be age and stage of development appropriate and is taught sensitively and inclusively, with respect to the backgrounds, beliefs, needs and vulnerabilities with the aim of providing pupils with the knowledge they need.
- 7.2 Sex education is not compulsory in primary schools. The HPS science curriculum includes reference to the subject coverage in related areas, including the main external body parts, the human body as it grows from birth to old age (including puberty) and the reproduction in some plants and animals]]. In addition, HPS delivers sex education for primary age pupils covering the topics detailed in Appendix 1.

8 Curriculum Content

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

9 Equality

- 9.1 HPS will ensure that it considers the makeup of the pupil body, including the gender and the age range of the pupils and take this into account in the design and teaching of RSE. HPS will consider whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics. This may include positive action to support girls,

as, although anyone can experience sexual harassment and violence, research indicates that girls are disproportionately affected.

- 9.2 HPS will be alive to and address issues such as sexual violence and sexual harassment, sexism, homophobia and stereotypes and will take positive action to build a culture of respect where such issues will not be tolerated and any incidences are identified and tackled. HPS is committed to the approach that the starting point should always be that there is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated. Sexual violence or sexual harassment will not be passed off as "banter", "just having a laugh", part of "growing up" or "boys being boys" as HPS recognises that this can lead to a culture of unacceptable behaviours and an unsafe environment for children. HPS will act as though sexual harassment and online sexual abuse are happening, even when there are no specific complaints or reports about it.
- 9.3 HPS will consider ways to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on pupils based on their gender or any other characteristic, including through these subjects and as part of a whole-school approach.
- 9.4 As part of this whole-school approach, HPS (including through the PSHCE Subject Leader and SLT) will meet with representatives of the pupil body in order to seek pupil views on addressing these issues through the RSE programme and/or culture of HPS.
- 9.5 **Pupils with special educational needs and disabilities (SEND):** RSE will be accessible for all pupils, including those with SEND and other vulnerabilities, and teaching will be differentiated and personalised. HPS is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and will take this into consideration when designing and teaching these subjects.
- 9.6 **Lesbian, Gay, Bisexual and Transgender (LGBT):** HPS encourages pupils to respect other people, paying particular regard to the protected characteristics set out in the Equality Act 2010. HPS is aware that children, who are or perceived to be LGBT, can be targeted by other children and is committed to countering homophobic, biphobic and transphobic abuse. LGBT inclusion is part of the statutory RSE curriculum and HPS will ensure that its teaching is sensitive and age-appropriate in content and will consider when it is appropriate to teach pupils about LGBT. This content will be fully integrated into the programmes of study rather than delivered as a stand-alone unit or lesson. HPS staff will also endeavour to provide a safe space for LGBT children to speak out or to share their concerns.
- 9.7 HPS is aware of its legal duties, including those pursuant to the Equality Act 2010, which makes it unlawful for the Trust to discriminate against, harass or victimise a pupil or potential pupil in prescribed circumstances, including:
 - 9.7.1 in the way it provides education for pupils;
 - 9.7.2 in the way it provides pupils access to any benefit, facility or service; or
 - 9.7.3 subjecting them to any other detriment.
- 9.8 HPS is also aware of its duties to teach about equality issues and to ensure that teaching at HPS does not discriminate against pupils.

10 Curriculum Delivery

- 10.1 HPS will ensure that sufficient and regular time is allocated within the curriculum to deliver the RSE curriculum effectively, and in a manner designed to facilitate meaningful discussion.

10.2 Curriculum content and curriculum delivery will be underpinned by the PSHCE curriculum, the HPS Behaviour Policy and pastoral support system, as well as by a planned programme of evidence-based RSE, delivered in regularly timetabled lessons and reinforced throughout the whole curriculum.

10.3 HPS often invites visiting speakers to the School to help enhance and enrich its curriculum, its pupils' experiences and to broaden their horizons, and this is actively encouraged. HPS will ensure that the arrangements for visiting speakers, whether invited by staff, pupils or parents, are suitably assessed before the visit takes place and that clear protocols are followed to ensure that those visiting speakers and any resources used are suitable, compatible with HPS' duties, age-appropriate and aligned to the developmental stage of the pupils being taught. This includes following the HPS protocol for visitors. HPS will ensure that any visiting speaker is appropriately supervised when on school premises. In the unlikely event that the content, resources or delivery falls outside of HPS expectations, or is deemed inappropriate, HPS will take appropriate action, which could include stopping the presentation altogether.

11 Assessment and Pupil Progress

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

12 Resources

12.1 HPS will regularly assess the resources it will use prior to delivery of the programme and keep the resources under review.

12.2 HPS will share example resources with parents as part of its consultation and review processes.

12.3 The PSHCE Subject Leader will lead the collation, assessment, review and use of these resources.

13 Pupil Questions

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

14 Safeguarding, Reports of Abuse and Confidentiality

14.1 HPS will follow *Keeping children safe in education (KCSIE)* and will ensure that children are taught about safeguarding, including about how to stay safe online and respectful relationships. Appropriate open forums to discuss, potentially, sensitive issues will be made available to children. Children will also be made aware of how to raise concerns or make a report and how any report will be handled. HPS recognises that a "one size fits all" approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed or

to respond to the incidents or any patterns identified by HPS, for example, in particular cohorts.

- 14.2 Teachers will follow the HPS policy on confidentiality between themselves and pupils and manage an appropriate level of confidentiality. Pupils should be reassured that their best interests will be maintained, but teachers cannot offer or promise absolute confidentiality. Teachers will follow the Trust's Safeguarding and Child Protection Policy and School-level procedures if a child protection issue is raised.
- 14.3 In addition, but not alternatively to following the Trust's Safeguarding and Child Protection Policy and local procedures, teachers will also consider whether any anti-bullying and/or disciplinary issues arise following any pupil concerns and will follow the HPS Behaviour Policy and the HPS Anti-Bullying Policy, as appropriate.
- 14.4 HPS will encourage pupils to talk to their parents and support them to do so. HPS will also inform pupils of sources of confidential help, for example, Childline or Kooth.
- 14.5 Where HPS invites external agencies to support the delivery of these subjects, HPS will agree in advance of the session how a safeguarding report will be dealt with by the external visitor.

15 **Parents' Participation**

- 15.1 HPS recognises that parents are the first teachers of their children and that they play a vital role in:
 - 15.1.1 teaching their children about relationships and sex;
 - 15.1.2 maintaining the culture and ethos of the family;
 - 15.1.3 helping their children cope with the emotional and physical aspects of growing up;
 - 15.1.4 preparing them for the challenges and responsibilities that sexual maturity brings.
- 15.2 HPS will consult with parents in the development and review of this Policy and on the content of the RSE programme, including a sample of resources to be used. Refer Appendix 2.
- 15.3 HPS will communicate to parents an overview of what will be taught and when in delivering RSE, including a sample of resources to be used. Refer Appendix 1.
- 15.4 In order to support the emotional and physical development of pupils during the transition between primary and secondary phases of education, HPS will, specifically, consult with the parents of pupils before the final year of primary school about the detailed content of what will be taught in the relevant parts of the science curriculum and sex education curriculum. Refer Appendices 1 and 2.
- 15.5 HPS will regularly engage with parents to seek their views on the quality of RSE and on HPS culture.
- 15.6 It will also keep in regular contact with parents reinforcing the importance of children being safe online as technology is a significant component in many safeguarding and wellbeing issues, particularly those related to child-on-child abuse.
- 15.7 Parents of primary age children have the right to request that their child be withdrawn from some or all of sex education delivered as part of RSE at primary age except for those parts included in the science curriculum.

15.8 The HT will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.

15.9 The parents' right to request that their child be withdrawn from some or all of sex education will be communicated to them by HPS. There is no right to withdraw from relationships education.

16 Consultation

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

17 Training

17.1 HPS will carefully consider the suitability of staff teaching RSE, and will ensure that they are committed to the priority that HPS affords to the subject and to professional development in the subject. HPS will provide additional resources to staff, who are not specialists in the subject, in order that they can successfully implement the curriculum.

17.2 HPS will ensure that appropriate training for staff on expressing personal opinions and the use of external resources and visiting speakers.

17.3 HPS ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this Policy and have the necessary knowledge and skills to carry out their roles.

17.4 The level and frequency of training depends on role of the individual member of staff and the need for them to complete risk assessments as part of their role. This will include training of all teaching and pastoral staff in accordance with the Department for Education (DfE) teacher training materials in respect of RSE. High-quality, specific training will be provided for teachers delivering RSE and HPS will review the adequacy of that training at all levels, to ensure that it is fit for purpose.

17.5 HPS maintains written records of all staff training.

18 Record Keeping

18.1 All records created in accordance with this Policy are managed in accordance with the Trust's policies that apply to the retention and destruction of records.

18.2 All matters arising from this Policy involving a child protection issue will be recorded and dealt with under the Trust's Safeguarding and Child Protection Policy and School-level procedures, including incidents involving sexual harassment and sexual violence.

18.3 The records created in accordance with this Policy may contain personal data. The Trust has a number of privacy notices which explain how all of its Schools, including HPS, will use personal data. HPS' approach to data protection compliance is set out in the Trust's Data Protection Policy. In addition, staff must ensure that they follow the Trust and School-level data protection policies and procedures when handling personal data created in connection with this Policy.

19 Monitoring, Evaluation and Review

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

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

Appendix 1 Relationships and Sex Education Curriculum Map


Science Curriculum

The National Curriculum for science covers:

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

PSHCE Curriculum

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 |

A detailed parent link to how our RSE subject is structured can be found on the HPS website [here](#).

Progression of skills and knowledge through the curriculum

| <i>Progression of skills and knowledge</i> | | | Families and relationships | | | |
|--|--|---|--|---|--|--|
| Sub-strand | EYFS (Reception) | | Year 1 | | Year 2 | |
| | Skills | Knowledge | Skills | Knowledge | Skills | Knowledge |
| Family | 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 (eg. 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. |
| Friendships | 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. |
| Respectful relationships | 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. |
| Change and loss | 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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Standard progression of knowledge and skills

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| <i>Progression of skills and knowledge</i> | | | Families and relationships | |
|--|---|--|---|---|
| Sub-strand | Year 3 | | Year 4 | |
| | Skills | Knowledge | Skills | Knowledge |
| Family | 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. |
| Friendships | 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. |
| Respectful relationships | 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. |
| Change and loss | 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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Standard progression of knowledge and skills

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| Progression of skills and knowledge | | | Families and relationships | |
|-------------------------------------|--|--|---|--|
| Sub-strand | Year 5 | | Year 6 | |
| | Skills | Knowledge | Skills | Knowledge |
| Family | 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 |
| Friendships | 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. |
| Respectful relationships | 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. |
| Change and loss | 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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Standard progression of knowledge and skills

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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 |
| Health and prevention | 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. |
| Physical health and wellbeing | 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. |
| Mental wellbeing | 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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| <i>Progression of skills and knowledge</i> | | 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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| <i>Progression of skills and knowledge</i> | | 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 in or on our bodies. | 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 |

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| 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. |

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| Progression of skills and knowledge | | | Safety and the changing body | |
|--------------------------------------|--|---|---|---|
| Sub-strand | Year 5 | | Year 6 | |
| | Skills | Knowledge | Skills | Knowledge |
| Being safe (including online) | 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. |
| Drugs, alcohol and tobacco | 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. |
| The changing adolescent body | 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. |
| Basic first aid | 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). |

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| 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. |

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

Appendix 2 Parents' Consultation and Review Process

General Principles

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

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

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

Example Timetable for Consultation Process

| Action | Timeframe guidelines to complete draft policy, parent consultation and final policy |
|--|---|
| Draft HPS RSE Policy (Staff and pupils may be consulted before this draft is produced) | Feb-24 |
| Whole-school communication publicising parent consultation on RSE, including what consultation will constitute and invitation to parents to make written/oral comments and pose questions. | Feb-24 |
| Arrange parent drop-in session to present draft policy key points; including curriculum map for Year Group coverage and to explain parents' right to withdraw and to seek input on the issues. The HPS staff panel, typically, comprises: <ul style="list-style-type: none"> • The HT; • The DHT; • The PSHCE Subject Leader. | Feb-24 |
| Parental drop-in session | Feb-24 |
| Consideration of parental comments and questions. | Two weeks. |

| | |
|---|--|
| <p>Communication to parents of comments/concerns and questions raised and responses as to how these could be addressed.</p> <p>The HPS LSC should also be made aware.</p> | <p>Following the end of the consultation window.</p> |
| <p>Reconsideration of draft policy and curriculum provision in light of parent comments, with particular reference to changes that have been made as a result of consultation.</p> | <p>Complete by the end of Feb-24</p> |
| <p>Distribution to parents of the HPS 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 be decided).</p> | <p>Complete before the end of Feb-24</p> |
| <p>HPS RSE Policy approved by Trust Board</p> | <p>May-24</p> |
| <p>Communication to parents of the end of the process of consultation and approval, and publication of final version of the RSE Policy on the School website.</p> | <p>May-24</p> |
| <p>New RSE curriculum delivered</p> | <p>Ongoing</p> |
| <p>Plan to review policy with parents via invitation for written representations and Parent Forum.</p> | <p>Annually</p> |