



At Knights Enham Schools we provide...

Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.

‘Together We Achieve’

Relationships and Sex Education (RSE) Policy

Approved: April 2025

Review: April 2026



Knights Enham Schools

Relationships and Sex Education (RSE) Policy

Statutory Requirements

As a maintained primary school, it is statutory for us to provide relationships education for all pupils as per section 34 of the Children and social work act 2017. This policy has been written in accordance with the statutory guidance document "Relationships and Sex Education (RSE) and Health Education" (DfE, 2019).

Department for Education guidance states that by the summer term 2021, all primary schools must teach Relationships and Health Education.

Relationships Education is designed to help children to have positive and safe relationships with family, friends and online. Health Education will help children to make good decisions about their health and wellbeing and enable them to know how to seek support if any health issues arise for themselves or others.

The teaching of Sex Education in primary schools remains non-statutory (with the exception of the elements of sex education contained in the science national curriculum), however it is encouraged that schools to deliver age-appropriate sex education if they feel their pupils need this information.

RSE forms the main part of the Personal, Social, Health and Economic Education (PSHE) curriculum.

Development of this policy

This policy has been developed in consultation with staff, pupils, governors and parents. Staff, parents and governors have had an opportunity to look at the policy and were invited to ask questions and make comments.

A group of 6 year 6 pupils were consulted to discuss what is important to them in their RSE learning.

Following this process, amendments were made to the policy to reflect the consultation period and presented to governors for approval.

The Aim of RSE

The school is committed to offer pupils a carefully planned programme covering human development, relationships, sexuality and family life within a safe, comfortable atmosphere and with a relaxed relationship between teacher and pupil. The programme is set within a moral framework and matched to the pupils' level of maturity.



We encourage an open-minded approach through which pupils learn to respect and value the opinions and beliefs of others, as well as learning to express their own viewpoints on important issues.

The teaching of RSE will be delivered to every year group throughout the school. It will be age appropriate and designed to build on knowledge each year. It is important that children learn about the changes that will happen to them at the right time, limiting confusion and anxiety. Children will build on previous years' learning and subjects can be revisited and revised. It is important that RSE teaching starts early in primary school so that children can learn about their bodies; can recognise if other people make them feel uncomfortable or unsafe and can report abuse and get help. Lots of children start puberty before they leave primary school, so it is important that all pupils know what to expect before it happens.

Our RSE teaching at Knights Enham aims to provide pupils with:

- The skills and knowledge to make informed choices with regards to relationships – understanding the characteristics of a healthy relationship
- Understanding of the impact relationships can have on physical and mental health
- Ability to stay safe online
- Correct terminology to describe their body
- Developing feelings of empathy, self-worth and self-respect, valuing themselves and others
- An appreciation and acceptance of difference and diversity
- A toolkit for children to understand and manage their emotions
- A framework for children to understand what constitutes a safe and healthy lifestyle
- A positive culture around issues of sexuality and relationships – particularly encouraging questioning
- Preparation for puberty – including an understanding of sexual development and the importance of health and hygiene
- The ability to form safe relationships, on and off line
- The ability to be positive and active members of a democratic society

For specific details of what is taught when, see Appendix 1 - 'PSHE lesson overviews.'

Definition

RSE teaches children and young people how to be safe and healthy. It teaches them how to manage their academic, personal and social lives in a positive way. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity or lifestyle choices.

Relationships Education: The focus is on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships



- Online relationships
- Being safe

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances. Families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, and foster parents / carers amongst other structures, along with reflecting sensitively realising that some children may have a different structure of support around them (for example looked after children or young carers).

Health Education: The focus is on teaching the characteristics of good physical health and mental wellbeing. Teachers will be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

Sex Education: The focus is on teaching children the facts about puberty (preparing boys and girls for the changes that adolescence brings) and reproduction (how a baby is conceived and born).

Strategies for the teaching of RSE

At Knights Enham, we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education – incorporating RSE. We have chosen SCARF as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school.

The teaching of RSE will be in accordance with the school's Teaching and Learning policy and will make cross-curricular links where appropriate. The RSE subject leader will provide access to planning and resources on SCARF. Any written RSE will be recorded in the children's topic books. All work will clearly indicate that it is PSHE.

RSE will be taught within the children's usual classes (with no separation by gender). In order for teaching to be most effective, where possible, RSE lessons will be delivered by the class teacher. It is essential that RSE is taught with great sensitivity, recognising that our children at Knights Enham will come with many different prior experiences of relationships.

Children will be introduced, at appropriate stages, to the correct terminology in their programme of sex education. It is important that acceptable and unacceptable terminology is clarified. After initial discussion, correct biological terms will be used at all times for teaching.

Each class should have an anonymous question box for use during RSE sessions to allow children the opportunity to ask or share things they may not want to voice out loud. Discussion with children during the policy consultation period showed this to be of great importance to them.



Each year group will cover the same broad PSHE topic each half term – in which the RSE forms part of.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Me and my relationships	Valuing difference	Keeping myself safe	Rights and responsibilities	Being my best	Growing and changing

Further details of what specifically is being taught can be found in Appendix 1 - 'PSHE lesson overviews.'

Spiritual, Moral, Social and Cultural Development (SMSC)

RSE has a particular contribution to make towards the SMSC education of each child. We aim to develop the children's SMSC education in order to enable them to make personal informed choices of relationships and lifestyle.

Equal Opportunities

All pupils, regardless of religion, race, gender, ethnicity, age or ability, are given access to this area of the curriculum. PSHE, including RSE, allows pupils to engage with a range of issues. Some children could potentially feel vulnerable especially if they are in a minority. Staff seek to provide a safe environment for fair-minded and sensitive discussion – promoting diversity and inclusion.

Children with Special Educational Needs have equal access to the PSHE and RSE curriculum. Class teachers are responsible for differentiating learning to allow all children to work at an appropriate level, thus enabling them to achieve to the best of their ability.

We acknowledge the differing ethnic, religious and cultural attitudes to RSE and recognise that pupils may come from a variety of family situations and home backgrounds and take this into account when planning teaching and selecting resources to be used. Class teachers will consult pupils and parents/carers about their needs where necessary. Parents are always welcome to speak to teachers if they have any concerns.

Withdrawal

By law, there is no right for children to be withdrawn from Relationships Education. However, if sex education is taught beyond the science curriculum, a parent has the right to withdraw from this as it is additional, non-statutory content. As a school, we will ensure we clearly identify the difference between content of relationships education and sex education. Parents are invited to view our resources and discuss any concerns with our staff.

If withdrawal is requested, initially the headteacher and/or PSHE leader will meet with parents to discuss the reasons for withdrawal and clarify the nature and purpose of the curriculum. They will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. This could include any social and emotional effects of being excluded, as well



as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead). If a parent then wishes to continue with their request for withdrawal, they will be asked to provide confirmation of this request in writing.

Staff

RSE, due to its potentially sensitive nature, in most cases is best taught in primary schools by the class teacher that knows the children well and has a good understanding of the content to be taught and the sensitivities that can arise from it. However, we acknowledge that for faith or non-faith reasons a teacher may not agree with some of the content of RSE (for example many faith groups believe marriage is solely between man and woman which differs from the law) and therefore may not be comfortable teaching it. It does not mean that teachers who do teach RSE abide by any cultural, religious or statutory content in their private lives. They must meet the expectations of a teacher when teaching, to teach it impartially in line with statutory content and any content additional to the statutory that is agreed within the school's own policy.

It is likely that it is just a small aspect of RSE that a teacher does not want to teach/feel confident in. Therefore at KEJS we are happy for a class teacher to ask for these elements to be covered in their PPA sessions. The teacher does not need to declare or discuss their reasons for this; they can simply ask the person who covers their PPA to teach these lessons. If that person feels uncomfortable teaching this they can refer the matter in confidence to the PSHE leader or Headteacher who will arrange for an alternative member of staff to cover this content.

A teacher must be aware that unavoidable conversations of this nature may crop up outside of the specific lesson times and questions may be asked of them by pupils. A teacher could if necessary ask a child to write these in the question box to be addressed the next lesson – which could then be taught by another member of staff.

Sex Education – non-statutory content

'SCARF' (the resource we use for PSHE at Knights Enham) interprets sex education to mean puberty, conception, reproduction and birth. All of these themes, with the exception of conception, are statutory included in either Health Education or National Curriculum Science.

The non-statutory element of sex education (i.e. beyond the science curriculum or statutory health education) that we will be teaching is: contraception. This is taught in year 6 in the lesson entitled 'Making babies'. (In the event of mixed year classes it may also be taught in year 5.) Additionally within this lesson, children will learn about how a baby is conceived, whether through sexual intercourse or IVF.

This is the content a parent has the right to withdraw from this is clearly indicated on the 'PSHE lesson overviews' (See Appendix 1).



Parental Engagement

We know that many parents and carers will have begun the important role of teaching their children about relationships and sex education and we want to build upon the good work that has already started. We aim to build a positive and supporting relationship with the parents of children at our school through mutual understanding trust and co-operation, parents will be given every opportunity to understand the purpose and content of RSE.

Parents are invited to view examples of the resources we plan to use. We will provide opportunities for parents to view examples through class/year group meetings either face to face or virtually. Ongoing communication with parents about what is planned to be taught and when, will be provided on the school website ('PSHE lesson overviews'). We advise parents to view the resources in order to support them in carrying out their responsibilities relating to providing RSE at home. It is valuable for a child's development to learn about their own family's values in regards to relationships and sex alongside the information they receive at school.

Responsibilities for RSE

It is the responsibility of the PSHE Leader to oversee and monitor the development of RSE within the school. This includes:

- To foster high expectations of teaching and learning in RSE for all children
- To take the lead in policy development and ensure this is implemented effectively
- To ensure that RSE is managed and organised to meet the school's teaching and learning policies
- To ensure continuity and progression in RSE throughout the school through development of the long and medium-term planning
- To support, guide and motivate colleagues, ensuring that all members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
- To monitor progress in RSE, including the monitoring of samples of work, pupil conferencing and teaching and learning observations
- To set priorities and targets to further develop provision, with particular reference to the school strategic priorities
- To take responsibility for the purchase and organisation of resources
- To keep up-to-date with developments in RSE and advise colleagues of these developments where appropriate
- Report to governors on the effectiveness of RSE teaching within the school.

It is each teacher's responsibility to teach RSE according to the planning within the identified time. Additionally, class teachers have the responsibility to discuss with the PSHE leader if they feel the content of the planning is not suitable for the developmental and maturity levels of their class.



Monitoring

This policy will be monitored and evaluated by the PSHE leader, Senior Leadership team (SLT) and the Governors. The policy will, where necessary, be revised in light of these evaluations.

The aims of monitoring in RSE are to:

- Ensure that the learning outcomes detailed in planning are being met (including that appropriate differentiation has been put in place)
- Identify aspects of RSE where development work is needed
- Consider what further resources, Continuous Professional Development (CPD) and In Service training (INSET) are required to deliver the RSE curriculum effectively
- Consider the extent to which it contributes to the SMSC development of pupils