ST. BART'S
MULTI-ACADEMY TRUST

RELATIONSHIPS AND SEX EDUCATION (RSE)POLICY

April 2026

Details

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February 2025	Section 3: Church of England Guidance	S. Goddard
April 2026	Reviewed to reflect updated DfE guidance. Merged mainstream and special policies into one. Additional content added to Appendix 2 to reflect DfE guidance, including health and wellbeing. Updated roles and responsibilities	R. Porter K. Webb

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Flourishing Together
Releasing Potential
Inspiring Futures

St. Bart's Mission

We ensure that every academy is a flourishing community, dedicated to releasing potential and inspiring ambitious futures through exceptional education.

St. Bart's Vision and Values

Releasing potential together through ***PEACE***:

PASSION
We pursue excellence with energy and purpose, releasing the potential within every child and adult.

ENCOURAGEMENT
We nurture confidence and resilience, supporting each individual so that they can thrive.

AMBITION
We set high expectations, striving for fairness and opportunity so that potential is not limited by circumstance.

COLLABORATION
We work together in partnership, recognising that flourishing comes when we share strengths and support one another.

ENJOYMENT
We celebrate learning and community life, creating joy-filled environments where potential can flourish.



Our Trust Christian ethos is captured by the ***PEACE*** values and all schools work in close partnership *(whether C of E or community)* to ensure that all children, adults and the communities they serve flourish just as Jesus encouraged us to do in John 10:10 – ***"I have come that they may have life, and have it to the full."***

St. Bart's vision includes a strong commitment to preparing our children for a world impacted by climate change, through learning and practical experience. We encourage pupils and staff to consider the impact of their actions locally and globally, while embedding climate change education across our curriculum, and sustainability into our ethos and Trust-wide practice.

Relationships and Sex Education (RSE) Policy

1. Aims

The aims of relationships and sex education (RSE) in our trust are to:

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

2. Statutory requirements

In our primary academies, we must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017. We must also provide health education as required by the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.

In our all-through special school, we must provide relationships education and health education to primary-aged pupils, and Relationships and Sex Education (RSE) and health education to secondary aged pupils (including post-16 learners).

We do not have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum at primary level.

For our post-16 learners, the curriculum is further tailored to support their transition into adult life.

In teaching RSE, we're required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

The delivery of RSE in our all-through special school is highly adapted and individualised to meet the specific developmental needs of pupils with SEND. Where possible, content is taught at the ageappropriate stage, but is significantly adapted to ensure it is accessible and meaningful for our learners. Teaching is developed to ensure these subjects prepare pupils for adulthood, as set out in the SEND Code of Practice. All statutory requirements for both primary relationships education and secondary RSE are met through a curriculum that is tailored to pupils' individual cognitive and emotional development.

At St Bart's MAT we teach RSE as set out in this policy.

3. Moral Values and Framework

Our RSE policy is sensitive to the morals and values of all major religions and philosophies within our community and is complementary to our Religious Education (RE) policy. It is underpinned by the Church of England's vision that every child is made in the image of God (Genesis 1:27) and deserves life in all its fullness (John 10:10).

Our Commitment to Pupils

Within our Trust, we empower pupils to:

- **Value Relationships:** Prioritise respect, care, and love within stable, committed relationships and family structures (including same-sex unions).
- **Embrace Diversity:** Understand and respect differences regarding religion, gender, culture, disability, and sexual orientation.
- **Challenge Inequality:** Actively strive to reduce intolerance, challenge gender stereotypes, and eliminate bullying of all kinds.

3.1. Compliance & Guidance

This policy reflects the 2010 Equality Act and the 2023 SIAMS schedule. It is specifically aligned with the Church of England Education Office guidance: *Relationships and Sex Education (2019) and Flourishing for All: Anti-bullying Guidance (2024).*

4. Policy development

This policy has been developed as a Trust-wide framework to ensure statutory compliance across all St Bart's MAT academies. However, we recognise that meaningful RSE must be tailored to the specific needs of each school community.

The policy development and consultation process (**Appendix 4)** involves the following stages:

- Members of the Trust Leaders reviewed relevant guidance to ensure a legally compliant framework and curriculum map
- The Board of Trustees approved the policy and core framework, ensuring the policy meets legal requirements and safeguarding standards
- Each academy within the Trust is responsible for contextualising this policy.
- Following local consultation, the academy's specific delivery plan and any contextual adaptations were shared with the Local Governing Committee (LGC)

5. Definition

For the purpose of this policy:

- **Relationships Education** is about the fundamental building blocks and characteristics of positive relationships. The focus is on teaching the pupils the importance of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online
- **Relationships and Sex Education (RSE)** is taught to secondary-aged pupils in our allthrough special school. RSE builds on Relationships Education and includes teaching about intimate relationships, sexual health, sexuality, and personal identity

- **Health Education** is about the physical and mental well-being of pupils, focusing on the connection between physical and mental health and the importance of a healthy lifestyle
- Our curriculum involves a combination of sharing factual, age-appropriate information and exploring values. It is designed to foster self-esteem and help pupils develop the vocabulary to describe their feelings and experiences
- Relationships Education and RSE is **not** about the promotion of sexual activity

6. Curriculum

Our RSE curriculum is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share any curriculum resources and materials with parents and carers on request.

7. Delivery of RSE

7.1. Curriculum Overview – Primary Academies

RSE is taught within the Personal, Social, Health and Economic (PSHE) Education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Religious Education (RE).

Across our primary academies, we focus on the fundamental building blocks of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

- Curriculum Map – Appendix 1

For Academy specific information please see completed Appendix 1.

7.1.1. Curriculum Overview – Special Academy

At our all-through special school, RSE is taught within the PSHE curriculum and is highly adapted to meet the developmental needs of pupils with SEND.

For primary-aged pupils, the curriculum focuses on the same fundamental building blocks as our primary academies (as outlined in 7.1 above), adapted to individual needs.

For secondary-aged pupils, RSE builds on primary Relationships Education and focuses on giving pupils the information they need to help them develop healthy, nurturing relationships of all kinds, including:

- Families
- Respectful relationships, including friendships
- Online safety and awareness
- Being safe
- Intimate and sexual relationships, including sexual health

The curriculum is delivered by appropriately trained staff who understand the specific needs of pupils with SEND. Teaching ensures that pupils understand the importance of equality and respect, and learn about the law relating to the protected characteristics, as set out in the Equality Act 2010.

Content is taught at age-appropriate stages where possible, but is significantly adapted to ensure it is accessible and meaningful. Activities are planned to ensure all pupils are actively involved, with consideration given to individual communication needs and SEND.

Secondary-aged pupils are taught what the law says about topics covered in RSE, adapted to their level of understanding. The topics include, but are not limited to:

- Marriage, including forced marriage and civil partnerships
- Consent, including the age of consent
- Domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty
- Sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour, and online behaviours
- Online behaviours including image and information sharing (including sexual imagery, youth-produced sexual imagery and including AI-generated sexual imagery and deepfakes).
- Pupils should understand the law about online sexual harassment and online sexual abuse, including grooming and sextortion
- Online misogyny and incel culture
- Suicide prevention
- Pornography

  Abortion
- The protected characteristics

-
- The age of criminal responsibility

For Academy specific information please see completed Appendix 1.

7.2. Sex Education (non-statutory)

In line with DfE recommendations, our primary academies may choose to teach age-appropriate sex education (typically in Years 5 or 6) focusing on:

- Preparing for the changes of adolescence (puberty).
- How a baby is conceived and born.

While the Trust provides a framework, individual academies determine the specific additional content to meet their pupils' needs. Parents will be informed of the specific timing and content of these lessons and retain the right to withdraw.

7.3. Use of Resources and Materials

To ensure high-quality delivery, schools use a variety of age-appropriate materials including books, videos, and practical activities. Each academy will have a lead who is responsible for assessing resources before use. Our academies ensure all materials:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress • Are available for parents / carers to review upon request

7.4. Inclusivity and SEND

Our academies ensure that all teaching and materials are appropriate for the ages and needs of the pupils, including those with Special Educational Needs and Disabilities (SEND). Our academies will:

- Use a diverse range of examples so all pupils feel represented
- Provide a safe and supportive environment where pupils feel able to engage
- Deliver learning in appropriate settings, such as whole-class, small groups, or 1-to-1 discussions where required

  Ensure that no child is stigmatised based on their home circumstances (e.g., singleparent families, same-sex parents, foster/adoptive carers, or kinship carers)
- Give careful consideration to the level of differentiation and adaptation needed

•

In our all-through special school, teaching is developed to ensure these subjects are accessible for pupils with SEND and prepare pupils for adulthood, as set out in the SEND Code of Practice.

7.5. Safe Inquiry and Questioning

Teachers will ensure that all pupils' views are listened to and will encourage sensitive, ageappropriate discussion. Teachers will answer questions honestly and appropriately for the age of the pupils. The programme is designed to be inclusive of all genders, ensuring everyone is actively involved.

7.6. Assessment and Reporting

While formal examinations are not required for RSE, pupils' knowledge and understanding will be assessed regularly to ensure they are building the confidence to apply their knowledge in real-life situations.

For Academy specific information please see completed Appendix 1.

7.7. Adaptive Curriculum and Legal Boundaries

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request. Across our Trust, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

8. Use of external organisations and materials

Across our Trust, we will make sure that any agency and any materials used are accurate, appropriate and unbiased and in line with our legal duties around political impartiality.

Our academies will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

○ Are age-appropriate ○ Are in line with pupils' developmental stage ○ Comply with:

- This policy
- The Teachers' Standards

- The Equality Act 2010
- The Human Rights Act 1998
- The Education Act 1996

- Only work with external agencies where they have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed

- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to the school, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers

Our academies **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers

9. Roles and responsibilities

9.1. Trustees

Trustees will

- approve the Trust-wide RSE policy
- hold Trust Leaders to account for the consistent and compliant implementation of the policy across the Trust

9.2. Trust Leaders

Trust Leaders will:

- oversee the development of the policy to ensure it aligns with statutory guidance
- work with Principals to make sure they can implement the policy in their settings
- report to the Trustees on any issues with its implementation across the Trust

9.3. Local Governing Committees (LGC)

The LGC is responsible for:

- supporting and monitoring the implementation of the policy at their specific academy
- reviewing the academy's local consultation process and the specific resources used to ensure they meet the needs of the community
- holding the Principal to account for pupil progress and the accessibility of the curriculum for all learners, including those with SEND

9.4. The Principal

The Principal is responsible for:

- Ensuring that RSE is taught consistently, safely, and in line with the Trust policy
- Managing requests to withdraw pupils from non-statutory components of RSE
- Ensuring all resources and materials are quality-assured and shared when requested by parents / carers

9.5. Staff

Staff are responsible for:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSE and healthy relationships
- Monitoring progress
- Responding to the needs of individual pupils, including those with SEND
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the academy's Designated Safeguarding Lead (DSL) Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Principal

Please see completed **Appendix 1**for the RSE Lead at our academy.

9.6. Pupils

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

10. Parents' right to withdraw

10.1. Primary Academies

Across our primary academies, parents/carers do not have the right to withdraw their children from:

- Relationships Education
- Health Education
- National Curriculum for Science

These are statutory requirements and are essential for ensuring children have the knowledge they need to stay safe and healthy

Parents/carers have the right to withdraw their children from the non-statutory components of sex education within RSE. Requests for withdrawal should be put in writing using the form found in **Appendix 3** of this policy and addressed to the Principal.

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

10.2. All-through Special School

For primary-aged pupils, the same process as outlined in 10.1 applies.

For secondary-aged pupils, parents / carers have the right to withdraw their children from sex education components of RSE (but not from Relationships Education or Health Education) up to and until 3 terms before the pupil turns 16. After this point, if the pupil wishes to receive sex education rather than being withdrawn, the academy will arrange this.

Requests for withdrawal should be put in writing using the form found in **Appendix 3** of this policy and addressed to the Principal.

A copy of any withdrawal requests will be placed in the pupil's educational record. The Principal will discuss the request with parents/carers and take appropriate action.

In exceptional circumstances, for example because of a safeguarding concern or a pupil's specific vulnerability, the Principal can refuse a request to withdraw the pupil from sex education.

Where a withdrawal request is refused on the grounds of exceptional circumstances, the Principal will:

- Meet with parents/carers to explain the decision and the reasons for it
- Provide written confirmation of the decision
- Report the decision to the Deputy CEO
- Document all discussions and the rationale for the decision
- Continue to work with parents/carers to address their concerns where possible

A copy of all withdrawal requests and decisions will be placed in the pupil's educational record. Alternative work will be given to pupils who are withdrawn from sex education.

11. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

Staff are encouraged to discuss any specific training needs or personal concerns regarding the curriculum with their RSE Lead / SLT / Principal

The academy will also invite external visitors, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

12. Monitoring arrangements

The delivery of RSE is monitored by each academy's Senior Leadership Team (SLT) and RSE Lead through:

- Learning walks
- Work sampling
- Pupil voice
- Staff feedback

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

Appendix 1 – Curriculum Map

ST. BART'S MULTI-ACADEMY TRUST

RSE Policy - Curriculum Map and Assessment Methods

Academy Specific Information

This appendix must be completed by each academy

It should be maintained and reviewed in line with the overarching RSE Policy.

Academy:	Knutton, St. Mary's C of E Academy
RSE Lead:	Claire Tomlinson

CURRICULUM MAP

Our PSHE and RSE curriculum is delivered through a progressive, age-appropriate programme from EYFS to Year 6, using the Kapow Primary RSE & PSHE scheme as the basis for our curriculum. The curriculum is carefully sequenced so that pupils revisit key concepts and develop increasingly secure knowledge, skills, vocabulary and understanding as they move through school.

Kapow organises learning around key areas of PSHE and RSE, enabling pupils to develop the knowledge and skills they need to stay safe and healthy, build positive relationships, understand themselves and others, and prepare for life in modern Britain.

Across EYFS to Year 6, pupils learn through the following broad areas:

- Family and Relationships – including families, friendships, respectful relationships, stereotypes, bullying, equality and inclusion.
- Health and Wellbeing – including physical health, mental health and emotional wellbeing, healthy lifestyles, resilience, self-esteem and managing emotions.
- Safety and the Changing Body – including personal safety, online and offline risks, privacy, consent and personal boundaries, appropriate and inappropriate contact, trusted adults, puberty and growing and changing.
- Citizenship – including rights and responsibilities, communities, democracy, diversity, inclusion and contributing positively to society.
- Economic Wellbeing – including money, spending and saving, financial choices, aspirations, careers and preparation for the future.
- Transition and Identity – supporting pupils to understand themselves, manage change and prepare successfully for the next stage of their education.

Online safety, media literacy and the safe and responsible use of technology are woven throughout the curriculum, including age-appropriate consideration of social media, misinformation, online influence and emerging technologies such as AI.

RSE and Contextual Safeguarding:

Our planned Kapow curriculum is supplemented by contextual safeguarding learning throughout the year. This ensures that our PSHE and RSE provision remains responsive to the needs and lived experiences of our pupils rather than being limited to a predetermined scheme.

The content and emphasis of additional safeguarding teaching are informed by our developing knowledge and understanding of pupils' experiences, emerging needs and risks within our school and local community, alongside the wider national safeguarding landscape for children in education.

We draw upon appropriate safeguarding information, including themes identified through pupil voice, safeguarding and behaviour patterns, local contextual information, emerging online trends and risks, and national safeguarding guidance and intelligence. Where a new or emerging risk is identified, we respond through timely, age-appropriate teaching rather than waiting for that topic to arise within the planned curriculum.

This may include additional learning relating to areas such as online harms, social media, harmful or inappropriate content, peer-on-peer abuse, bullying, exploitation, healthy and unhealthy relationships, consent and boundaries, community safety, discrimination and prejudice, and other emerging safeguarding concerns.

These responsive lessons build upon, rather than replace, the planned Kapow curriculum, allowing pupils to revisit and apply previously taught knowledge and safeguarding strategies within meaningful and relevant contexts.

The curriculum meets the statutory requirements for Relationships Education and Health Education and incorporates age-appropriate learning relating to growing and changing. Where the school teaches elements that constitute non-statutory sex education, including aspects of human reproduction in upper Key Stage 2, these are clearly identified within our curriculum and RSE policy.

Learning is carefully sequenced so that important concepts such as healthy relationships, consent, privacy, personal boundaries, recognising unsafe situations and knowing how and where to seek help are introduced appropriately and revisited with increasing depth as pupils mature.

Teaching uses accurate and age-appropriate vocabulary, including correct terminology for body parts where relevant to safeguarding and learning about growing and changing.

Lessons are adapted appropriately to meet the developmental and additional needs of pupils, including those with SEND, while maintaining high expectations and ensuring that all pupils have access to the essential safeguarding knowledge they need. Teaching may include additional repetition, pre-teaching of vocabulary, visual support, concrete examples and adapted resources where appropriate.

Our PSHE and RSE curriculum is complemented by wider opportunities across school, including safeguarding education, online safety, collective worship, enrichment, pupil leadership and our wider work to promote equality, inclusion and the school's values. Together, these experiences help pupils develop the knowledge, confidence and skills

they need to stay safe, form healthy relationships, make informed decisions and flourish both now and in later life.

RSE, PSHE and SAFEGUARDING 2026-2027

	Autumn 1 Health and Well-being	Autumn 2 Families and relationships	Spring 1 Online Safety	Spring 2 Citizenship	Summer 1 Changing Bodies (RSE)	Summer 2 Various	Contextual Safeguarding (To be covered throughout the year)
EYFS	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	• People in our community (meet our school nurse, PSCO and crossing patrol) • Road safety (including crossing safety) • Water Safety • Healthy sleep • Dealing with bullying • Teeth brushing and the dentist
Year 1	My healthy self: how can we look after our emotions?	Connecting with others: How can I help myself and others feel happy and safe?	The online world: How do we spend time online?	Citizenship: How can I help others and the environment?	Health protection: How can I protect myself and others in daily life?	Staying safe: How can I stay safe?	• Stranger danger • Risks in our local area • Road safety (including seatbelts and car-seats) • Celebrating racial diversity • Healthy sleep • Understanding bullying • Medicine safety
Year 2	My healthy self: how can we look after our bodies?	Connecting with others: How can I build safe, kind and caring relationships with others?	The online world: How can we stay safe online?	Citizenship: How do people belong to a community and earn money?	Growing up: How can we look after and respect our bodies as we grow?	Staying safe: How can I make safe choice in different places?	• Healthy lunches and snacks • Nature and well-being (including safety in our parks and greenspaces) • Road safety • Bedtime routines and morning routines • Fire safety • Social skills and personal safety
Year 3	My healthy self: how can I take care of my mind and body?	Connecting with others: what helps us feel safe and included?	The online world: How should we communicate online?	Citizenship: What rights and responsibilities do we have?	Health protection: how can we prevent illness and injury and respond if they happen?	Citizenship: What careers do people choose and why?	• Witnessing bullying • Gender diversity • Risks in our local area (building site safety and water safety) • Online safety • Bullying influences • Scootability (road safety) and the law on motorised scooters
Year 4	My healthy self: how can I make healthy choices?	Connecting with others: how can we respect each other?	The online world: How can we decide what to trust online?	Citizenship: How can I spend money responsibly?	Growing up: How will my body and emotions change as I grow up?	Staying safe: What signs hep me recognise what is safe or unsafe?	• Global citizenship choices • Being a member of our local community and the law • Peer pressure • Local area risks including water safety and building sites • Refugees and our part • Attitudes to drugs
Year 5	My healthy self: how can I take support my mind and body as I grow?	Connecting with others: why are healthy relationships important?	The online world: How am I influenced by what I see online?	Citizenship: How can we make a difference in our communities and beyond?	Growing up: How will my body and motions change as I grow up?	Citizenship: How can we be in control of our money?	• Local risk factors (rail safety/quarry safety) • Bounebackability and resilience • Police cadets and community action • Understanding racial diversity • Mobile technology and the law • Smoking and alcohol risks
Year 6	My healthy self: how do my choices today shape my future health?	Connecting with others: what does it mean to stand up for myself and others?	The online world: How do I feel about the things I see online?	Citizenship: How can we protect everyone's rights?	Staying safe: How can I stay safe as I grow up?	Sex education: how do people become parents and carers?	• Respecting cultural identities and protected characteristics • Exam well-being • Drugs and the law • Crime in our local community/. gang risks/knife crime • Ethical spending and budgeting • Road safety/cycle safety (Y6-7 transition)

ASSESSMENT METHODS

At Knutton St Mary's C of E Academy, assessment in PSHE and RSE is used to check that pupils are knowing more, remembering more and being able to apply their learning to situations that are relevant to their lives.

Pupils' progress is assessed through a range of formative and summative approaches, including:

- Teacher observation during lessons, discussions, role play and collaborative activities.
- Questioning to check understanding, explore pupils' thinking and identify and address misconceptions.
- Pupil voice, self-reflection and discussion, enabling pupils to reflect on their learning, attitudes and developing understanding.
- Retrieval and recap activities to assess whether important knowledge and vocabulary has been retained over time.
- Lesson outcomes and pupil work, including written activities, scenarios, decision-making tasks and practical activities where appropriate.
- End-of-unit multiple-choice assessments using Socrative, which enable teachers to assess pupils' understanding of key knowledge and concepts, identify individual and whole-class misconceptions, and use this information to inform subsequent teaching.
- Ongoing teacher assessment, including consideration of pupils who may require additional teaching, reinforcement or adapted approaches to secure essential knowledge.

Assessment is closely linked to the intended learning within our Kapow Primary RSE & PSHE curriculum. Teachers consider pupils' starting points and assess how effectively they have developed and retained the knowledge, vocabulary and skills identified within each unit.

Particular attention is given to pupils' understanding of key safeguarding knowledge. This includes whether pupils can recognise potentially unsafe situations, understand appropriate boundaries, identify trusted adults, know how and where to seek help, and apply their learning to age-appropriate scenarios.

Assessment also informs our contextual safeguarding curriculum. Pupil responses, discussions, misconceptions and emerging areas of concern can identify where further teaching or reinforcement is needed. This allows us to respond to the experiences and needs of our pupils, risks within our local community and emerging national safeguarding concerns.

For pupils with SEND, assessment is adapted appropriately so that communication, literacy or other additional needs do not prevent pupils from demonstrating what they know and understand. Where necessary, teachers use approaches such as visual prompts, simplified language, oral responses, repetition and practical scenarios to assess understanding.

Assessment in PSHE and RSE does not focus on levels or grades. Instead, we assess whether pupils have acquired, retained and can appropriately apply the knowledge, vocabulary, skills and understanding they need to build healthy relationships, make informed choices, keep themselves and others safe, and prepare for life beyond primary school.

Assessment information is used to identify gaps, address misconceptions, adapt teaching and inform future curriculum planning, ensuring that learning is responsive to the needs of pupils at Knutton St Mary's.

Appendix 2a – By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That other children's families, either in school or in the wider world, sometimes look different from their own, but that they should respect those differences and know that other families are also characterised by love and care • That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up • That marriage and civil partnerships represent a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships that lead to happiness and security, including mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties • That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened • About managing conflict with kindness and respect, and that violence is never right • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed
TOPIC	**PUPILS SHOULD KNOW**

Respectful, kind relationships	• The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated • The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults • How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration • That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example: physically, in character, personality or background), or make different choices, or have different preferences or beliefs • The practical steps they can take in a range of different contexts to improve or support their relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • How to seek help when needed, including when they are concerned about violence, harm or when they are unsure who to trust • What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype
Online safety and awareness	• That people should be respectful in online interactions, and that the same principles apply to online relationships as to faceto-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. • How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.

TOPIC	PUPILS SHOULD KNOW
	• That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. • The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. • The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. • How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. • How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources

Mental wellbeing	• That mental wellbeing is a normal part of daily life and that worrying or feeling down are normal and not always a sign of a mental health condition. • How to use vocabulary to talk about their feelings and where to seek support in school. • The benefits of physical activity, time outdoors, and hobbies for mental health.

TOPIC	PUPILS SHOULD KNOW
	• That isolation and loneliness can affect children and the importance of seeking support
Wellbeing online	• The benefits of limiting time spent online and the risks of excessive use of electronic devices. • Why social media, apps, and games have age restrictions. • How to take a critical approach to what they see online and recognize scams or harmful content.
Physical health and fitness	• The characteristics and benefits of an active lifestyle and the risks of an inactive one. • The importance of building regular physical activity into daily routines and the risks of an inactive lifestyle.
Healthy eating	• What constitutes a healthy diet, including an understanding of calories and nutritional content. • The importance of a healthy relationship with food and the principles of planning healthy meals. • The characteristics of a poor diet and risks such as obesity and tooth decay.
Drugs, alcohol, tobacco, and vaping	• The facts about legal and illegal harmful substances and associated risks. • The risks of nicotine addiction, specifically including smoking, vaping, and nicotine pouches.
Health protection and prevention	• How to recognise early signs of physical illness and the importance of sufficient good quality sleep. • Safe and unsafe exposure to the sun. • About dental health, personal hygiene, and the facts/scientific evidence relating to vaccination.
Basic first aid	• How to make a call to emergency services and concepts of basic first aid for common injuries.

Developing bodies	• Key facts about puberty and the human lifecycle. • Correct names of body parts (penis, vulva, vagina, testicles, etc.) and that these are private. • The facts about the menstrual cycle, including physical and emotional changes

Appendix 2b – By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	• That there are different types of committed, stable relationships. • How these relationships might contribute to wellbeing, and their importance for bringing up children. • Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony. • That 'common-law marriage' is a myth, and cohabitants do not obtain marriage-like status or rights from living together or by having children. • That forced marriage and marrying before the age of 18 are illegal • How families and relationships change over time, including through birth, death, separation and new relationships. • The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development • How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust

Respectful relationships	• The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships. • How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal. • The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others. • What tolerance requires, including the importance of tolerance of other people's beliefs. • The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict. • The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help.
TOPIC	**PUPILS SHOULD KNOW**

	• Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration. • The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok. • How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice. • How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others. • How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others. • Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.
Online safety and awareness	• Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues. • The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online. • Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images.

TOPIC	PUPILS SHOULD KNOW

- That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime.
- What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online.
- About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them.
- That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.
- That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.
- How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns.
- That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.
- How information and data is generated, collected, shared and used online.
- That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising).
- That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion.
- That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk

TOPIC	PUPILS SHOULD KNOW

Being safe	• How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent. • That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others. • How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed. • How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions. • What constitutes sexual harassment or sexual violence, and that such behaviour is. • That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting. • The concepts and laws relating to sexual violence, including rape and sexual assault. • The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language. • The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour. • That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed. • The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation. • The concepts and laws relating to forced marriage. • The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible.

TOPIC	PUPILS SHOULD KNOW
	• That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death. • That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful. • How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.

Intimate and sexual relationships (including sexual health)	• That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive. • The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex. • Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent. • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • That some sexual behaviours can be harmful. • The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making. • That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help. • How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma • The prevalence of STIs, the short- and long-term impact they can have on those who contract them and key facts about treatment. • How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.

TOPIC	PUPILS SHOULD KNOW
	• How and where to seek support for concerns around sexual relationships including sexual violence or harms. • How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.
Mental wellbeing	• How to talk about emotions accurately and identifying characteristics of common mental ill-health (e.g., anxiety/depression). • The link between alcohol/drug use and mental health. • That gambling can lead to serious mental health harms
Wellbeing online	• The impact of unhealthy comparison with curated lives online and unrealistic expectations for body image. • Identifying misinformation, disinformation, and conspiracy theories.
Physical health and fitness	• Factual information about serious health conditions and the science of blood, organ, and stem cell donation.
Healthy eating	• The links between poor diet and risks like Type 2 diabetes and cancer. • The impact of alcohol on diet and unhealthy weight gain.
Drugs, alcohol, tobacco, and vaping	• The law relating to the supply and possession of illegal substances and the risks of potent synthetic drugs. • The risks of alcohol consumption, including dependency and the dangers of "spiked" drinks. • The dangers of misusing prescribed and over-the-counter medicines
Health protection and prevention	• How and when to self-care for minor ailments and the role of the healthcare system • The importance of regular self-examination and screening. • The concept of Gillick competence and the legal age of medical consent (16).

Basic first aid	• Life-saving skills, including how to administer CPR and the purpose/use of defibrillators.

TOPIC	PUPILS SHOULD KNOW
Developing bodies	• Implications of puberty and brain development for emotional and physical health. • Facts about reproductive health, including fertility and the menopause. • Information on menstrual and gynaecological health (e.g., endometriosis and PCOS). • The importance of healthy behaviours before and during pregnancy

Appendix 3 – Parent/carer form requesting their child's withdrawal from sex education within RSE ST. BART'S MULTI-ACADEMY TRUST

Withdrawal From Sex Education Form

within RSE

Academy:	Cranberry Academy

TO BE COMPLETED BY PARENTS/CARERS			
Name of Child:		Class:	
Name of parent/carers:		Date:	
Reason for withdrawing from sex education within relationships and sex education:			
Any other information you would like the school to consider:			
Signed:			

FOR ACADEMY USE:			
Agreed actions from discussion with parents/carers:			
Signed:		Date:	

Appendix 4 – Consultation Process ST. BART'S

MULTI-ACADEMY TRUST

RSE Policy – Consultation Process

Academy Specific Information

This appendix must be completed by each academy

It should be maintained and reviewed in line with the overarching RSE Policy.

Academy:	Knutton, St. Mary's C of E Academy

Consultation Process
Knutton St Mary's C of E Academy's Relationships and Sex Education (RSE) curriculum has been developed in line with statutory Relationships, Sex and Health Education guidance, the Equality Act 2010, safeguarding requirements and the St Bart's Multi-Academy Trust RSE Policy. Our curriculum is based upon the Kapow Primary RSE & PSHE scheme, supplemented by additional teaching where required to reflect the needs of our pupils and our contextual safeguarding priorities. Consultation and curriculum development includes: • Staff: The PSHE/RSE Lead works with teaching staff, the Designated Safeguarding Lead and senior leaders to review the curriculum and ensure that it is appropriate for our pupils. Staff are supported to understand the curriculum content, progression and expectations for teaching. Feedback from staff, including information about pupils' understanding, misconceptions and emerging needs, is used to inform ongoing curriculum development. • Parents and carers: Knutton St Mary's C of E Academy makes its RSE Policy and curriculum information available to parents and carers through the school website. Parents and carers are informed about what is taught and have opportunities to ask questions, discuss curriculum content and provide feedback. Parents are able to request access to the resources used to teach RSE, supporting openness and transparency about what their children are learning. Information about parents' statutory right to request withdrawal from the non-statutory elements of sex education is communicated clearly and in accordance with statutory guidance. • Pupils: Pupil voice is an important part of our curriculum review process. Pupils' views are gathered through lesson discussions, pupil voice activities, evaluations and informal feedback. This helps us understand what pupils know and remember, identify misconceptions or areas in which pupils feel they need further learning, and ensure that teaching remains relevant and accessible. • Governance and Trust oversight: The curriculum and RSE provision operate within the expectations of the St Bart's Multi-Academy Trust RSE Policy.

Appropriate governance and leadership oversight supports the school in ensuring that its provision remains compliant, age-appropriate and responsive to pupils' needs.

An ongoing and responsive process:

Consultation is not viewed as a one-off exercise. We regularly review our PSHE and RSE curriculum using information from pupil voice, staff feedback, assessment, safeguarding information, behaviour and pastoral patterns and the changing needs of our school community.

Alongside our planned Kapow curriculum, we provide contextual safeguarding teaching throughout the year. This is informed by our knowledge and understanding of pupils' experiences, emerging risks within our school and local community, and the wider national safeguarding landscape for children in education.

Where new risks, trends or safeguarding concerns emerge, we may supplement planned curriculum content with additional age-appropriate teaching. This ensures that pupils receive the knowledge and skills they need at the point at which it is most relevant to them, rather than waiting for a particular topic to appear within the planned curriculum.

Knutton St Mary's C of E Academy is committed to maintaining an open, transparent and responsive approach to RSE. We will continue to consult with pupils, parents and carers, staff, leaders and those responsible for governance when significant changes are made to our curriculum or policy.

ST. BART'S
MULTI-ACADEMY TRUST

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