

# TKS Relationships and Sex Education (RSE) Policy

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## Aims

At The King's School, Witney, our Relationships and Sex Education (RSE) policy grows out of our vision for our pupils to develop godly character and reflect our virtues of Biblical wisdom in sacrificial love with Spirit-led faith. It runs alongside the PSHE Policy. Teaching rests on a Biblical approach to relationships, sex and marriage. Pupils will be encouraged to reflect on how to approach these issues in a practical way, underpinned by faith.

At The King's School we promote respect for all. We also respect the right of our children, their families and our staff to hold beliefs that may be in tension with some aspects of our PSHE and RSE programmes of study.

## RSE Definition

RSE is about the spiritual, emotional, social and cultural development of pupils and involves learning about healthy relationships, sexual health, sexuality, healthy lifestyles and diversity. RSE involves a combination of sharing information and exploring issues and values through conversation and discussion. RSE is not about the promotion of sexual activity.

The aims of the RSE curriculum are:

- To enable pupils to develop friendships and relationships based on Biblical teaching which will enable them to lead healthy, happy and emotionally stable lives now and in the future;
- To ensure that all pupils feel valued as individuals created in the image of God;
- To encourage pupils to appreciate the values of a stable family life, marriage and the responsibilities of parenthood;
- To provide knowledge about the nature of sexual relationships, and the process of human reproduction in the context of loving relationships;
- To enable pupils to recognise the physical, emotional, spiritual and moral implications of certain types of behaviour;
- To ensure that pupils understand what is legal and what is not in sexual relationships;
- To provide a framework in which sensitive discussions can take place

## Policy Development

This policy has been developed in consultation with staff, pupils, and parents/carers. The consultation and policy development process involved the following steps:

1. Review – our working group (Heads of School, DSL and SENDCo) pulled together all relevant information including relevant national and local guidance
2. Staff consultation - all school staff were given the opportunity to look at the policy and make recommendations
3. Parents/stakeholder consultation – all parents/stakeholders were given the opportunity to look at and give their viewpoints on the policy.

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4. Pupil consultation – pupils were given the opportunity to look at the policy and make recommendations on what they want from RSE.
5. Once amendments were made, the policy was shared with governors and ratified.

**The RSE policy must be read in conjunction with the following policies:**

- Equality and Diversity Policy
- Anti-Bullying Policy
- Behaviour Policy
- Curriculum Policy
- Safeguarding Policy
- PSHE policy
- SEND policy

## How RSE is taught

Our RSE curriculum is set as per the Appendices, but we may need to adapt it as and when necessary. If this happens, we will inform parents/carers of any deviation from the policy and share materials with them on request.

RSE is taught within the Biblical context of family life, but we will take care to ensure that there is no stigmatisation of children based on their home circumstances, along with reflecting sensitively that some children may have a different structure of support around them.

Most of the formal teaching is done by class teachers or tutors in class or tutor time as well as during designated PSHE lessons. Such teaching will be presented in an objective, balanced and sensitive manner. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Religious Education (RE).

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work.
- teaching includes sufficient well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations.

In the Early years, teaching is focused the fundamental building blocks of positive relationships within a Biblical framework including:

- families and people who care for me
- caring friendships
- respectful, kind relationships
- being safe

In the primary school, relationships education focuses on teaching building blocks of building positive relationships within a Biblical framework including:

- families and people who care for me
- caring friendships
- respectful, kind relationships
- online safety and awareness
- being safe

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In the secondary school, RSE focuses on giving young people 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

The school will ensure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

Teachers will make sure that all pupils' views are listened to and will encourage them to ask questions. When this happens, they will be addressed in a thoughtful manner by members of staff using their professional judgement and common sense. Additional input may be provided by approved external specialists.

## **Inclusivity**

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
  - Safe and supported
  - Able to engage with the key messages of the lesson

We will also make sure that pupils learn about these topics in an environment that's appropriate for them, giving careful consideration to the level of differentiation needed, for example in:

- A whole class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats

## **Use of resources**

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and situations
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with our ethos
- Are sensitive to pupils' experiences and won't provoke distress

We will also make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

## **Working with external agencies and using externally produced materials**

Working with external agencies will be to enhance rather than replace teaching by our own staff. All visitors, and the credentials of the organisations they represent, will be checked by the school. We will ensure that the teaching by external specialists fits in with our planned programme, our

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published policy and the beliefs and ethos of our school, and shareable with parents. We will always ensure that the content they deliver is age-appropriate and accessible to pupils. We will review the materials they plan to use to ensure that it meets the needs of pupils, including those with SEND. We will ensure that all visitors understand how confidentiality works and how safeguarding reporting should be dealt with in line our school policy. We will make sure that the teacher is in the room during any session with external speakers and remind teachers that they can say 'no' or, in extreme cases, stop a session. We will inform all external organisations that the school is legally obliged to share all content with parents and carers.

## **Confidentiality and Sensitivity**

Teachers will conduct RSE lessons in a sensitive way and they will respond to the needs of individual pupils when this is required. However, if a child refers to being involved, or is likely to be involved in sexual activity, then the teacher will respond appropriately and deal with it as a matter of child protection. Teachers will respond in an equivalent way if a child indicates that they may have been a victim of abuse.

If at primary level a question is asked that relates to sex education which is not yet being taught, the teacher will offer a word outside the lesson, offer a simple 'holding' answer or refer the question to the DSL who will determine which next steps are appropriate.

## **We commit to the following:**

- We will ensure a safe learning environment by agreeing ground rules as a class before the sessions take place.
- We will expect all pupils to treat others with respect and sensitivity
- We will stop discussions if personal information is shared in lessons and follow up with pupils where needed,
- We cannot offer or guarantee absolute confidentiality, and pupils will be made aware of this.
- Pupils will be offered the opportunity to speak to a trusted and trained adult if they have questions or concerns that cannot be addressed in a whole-class environment.
- The best interests of pupils will always be maintained, and they can be assured of this. If there is any possibility of abuse, the school's Safeguarding and Child Protection procedure will be set in motion.
- The child will be informed if parents are to be consulted and the school will support the family (parent(s) and child(ren)) appropriately.
- Teachers will consult with the designated safeguarding lead and in her absence, the deputy DSL, on any safeguarding or child protection concerns.

## **Roles and Responsibilities**

The Board of Governors will approve the RSE policy and hold the principal to account for its implementation.

The principal is responsible for making sure via the heads of school that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-science components of RSE.

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Staff are responsible for delivering RSE in a way that is sensitive, high-quality and appropriate for each your group, modelling positive attitudes to RSE, monitoring progress, responding to the needs of individual pupils. Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-science components of RSE, modelling positive behaviour and being conscious of everyday sexism, misogyny and stereotypes.

Staff are responsible for reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the 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.

Heads of school are responsible for leading RSE in their phase:

Giles Beck – Secondary

Kate McKenzie – Primary

Adrienne Blakey – EYFS

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

## **How RSE is monitored and evaluated:**

The policy and teaching programme will be monitored by the Heads of School, the Principal and the Board of Governors using a variety of measures which will include:

- Pupil work scrutiny
- Pupil Voice (interviews, school council, focus groups, pupil surveys)
- Lesson observation
- Displays
- Termly review meetings

Monitoring will answer the following questions:

- Is the programme managed effectively and are staff clear about their roles and responsibilities?
- Does the planned programme reflect national guidance, local priorities, the school's ethos, and pupils' needs?
- Are all pupils being taught the programme as planned?
- Is the quality of teaching consistent across all classes and does it exemplify best practice?

Evaluation is the process that measures whether a lesson or unit of work is effective and worthwhile. The assessment of pupils' learning will contribute to evaluation. Evaluation will answer the following questions:

- Has this lesson or unit enabled the pupils to learn what was intended?
- Does it meet the needs of the pupils?
- What do we think of it (pupils and staff)?
- Do we need to modify it in any ways to improve it?

We will answer these questions using a mixture of both structured and informal pupil and staff feedback in the form of:

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- Teacher evaluation of lessons, units and the overall RSE programme
- Evidence from lesson observations
- Evaluation of contributions of external partners (where appropriate)
- Feedback and evaluation by pupils
- Scrutiny of assessment records
- Sampling pupils' work

Assessment is the process by which an individual pupil's achievements are measured against the lesson objectives and is used to make a judgement about an individual's learning and development. It is not a judgement on the character, worth or values of individual pupils, and is not about continual testing.

## **The views of the pupils**

Listening and responding to the views of young people will strengthen the policy, ensuring that it meets the needs of all pupils – Department for Education (2019, P12)

All pupils will be given the opportunity to respond to the R(S)E and PSHE curriculums and share their views. A range of methods will be used to ensure that no pupil is disqualified by age or stage of development from sharing their point of view.

In EYFS, this will often be via their key person whose role is to make sure the child feels safe, secure and well-cared for, and to build good relationships with their parents. If the key person or any other member of staff has concerns about anything the child has raised, the appropriate safeguarding measures will be followed.

In the Primary phase, pupils will be given the opportunity to give verbal feedback or to use the suggestion box, prayer box, or My Voice (Y5&6 pupils). Pupils will also be given the opportunity to ask any questions. Where a question is relevant to the whole class, the teacher will answer it to the whole group. If staff feel that a question is not suitable for the whole group, they may defer answering to a more appropriate time. If staff have concerns about pupils' questions or responses in class, the appropriate safeguarding measures will be followed.

In the Secondary phase, pupils will be given opportunities to give verbal and written feedback to their teacher or to a trusted trained adult. Pupils can use the internal reporting system which uses a QR code to report a concern and request to speak to a teacher of their choice. If there are safeguarding concerns, the appropriate safeguarding processes will be followed. Pupils will also have access to My Voice. My Voice provides secure anonymous access for reporting concerns. It aims to provide an open culture of safeguarding within TKS Witney and will help provide better support for anyone who needs it. All pupils will be given the opportunity to ask any questions they may have or to present their views in balanced debate. Questions will always be acknowledged and responded to, and different points of view respected. If staff have concerns about the nature of pupils' questions or their responses in class, the appropriate safeguarding measures will be followed.

## **Parents' right to withdraw according to government legislation**

Primary: Parents do not have the right to withdraw their children from relationships education. Sex education is not taught in the primary phase.

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**Secondary:** Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until three terms before their child turns sixteen. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the principal.

Once parents have requested that their child is withdrawn from sex education, the principal will request a meeting with the parents.

While the school recognises and will respect parents' right to withdraw their child(ren), we will offer assurances about our approach and the possible detrimental effects that withdrawal might have on their child. These could include the likelihood that their child will hear their peers' version of what was said in class, rather than what was said directly by the teacher.

Once these discussions have taken place, or if parents have declined the invitation, the school will respect the parents' request which will be valid until three terms before the child turns sixteen. After that, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms.

The process is the same for pupils with SEND, unless there are exceptional circumstances where the pupil's special educational need or disability places them at high risk from sexual activity or exploitation. If this is the case, the principal – in consultation with the SENDCO and DSL - will take the pupils' specific needs arising from their SEND information into consideration when making their decision.

If a child is withdrawn from sex education, the school will ensure that the child receives alternative schoolwork.

If a child who has been withdrawn from sex education asks a question relating to sex education content, the teacher will offer a brief 'holding response' usually via the DSL or head of school and draw the issue to the attention of parents, unless there is a safeguarding concern and then school's safeguarding process will be followed.

## Training

Staff will be trained on the delivery of RSE as part of our continuing professional development. This training may be led by visitors from outside the school. These visitors will be subject to the same rules governing external visitors outlined earlier in this policy.

## Age-Appropriate Sex Education

The school recognises that age appropriateness is open to debate and that different parents may hold different opinions. We realise that, because of this, the delivery schedule may not suit everyone. We will be sensitive to individual needs, including those of pupils with SEND and, where possible, we will make alternative arrangements for pupils.

In EYFS, there is ongoing coverage of RE issues in day-to-day interactions. Staff work with children on self-regulation, managing self, and building relationships as part of their Personal, Social and Emotional Development. PSED is crucial for children to lead healthy and happy lives. Through adult

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modelling and guidance, they will learn how to look after their bodies and through supported interaction with other children, they will learn how to build healthy relationships.

At Key Stage 1, pupils will not be taught sex education, but some pupils will have questions about how they were created. Teachers will seek to deal with these questions sensitively and appropriately and make parents aware of both the questions that have been raised and how they have addressed them.

At Key Stage 2, teachers will ensure that pupils are aware of key facts in preparation for growing up and as a foundation for further teaching at Key Stage 3. The RE framework for Key Stage 2 can be read in the Appendix. Lesson outlines and resources are available on request.

At Key Stage 3, pupils become more curious about sex. It is essential therefore that these issues are addressed both in school and at home. Lesson outlines and resources are available on request.

At Key Stage 4, pupils will discuss in more depth how to maintain healthy relationships and understand more about sex, while being encouraged to make wise and informed choices as they prepare for adulthood. Lesson outlines and resources are available on request.

Please refer to [Appendix One: PSHE and RSE Programme of Study](#) for the full programme of study. All lesson outlines and resources are available to parents on request.

## **Supporting pupils with additional needs**

Relationships and Sex Education must be accessible to all pupils, so we will ensure that planned lessons are able to meet the needs of pupils with SEND, that the curriculum is fully accessible, and that where pupils have Education, Health and Care Plans these have been consulted and followed. Teachers will use their knowledge and expertise to differentiate activities within lessons where needed.

## **Policy Review**

This policy will be reviewed by the principal annually. At every review, the policy will be approved by the Full Governing Body. Any proposed amendments will be shared with parents, and their views will be consulted.

This policy has been written with reference to the following documentation:

[Equality Act 2010](#)

[Independent Schools Standards](#)

Government Statutory Guidance on RSE: [Relationships Education, Relationships and Sex Education and Health Education Guidance 2019 \(Updated 2021\)](#)

Government guidance for school leaders: [Plan your relationships, sex and health curriculum 2020 \(Updated 2022\)](#)

[EHRC Technical Guidance for Schools in England \(2023\)](#)

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### Appendix 1

#### TKS Relationships Education and Relationships and Sex Education

#### Curriculum Map

#### TKS EY Personal, Social and Emotional Development

PSED is one of the prime areas of learning in the EYFS. It is a key area to focus on to help children be secure in who they are, to undergird their learning across the curriculum and to lead healthy and happy lives. We recognise the importance of warm, nurturing relationships with adults which support children in beginning to understand their own feelings and the feelings of others. We support children in making friends and building positive relationships with those around them, helping them to cooperate with one another and learn how to resolve any relational difficulties. We seek to help children develop the necessary understanding and skills to look after themselves and live healthy lives. We want children to be eager, confident learners who can direct their attention appropriately, persevere and show resilience when challenges occur. (See EYFS Statutory Framework 1.6 *Educational Programmes – Personal, Social and Emotional Development*).

With regard to the protected characteristics of gender, sex and sexual orientation, we will be guided by questions and comments which come from the children and will liaise as needed with parents so conversations can be happening at home as well as at school.

Whilst circle times on a given topic can be helpful, for example to explore a problem that has arisen, teaching and learning in the EY are very much cross-curricular by nature. PSED is therefore not always taught as a discrete subject but is very much embedded in the everyday across the year (see below). There can also be a particular emphasis given to various aspects of this learning area at different times of the year as part of topics, as follows:

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Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>Topic: I'm so wonderfully made!</b></p> <ul style="list-style-type: none"> <li>Settling in at the start of the year and learning to separate happily from our main carers <i>EYFS DM PSED</i></li> <li>Starting to build positive relationships with adults and peers <i>EYFS DM PSED/EYFS Stat Fr PSED BR ELG</i></li> <li>Agreeing rules together (the three Ls) <i>EYFS DM PSED/EYFS Stat Fr PSED MS ELG</i></li> <li>Creation story – being made in God's image as the basis of our respect for others <i>EYFS DM PSED</i></li> <li>Recognising, respecting and celebrating differences in one another <i>EYFS DM PSED/ KUW</i></li> <li>Talking about and appreciating the families God has placed us in <i>EYFS DM KUW</i></li> <li>Identifying and talking about our feelings <i>EYFS DM PSED/EYFS Stat Fr PSED SR ELG</i></li> <li>Looking after ourselves – oral health, healthy eating, healthy</li> </ul>	<p><b>Topic: People who Help Us</b></p> <ul style="list-style-type: none"> <li>Respecting and appreciating the roles of various people in the wider community <i>EYFS DM KUW</i></li> <li>Learning about various religious communities in UK <i>EYFS DM KUW/ EYFS Stat Fr KUW PCC ELG</i></li> <li>Growing in confidence in a performance setting <i>EYFS DM PSED</i></li> <li>Valuing the elderly and serving the local community (Merryfield Ho</li> </ul>	<p><b>Topic: Winter</b></p> <ul style="list-style-type: none"> <li>Celebrating each other's uniqueness <i>EYFS DM PSED</i></li> <li>What makes a good friend? <i>EYFS DM PSED/EYFS Stat Fr PSED BR ELG</i></li> <li>What does it mean to love one another? <i>EYFS DM PSED</i></li> <li>Talking about feelings in connection with loneliness and friendship <i>EYFS DM PSED / EYFS Stat Fr PSED SR ELG</i></li> <li>Looking after ourselves - online safety <i>EYFS DM PSED</i></li> </ul>	<p><b>Topic: He's got the whole world in his hands</b></p> <ul style="list-style-type: none"> <li>Appreciating one another's cultural differences and embracing diversity <i>EYFS DM KUW/EYFS Stat Fr KUW PCC ELG</i></li> <li>Respecting and caring for people and places in God's world <i>EYFS DM KUW</i></li> <li>Welcoming, being polite and listening to visiting speakers <i>EYFS DM C&amp;L</i></li> <li>Mothers' day – celebrating the role of mothers in the family <i>EYFS DM KUW</i></li> </ul>	<p><b>Topic: Growing and changing</b></p> <ul style="list-style-type: none"> <li>Understanding how we grow and change <i>EYFS DM KUW</i></li> <li>Appreciating the natural world as a context which nourishes our own wellbeing and in which we can enjoy friendship with others <i>EYFS DM KUW</i></li> </ul>	<p><b>Topic: Under the Sea</b></p> <ul style="list-style-type: none"> <li>Fathers' day - celebrating the role of fathers in the family <i>EYFS DM KUW</i></li> <li>Talking about our feelings and any worries in the context of transition to Year 1 and handling change <i>EYFS DM PSED/EYFS Stat Fr PSED MS ELG</i></li> <li>Learning about the importance of exercise as we prepare for sports day <i>EYFS DM PSED/EYFS Stat Fr PSED MS ELG</i></li> <li>Learning about how to care for our</li> </ul>

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	<p>lifestyles and inappropriate touch/ telling a grown up you trust <i>EYFS DM PSED/EYFS Stat Fr PSED MS ELG</i></p>	<p>use visit) <i>EYFS DM PSED/ KUW</i></p>	<ul style="list-style-type: none"> <li>Valuing the elderly and serving the local community (Merryfield House visit) <i>EYFS DM PSED/ KUW</i></li> </ul>		<p>oceans <i>EYFS DM KUW</i></p> <ul style="list-style-type: none"> <li>Valuing the elderly and serving the local community (Merryfield House visit) <i>EYFS DM PSED / KUW</i></li> </ul>
<p><b>Ongoing coverage of PSED in day-to-day interactions:</b></p> <p><b>Self-regulation</b></p> <ul style="list-style-type: none"> <li>Staff help children to identify, articulate and regulate their feelings and begin to empathize with others</li> <li>Staff model how to talk about feelings and help explore feelings where needed, for example, using <i>I wonder if you are feeling ...</i></li> <li>Children learn to work independently in the setting, working towards their own simple goals, and being able to wait for what they want.</li> <li>Children are supported to give focused attention to what is said by others</li> <li>Children learn to follow instructions involving several ideas or actions.</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>Staff foster children's self-esteem, self-worth and self-love</li> <li>Staff foster an atmosphere of verbal appreciation, encouragement and specific positive praise in the setting encouraging children to do the same for each other</li> <li>Staff cultivate positive character traits and relational qualities through specific positive praise and 'marbles in the jar' (eg kindness, politeness, generosity, honesty, resilience, perseverance, faithfulness, courage etc) and through use of stories</li> <li>Children learn increasingly to operate independently in the environment, and to make decisions about how to engage with the activities and resources available</li> <li>Children develop increasing independence in their self-care and personal hygiene (eg using the toilet, washing hands, looking after their belongings, dressing and undressing, making healthy food choices etc)</li> <li>Staff support children to say 'no' to others where appropriate, and to voice their feelings and opinions appropriately</li> <li>Staff support children to speak up and inform an adult if there is something they are worried about or when someone has been unkind or hurt them.</li> <li>Staff step in, if necessary, where dominant children may try to exercise undue influence over others, talking things through with all involved</li> <li>Children know right from wrong, and do their best to behave accordingly</li> <li>Staff teach children to respect each other's personal privacy</li> <li>Staff help children to understand choices and consequences</li> <li>Children are increasingly able to engage with new activities and experiences</li> </ul>					

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- Staff support children to show resilience in the face of challenges
- Children develop a sense of responsibility and learn to serve others (eg as the class helper)

### **Building Relationships**

- Staff build supportive relationships and communicate well with parents and carers
- Staff support children in connecting and building relationships with their peers, and in showing sensitivity to their needs and feelings
- Staff build relationship with children by getting alongside them during their play and holding back and forth conversations
- Children become increasingly confident in relating to unfamiliar adults
- Children learn to respect one another – eg each other's choices, efforts, work, creations, differences
- Children learn to respect the adults who care for them (parents and practitioners)
- Children learn to respect others and to express appreciation by being polite
- Staff unpack with children what it means to love one another and seek to demonstrate the way of love as adults
- Children learn to take turns and share resources
- Staff support children in listening to and responding appropriately to the feelings and wishes of their peers
- Children learn the importance of saying sorry and putting things right where we can
- Children learn the importance of forgiveness in order to sustain healthy relationships
- Staff teach children that physical aggression, name calling and bullying behavior are unacceptable
- Staff teach children the importance of asking permission and giving permission as part of respecting one another
- Staff challenge inappropriate, disrespectful or unkind comments relating to sex, sexuality or other protected characteristics
- Staff encourage children to work together as a team and to value teamwork (eg at tidy up time)
- Staff support children to deal with disagreements where needed and to problem solve together when there are differences

### Abbreviations used:

EYFS – Early Years Foundation Stage Statutory Framework

DM – Development Matters

Rec - Reception

ELG – Early Learning Goal

PSED – Personal, Social and Emotional Development

SR – Self-regulation

MS – Managing self

BR – Building relationships

KUW – Knowledge and Understanding of the World

PCC – People, Culture and Communities

TNW – The Natural World

C&L – Communication and Language

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## TKS Primary Curriculum Map PSHE, Citizenship and Relationships CYCLE A

Years	Autumn 1 & 2 Living in the Wider World		Spring 1 & 2 Relationships		Summer 1 & 2 Health and Wellbeing	
	Aiming High	One World	TEAM	VIPs	Safety First	It's my Body
Year 1 & 2	<ul style="list-style-type: none"> <li>Star qualities</li> <li>Positive learners</li> <li>Bright futures</li> <li>Jobs for all</li> <li>Going for goals</li> <li>Looking forward</li> </ul> <p>Spiritual development opportunities: An appreciation of one another's skills and talents. R23,25 H20,21,23,24 L14,15,16,17</p>	<ul style="list-style-type: none"> <li>Families</li> <li>Homes</li> <li>Schools</li> <li>Environments</li> <li>Resources</li> <li>Planet protectors</li> </ul> <p>Spiritual development opportunities: Appreciating what we have- families, home, school, environment and our planet. R2,3,4 L1,2,3,6</p> <p><u>Anti-bullying week (across Primary)</u> <u>Road Safety Week (across Primary)</u></p>	<ul style="list-style-type: none"> <li>Together everyone chooses more</li> <li>Listening</li> <li>Being kind</li> <li>Bullying and teasing</li> <li>Brilliant brains</li> <li>Making good choices</li> </ul> <p>Spiritual development opportunities: Considering others. Bible stories that talk about working well with others and the benefits of this. R1,2,7,9,10,11,12,21,22,23,24 H23 L4,14</p> <p><u>E-Safety Awareness day (across Primary)</u></p>	<ul style="list-style-type: none"> <li>Who are your VIPs?</li> <li>Families</li> <li>Friends</li> <li>Falling out</li> <li>Working together</li> <li>Showing you care</li> </ul> <p>Spiritual development opportunities: Looking at Bible stories which show Jesus loving, respecting and caring for others- how we can learn from his example. R1,2,3,4,5,6,7,8,9,10,11,12,16,21,24,25, H8,14,16,23,32,33</p>	<ul style="list-style-type: none"> <li>Keeping safe</li> <li>Safe at home</li> <li>Safe outside</li> <li>Safe around strangers</li> <li>Safe secrets and surprises</li> <li>People who can help</li> </ul> <p>Spiritual development opportunities: Thanking God for our safe grown-ups who help us. R13,14,16,18,19,20 H8,28,29,30,31,33,35,36</p>	<ul style="list-style-type: none"> <li>My body, my business</li> <li>Active and asleep</li> <li>Happy healthy food</li> <li>Clean as a whistle</li> <li>Can I eat it?</li> <li>I can choose</li> </ul> <p>Spiritual development opportunities: Psalm 139, we are created by God. Appreciating our bodies and what they can do. Transitions between classes R13,16,17,18,20, H1,2,3,4,5,6,7,8,9,10,27,29,31,36,37 <u>Water Safety Week (across Primary)</u></p>

# TKS Relationships and Sex Policy

<b>Year 3 &amp; 4</b> <ul style="list-style-type: none"> <li>• Achievements</li> <li>• Goals</li> <li>• Always learning</li> <li>• Jobs and skills</li> <li>• No limit</li> <li>• When I grow up</li> </ul> <p>Spiritual development opportunities: An appreciation of one another's skills and talents. Building an awareness beyond themselves. The power of prayer.</p> <p>H27,28,29 L9, 25, 26,28, 29, 30, 32</p>	<ul style="list-style-type: none"> <li>• Chiwa and Kwende</li> <li>• Chiwa's dilemma 1</li> <li>• Chiwa's dilemma 2</li> <li>• Chiwa's Sugar</li> <li>• Chiwa's world</li> <li>• Charity for Chiwa</li> </ul> <p>Spiritual development opportunities: Developing an awareness of the wider world and reflecting upon other countries and ways people live.</p> <p>R32, 34 L2, 3, 4, 5, 7, 8, 9, 19</p> <p><u>Anti-bullying week (across Primary)</u> <u>Road Safety Week (across Primary)</u></p>	<ul style="list-style-type: none"> <li>• A new start</li> <li>• Together everyone achieves more</li> <li>• Working together</li> <li>• Being considerate</li> <li>• When things go wrong</li> <li>• Responsibilities</li> </ul> <p><u>Development opportunities:</u> Considering others. Bible stories that talk about working well with others and the benefits of this.</p> <p>, 17, 30 , 24, 36 0</p> <p><u>Anti-bullying day (across Primary)</u></p>	<ul style="list-style-type: none"> <li>• Family and friends</li> <li>• Fabulous friends</li> <li>• Is this a good relationship?</li> <li>• Falling out</li> <li>• What is bullying?</li> <li>• Stand up to bullying</li> </ul> <p><u>Spiritual development opportunities:</u> Valuing one another, how we treat others- what the Bible says about this.</p> <p>R1, 6, 8, 9, 10, 11, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 25, 26, 27, 30 L10</p>	<ul style="list-style-type: none"> <li>• New responsibilities</li> <li>• Risks, hazards and danger</li> <li>• Under pressure</li> <li>• Safety when out and about</li> <li>• Dangerous substances</li> <li>• Injuries and emergencies</li> </ul> <p><u>Spiritual development opportunities:</u> Understanding that healthy bodies and minds help us to function well and be positive. Looking at various ways to help our whole body stay healthy.</p> <p>R9, 18, 24, 28, 29 H35,37,38,39,40,41,43, 44, 46,47,48,49,50</p>	<ul style="list-style-type: none"> <li>• My body, my choice</li> <li>• Fit as a fiddle</li> <li>• Good night, good day</li> <li>• Cough, splutter, sneeze</li> <li>• Drugs: healing or harmful?</li> <li>• Choices everywhere</li> <li>•</li> </ul> <p><u>Spiritual development opportunities:</u> Understanding that healthy bodies and minds help us to function well and be positive. Looking at various ways to help our whole body stay healthy.</p> <p><u>Transitions between classes</u></p> <p>R18,25,26,27 H1,2,3,4,6,7,8,9,10,11,12,14,36,38,45,46,48</p> <p><u>Water Safety Week (across Primary)</u></p>

# TKS Relationships and Sex Policy

<b>Year 5 &amp; 6</b> • You can achieve anything • Breaking down barriers • Future focus • Equal opportunities • The world of work • Onwards and upwards  <b>Spiritual development opportunities:</b> An appreciation of one another's skills and talents. An awareness and appreciation of opportunities now and in the future.  H28 L25,26,27,28,29,30,31,32	<ul style="list-style-type: none"> <li>Global citizens</li> <li>Global warming</li> <li>Energy</li> <li>Water</li> <li>Biodiversity</li> <li>In our hands</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>Together everyone achieves more</li> <li>Communicate</li> <li>Compromise and collaborate</li> <li>Care</li> <li>Unkind behaviour</li> <li>Shared responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>People we love</li> <li>Think before we act</li> <li>It's ok to disagree</li> <li>You decide</li> <li>Secrets</li> <li>False friends</li> </ul>	<ul style="list-style-type: none"> <li>You are responsible</li> <li>What are the risks?</li> <li>Making up your mind</li> <li>In an emergency</li> <li>Home – safe and sound</li> <li>Outside – playing it safe</li> </ul>	<ul style="list-style-type: none"> <li>Your body is your own</li> <li>Exercise right, sleep tight</li> <li>Taking care of our bodies</li> <li>Changing bodies (Lovewise resource)</li> <li>Changing emotions (Lovewise resource)</li> <li>Marriage in the UK</li> <li>Transition in school</li> </ul>
	<u><a href="#">Y5&amp;6 Safety beyond school- walking to/ from school, at the park, being careful in the darker months, walking alone and being approached by strangers.</a></u>	<u><a href="#">Anti-bullying week (across Primary)</a></u> <u><a href="#">Road Safety Week (across Primary)</a></u>	<u><a href="#">R10,11,13,14,17,19,20,21,30,31,32,33,34</a></u> <u><a href="#">L1,4,5,30</a></u> <u><a href="#">H23</a></u>	<u><a href="#">Spiritual development opportunities: Considering others. How working well with others and communicating effectively can help our mental wellbeing.</a></u>  <u><a href="#">Spiritual development opportunities: Valuing one another, how we treat others- what the Bible says about this.</a></u> <u><a href="#">R5,6,7,8,9,11,15,17,18,22,26,27,28,29,30,33</a></u>	<u><a href="#">Spiritual development opportunities: Understanding how to help our whole body stay healthy. Appreciation of our body and how we can help others.</a></u> <u><a href="#">R28</a></u> <u><a href="#">H13,35,37,38,39,40,41,43,44</a></u>  <u><a href="#">Spiritual development opportunities: Understanding that God has created us, we are designed to be in relationship with others. Appreciation for the various stages of life.</a></u> <u><a href="#">R1,3,4,5,6,7,8,9,15,16,31, H30,31,32,34,35,36</a></u>

# TKS Relationships and Sex Policy



## Education (RSE)

		<p><b>Science:</b></p> <ul style="list-style-type: none"><li>• Y6 Inheritance: Human relationship, we are all connected &amp; offspring R8,31,32,33 H17,18,23 L6,7,8</li></ul> <p><u>E-Safety Awareness day (across Primary)</u></p>			<p><b>Science:</b></p> <ul style="list-style-type: none"><li>• Y5 Animals including humans: Human timeline, puberty, life expectancy, changes in age.</li><li>• Y6 Harmful substances R9, 18, 24, 28, 29 H35,37,38,39,40,41,43, 44, 46,47,48,49,50</li></ul> <p><u>Water Safety Week (across Primary)</u></p>
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# TKS Relationships and Sex Policy

## TKS Primary PSHE, Citizenship and Relationships CYCLE B

Years	Autumn 1 & 2 Living in the Wider World		Spring 1 & 2 Relationships		Summer 1 & 2 Health and Wellbeing	
	Diverse Britain	Money Matters	Be Yourself	Digital Wellbeing	Think Positive	Treating ourselves and others well
Year 1 & 2	<ul style="list-style-type: none"> <li>• My school</li> <li>• My community</li> <li>• My neighbourhood</li> <li>• My country</li> <li>• British people</li> <li>• What makes me proud of Britain</li> </ul> <p>Spiritual development opportunities: Appreciating what God has given us. Appreciating that God has made us all unique. R21,23,25 L1,2,3,4,5,6</p>	<ul style="list-style-type: none"> <li>• Money</li> <li>• Where money comes from</li> <li>• Look after it</li> <li>• Save or spend?</li> <li>• Want or need?</li> <li>• Going shopping</li> </ul> <p>Spiritual development opportunities: What does the Bible say about making wise choices with money- Bible stories that help children to understand these concepts. L10,11,12,13,15,16</p> <p>Anti-bullying week (across Primary) Road Safety Week (across Primary)</p>	<ul style="list-style-type: none"> <li>• Marvellous me</li> <li>• Feelings</li> <li>• Things I like</li> <li>• Uncomfortable Feelings</li> <li>• Changes</li> <li>• Speak up</li> </ul> <p>Spiritual development opportunities: Understanding that our voice matters. R25 H12,13,14,15,16,18,19,21,22,23 E-safety awareness day (across Primary)</p>	<ul style="list-style-type: none"> <li>• The internet and me</li> <li>• Online and offline</li> <li>• Staying safe online</li> <li>• Personal information</li> <li>• Communicating online</li> <li>• True or false?</li> </ul> <p>Spiritual development opportunities: Valuing truth and trustworthiness. R10,11,12,14,15 L7,8,9 H28,34</p>	<ul style="list-style-type: none"> <li>• Think happy, feel happy</li> <li>• It's your choice</li> <li>• Go-Getters</li> <li>• Let it out</li> <li>• Be thankful</li> <li>• Be mindful</li> </ul> <p>Spiritual development opportunities: Thankfulness, encouraging others. R7,21,25 H1,11,12,13,17,18,19,23,24</p>	<p><b>Y1-4:</b> <b>In our speech:</b></p> <ul style="list-style-type: none"> <li>• Please &amp; thank you</li> <li>• Honouring older people/caring for younger people</li> <li>• Respectful speech</li> </ul> <p><b>In our actions:</b></p> <ul style="list-style-type: none"> <li>• Table manners</li> <li>• Sportsmanship</li> <li>• Stewardship</li> </ul>
Year 3 & 4	<ul style="list-style-type: none"> <li>• Living in the British Isles</li> <li>• Diversity</li> <li>• Rules, Laws, Responsibilities</li> <li>• Liberty</li> <li>• Tolerance and respect</li> </ul>	<ul style="list-style-type: none"> <li>• Where does money come from?</li> <li>• Ways to pay</li> <li>• Reasons to borrow</li> <li>• Spending decisions</li> <li>• Advertising</li> <li>• Keeping Track</li> </ul>	<ul style="list-style-type: none"> <li>• Pride</li> <li>• Feelings</li> <li>• Express yourself</li> <li>• Know your mind</li> <li>• Media-wise</li> <li>• Making it right</li> </ul>	<ul style="list-style-type: none"> <li>• The digital world</li> <li>• Digital kindness</li> <li>• Do I know you?</li> <li>• Online information</li> <li>• Keep it private</li> <li>• My digital wellness</li> </ul>	<ul style="list-style-type: none"> <li>• Happy minds, happy people</li> <li>• Thoughts and feelings</li> <li>• Changes</li> <li>• Keep calm and relax</li> <li>• You're the boss</li> <li>• Always learning</li> </ul>	<p>Transition between year groups/classes. (KS1 H27, KS2 H36)</p> <p>Spiritual development opportunities: Respecting others and nature. Learning what the Bible says about respect and stewardship. KS1:</p>

# TKS Relationships and Sex Policy

	<ul style="list-style-type: none"> <li>• What does it mean to be British? Spiritual development opportunities: Psalm 139- God has made us all unique. Praying for our leaders and Jesus' example of caring for others. H25 R21,31,32,33,34 L1,2,3,4,6,7,8,9,10</li> </ul>	<p><b>Spiritual development opportunities:</b> What the Bible teaches about money. Wise choices. <a href="#">L17,19,20,21,22,26,29,31,32</a>  <a href="#">Anti-bullying week (across Primary)</a> <a href="#">Road Safety Week (across Primary)</a></p>	<p><b>Spiritual development opportunities:</b> knowing what the Bible says about us vs. media messages. How to build relationships and treat each other well. Being assertive- examples of this Jesus set in the Bible. <a href="#">H17,18,19,20,23,24,25,27, 28,29</a> <a href="#">R13,15,28,29,30,31</a> <a href="#">L4,11,16</a>  <a href="#">E-safety awareness day (across Primary)</a></p>	<p><b>Spiritual development opportunities:</b> Awareness of helpfulness vs hindrance. Trustworthiness and reliability- God is trustworthy.  <a href="#">R12,15,19,20,21,22,23,24,28</a> <a href="#">H13,37,42</a> <a href="#">L11,1,13,14,15,16</a></p> <p><b>Topic:</b> Made in His image <a href="#">H8,9,10,11,12</a></p>	<p><b>Spiritual development opportunities:</b> Helpful tools to think positively- walk in nature, looking for good. What does the Bible say to help us protect our minds? <a href="#">H3,4,15,16,17,18,19,20,22, 23,24,28,29</a> <a href="#">R13</a></p>	<p><b>R5,25</b> <b>H11,12,14,18</b> <b>L14</b>  <b>KS2:</b> <b>R10,14,24,29,31</b> <b>H3,7,12,18,19,36</b> <b>L4,5,25</b>  <a href="#">Water Safety Week (across Primary)</a></p>
Year 5 & 6	<ul style="list-style-type: none"> <li>• Identities</li> <li>• Communities</li> <li>• Respecting the law</li> <li>• Local government</li> <li>• National government</li> <li>• Making a difference</li> </ul> <p>Spiritual development opportunities: Psalm 139- God has made us all unique. The Bible teaches us that we are stewards- what does this mean? H25 R21,33</p>	<ul style="list-style-type: none"> <li>• Look after it</li> <li>• Critical consumers</li> <li>• Value for money and ethical spending</li> <li>• Budgeting</li> <li>• Borrowing and saving</li> <li>• Money in the wider world</li> </ul> <p>Spiritual development opportunities: What the Bible teaches about money through various verses and Bible stories. The importance of making wise choices. <a href="#">L17,18,19,20,21,22,23,24</a></p>	<ul style="list-style-type: none"> <li>• You are unique</li> <li>• Let it out</li> <li>• Uncomfortable feelings</li> <li>• The confidence trick</li> <li>• Do the right thing</li> <li>• Making amends</li> </ul> <p>Spiritual development opportunities: knowing what the Bible says about us, how to build relationships and treat each other well, considering the fruits of the Spirit. How to handle conflicts in a Biblical way and be peace makers. <a href="#">R6,11,15,17,28,29,31</a></p>	<ul style="list-style-type: none"> <li>• My digital life</li> <li>• Staying safe, happy and healthy online</li> <li>• Online relationships</li> <li>• Social media</li> <li>• Saying no to bullying</li> <li>• Fake news</li> </ul> <p>Spiritual development opportunities: Appreciation for the benefits of the digital world, with wisdom on how to use it. Trustworthiness and reliability- God is trustworthy.</p>	<ul style="list-style-type: none"> <li>• The cognitive triangle</li> <li>• Thoughts are not facts</li> <li>• Face your feelings</li> <li>• Choices and consequences</li> <li>• Being present</li> <li>• Yes, I can</li> </ul> <p>Spiritual development opportunities: What does the Bible say to help us protect our minds? Considering and comparing verses- what do they mean to us?</p>	<ul style="list-style-type: none"> <li>• How we think and feel about our bodies</li> <li>• Healthy choices</li> <li>• Changing bodies</li> <li>• (Lovewise resource)</li> <li>• Changing emotions</li> <li>• (Lovewise resource)</li> <li>• Marriage in the UK</li> <li>• Transition in school</li> </ul>

# TKS Relationships and Sex Policy

<p>L1,2,3,4,5,6,7,8,9,10</p> <p><u>Y5&amp;6 Safety beyond school-walking to/ from school, at the park, being careful in the darker months, walking alone and being approached by strangers.</u></p>	<p><u>Anti-bullying awareness day (across Primary)</u></p> <p><u>Road Safety Week (across Primary)</u></p>	<p>H18,19,20,23,28</p> <p><b>Science:</b></p> <ul style="list-style-type: none"> <li>Y6 Inheritance: Human relationship, we are all connected &amp; offspring</li> </ul> <p>R8,31,32,33</p> <p>H17,18,23</p> <p>L6,7,8</p> <p><u>E-safety awareness day (across Primary)</u></p>	<p>R19,20,21,22,23,24,28</p> <p>H13,37,42</p> <p>L11,12,13,14,15,16</p>	<p>R13,30</p> <p>H2,3,15,16,18,19,20,21,22,24,29</p>	<ul style="list-style-type: none"> <li>Spiritual development opportunities: Understanding that God has created us, we are designed to be in relationship with others.</li> <li>Appreciation for the various stages of life.</li> <li>R1,3,4,5,6,7,8,9,15,16,31,</li> <li>H30,31,32,34,35,36</li> <li><b>Science:</b></li> <li>Y5 Animals including humans: Human lifecycles, babies, puberty</li> <li>Y6 Harmful substances</li> <li>R9, 18, 24, 28, 29</li> <li>H35,37,38,39,40,41,43,44,46,47,48,49,50</li> <li><u>Water Safety Week (across Primary)</u></li> </ul>
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# TKS Relationships and Sex Policy



## Education (RSE)

**TKS Secondary:** RSE overview, including its inclusion in PSHE, Science and Religious Studies lessons, as well as in stand-alone RSE lessons.

### Year 7

Year and Term	Topic/Subject	Overarching Aim	Personal Development Qualities	Connection to School Virtues (P3)	PSHE Association Core Theme Reference
Y7 Term 1b Relationships	<b>Friendship and respectful relationships:</b> RSE <ul style="list-style-type: none"> <li>Different types of relationships including family</li> <li>Healthy and unhealthy relationships</li> <li>What makes a good friend?</li> <li>Why are friends important?</li> <li>Communication skills</li> <li>Saying sorry</li> </ul>	Friendship and respectful relationships. Different types and family. What makes a good friend? Healthy relationships vs Unhealthy Communication skills and saying sorry.	Respect and tolerance. Problem solving and resilience in relationships.	<b>Sacrificial love</b> Putting others first in relationships <b>Understanding others</b>  <b>Biblical wisdom</b> Treating others, the way you want to be treated	PoS refs: R1, R2, R9, R10, R14, R16, R18, R19, R35, L22.
Y7 Term 2a Health and Wellbeing	<b>Health and puberty:</b> PSHE <ul style="list-style-type: none"> <li>Puberty – what is it? Changes that occur.</li> <li>Periods</li> <li>Emotional changes and how to manage them</li> <li>Emotional wellbeing</li> <li>Resilience</li> <li>Dealing with anger</li> <li>Personal hygiene – skin, teeth, ears and eyes</li> <li>Caring for feet and back</li> <li>Healthy lifestyle -exercise, sleep</li> </ul>	Health and puberty <ul style="list-style-type: none"> <li>Healthy routines, influences on health, and puberty.</li> <li>Pupils will be equipped to care for themselves.</li> <li>Pupils will be increasingly aware of how to maintain a healthy lifestyle.</li> </ul>	Respect for self and for others. Independence. Self-understanding. Self-confidence. Resilience.	<b>Spirit-led faith</b> Looking to Jesus for guidance.  <b>Biblical wisdom</b> God is the same yesterday, today and forever. Treating the believer's body as a temple of the Holy Spirit.	Pos refs: H2, H4, H5, H7, H8, H9, H12, H13, H14, H15, H16, H17, H18, H19, H20, H22, H34

# TKS Relationships and Sex Policy

	<ul style="list-style-type: none"> <li>• Healthy eating-additives, weight management</li> <li>• Immunisations</li> </ul>				
Y7 Term 2b Relationships	<b>Staying safe online: PSHE</b> <ul style="list-style-type: none"> <li>• How do we spend our time?</li> <li>• Personal safety online</li> <li>• Gaming</li> <li>• Protecting identity online</li> <li>• Cyberbullying</li> <li>• NSPCC healthy online</li> </ul>	Staying Safe online Online safety, digital literacy, media reliability, and gambling hooks	Responsibility. Discernment Time management. Respect for self and for others.	<b>Biblical wisdom</b> Discerning what is good and true. <b>Sacrificial love</b> Treating others with respect and care.	PoS refs: R1, R2, R18, H2, H6, H30, H31, H32, L15, L19, L20, L21, L24, L27.
Y7 Term 2b	<b>Sexual Reproduction: Biology</b> <ul style="list-style-type: none"> <li>• The human sexual reproductive system, pregnancy and childbirth.</li> <li>• The physical processes and changes involved during puberty.</li> </ul>	Natural processes of reproduction and puberty.	Self-awareness.	<b>Biblical Wisdom</b> Understanding of the nature of human life.	
Y7 Term 3b Living in the wider world	<b>Diversity: PSHE</b> <ul style="list-style-type: none"> <li>• Diverse Britain – community</li> <li>• Difference</li> <li>• Valuing each other</li> <li>• Successful community</li> <li>• Problems in community</li> <li>• Being a good neighbour</li> </ul>	Diversity: diverse Britain, understanding our communities and difference. Successful communities and problems.  Contributing to the community	Respect and tolerance. Empathy.	<b>Biblical wisdom</b> Called to value those who are different or on the margins of society. <b>Sacrificial love</b> Understanding others.	PoS refs: R2, R3, R5, R14, R15, R38, R39, R40, R41, H1, H10, L11

# TKS Relationships and Sex Policy



## Education (RSE)

### Year 8

Year and Term	Topic/Subject	Overarching Aim	Personal Development Qualities	Connection to School Virtues (P3)	PSHE Association Core Theme Reference
Y8 Term 1a Living in the wider world	<b>Equality and discrimination:</b> PSHE <ul style="list-style-type: none"> <li>How we are all unique, that we are made in God's image.</li> <li>Speaking your mind and giving feedback</li> <li>Faith and values</li> <li>Right and wrong</li> <li>Stereotypes</li> <li>Prejudice</li> <li>Challenging Prejudice and discrimination</li> <li>Our rights and responsibilities</li> <li>Human rights</li> </ul>	Equality and discrimination – using the Equality act to investigate all the forms of discrimination / prejudice against people. Looking at stereotypes, responsibilities, rights and values.	Respect and tolerance. Empathy.	<b>Sacrificial love</b> Jesus' call to love our neighbour as ourselves and being made in God's image. <b>Biblical wisdom</b> Called to value those who are different or on the margins of society.	PoS refs: R2, R3, R9, R14, R38, R39, R40, R41, L2, L10, L23, L26, H1, H10.
Y8 Term 1b Living in the wider world	<b>Different forms of Prejudice and discrimination:</b> PSHE <ul style="list-style-type: none"> <li>Equality act 2010 and protected characteristics</li> <li>Racism in society</li> <li>Ageism</li> <li>Disabilities and learning differences</li> <li>Women's rights and violence against women</li> <li>LGBTQ+ rights</li> <li>Hate crime and radicalisation</li> </ul>	Different forms of prejudice and discrimination, focusing on the protected characteristics from the Equality act 2010: Racism, ageism, disability, LGBTQ+, women and gender. Hate crimes and radicalization and dealing with discrimination.	Respect and tolerance. Empathy.	<b>Sacrificial love</b> Understanding others. <b>Biblical wisdom</b> Treating others as you want to be treated. <b>Discerning what is good and true.</b>	PoS refs: H10, H11, R2, R3, R14, R15, R39, R40, R41, L2, L26.

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Y8 Term 1a and 1b	<b>Justice, Love and Equality:</b> RS	<ul style="list-style-type: none"> <li>• Stereotypes</li> <li>• Discrimination based on prejudice</li> <li>• Christian view on love and equality</li> </ul>	Discrimination: pupils study issues of justice and equality and examples of how Christian responds to these.	Respect and tolerance. Empathy.	<b>Sacrificial Love</b> Understanding others and challenging issues of injustice and inequality.	
Y8 Term 2a	<b>Identity, responsibilities and relationships:</b> RSE	<ul style="list-style-type: none"> <li>• How we are all unique.</li> <li>• Identity and personality</li> <li>• Who am I</li> <li>• Identity</li> <li>• Becoming an adult and being responsible.</li> <li>• Bullying – all types including cyberbullying</li> <li>• Feelings and how to manage them including rejection</li> <li>• Rivalries</li> <li>• Dealing with bullies and reporting</li> <li>• Healthy and unhealthy relationships</li> <li>• Risk and safety</li> <li>• Managing risky behaviour</li> </ul>	Identity and personality, becoming an adult and responsibilities. Romantic relationships, Bullying on and offline. healthy relationships, unhealthy relationships conflict resolution, and relationship changes, managing risky behaviour	Commitment. Risk and safety. Responsibility.	<b>Biblical wisdom</b> Discernment of what is good and true. <b>Sacrificial love</b> Serving others. <b>Spirit-led faith</b> Looking to Jesus for guidance.	PoS refs: R1, R3, R4, R7, R8, R9, R11, R12, R13, R14, R16, R18, R24, R25, R26, R27, R28, R29, R30, R37, R38, R41, R42, R43, H1, H3, L20, L21, L24, L25, L27, H30, H31
Y8 Term 2b	<b>Relationships:</b> RSE	<ul style="list-style-type: none"> <li>• Sexuality and close relationships</li> <li>• Consent and laws</li> <li>• Sexting</li> <li>• Pornography and its dangers</li> <li>• Being assertive and dealing with pressure</li> <li>• Are you addicted to your phone?</li> <li>• Online reputation</li> <li>• Social media and body image</li> </ul>	Identity, sexuality, consent, Sex laws, 'sexting', pornography, Body image, social media and phones. Being assertive and dealing pressure.	Risk and safety. Respect. Self-respect.	<b>Biblical wisdom</b> Stewardship of time. How the eye is a lamp of the body. <b>Sacrificial love</b> Treating ourselves and others with respect and care.	PoS refs: H35, H36, R4, R5, R10, R16, R18, R24, R25, R26, R27, R29, R30, R32

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# Education (RSE)

## Year 9

Year and Term	Topic/Subject	Overarching Aim	Personal Development Qualities	Connection to School Virtues (P3)	PSHE Association Core Theme Reference
Y9 Term 1a & b Health and wellbeing	<b>Mental health and emotional wellbeing: PSHE</b> <ul style="list-style-type: none"> <li>Feelings and how to manage them</li> <li>Signs of stress and how to cope with it</li> <li>Managing anxiety and fear</li> <li>What impacts on emotional health</li> <li>How to look after your mental health</li> <li>Loss and bereavement</li> <li>Mental illness</li> <li>Depression and how to manage it</li> <li>Eating disorders</li> <li>Support services and where to get help</li> <li>Building confidence and self esteem</li> <li>Coping with challenges and change</li> <li>Problem solving</li> </ul>	Mental health and ill health, stigma, safeguarding health, including during periods of transition or change.  Mental health and emotional wellbeing, including body image, eating disorders, self-harm and coping strategies and support.	Resilience. Communication. Self-confidence.  Self-confidence. Teamwork. Servanthood. Resilience. Healthy mind and body.	<b>Biblical wisdom</b> Discerning and vocalising one's needs and responding to them. <b>Sacrificial love</b> Caring for others in need.	PoS refs: R2, R3, R9, R14, R38, R39, R40, R41, L2, L3, L10, L23, L26, H1, H2, H4, H6, H7, H9, H10.  PoS refs: H2, H3, H5, H6, H10, H11, H12, R2, R3, R14, R15, R22, R39, R40, R41, L2, L26.
Y9 Term 3a Relationships	<b>Relationships: RSE</b> <ul style="list-style-type: none"> <li>Commitment in relationships – how do we show this? <ul style="list-style-type: none"> <li>Marriage and different types of partnerships</li> <li>What makes a relationship work?</li> <li>Forced Marriage</li> <li>Developing sexuality</li> </ul> </li> </ul>	Marriage and commitment. Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography.	Commitment. Thinking ahead. Empathy. Risk and safety. Discernment.	<b>Sacrificial love</b> Marriage as a picture of Christ and His Church. <b>Biblical wisdom</b> Discerning what is good and true. How men and women should	PoS refs: H3, H5, H21, H23, H24, H25, H26, H27, H28, H29, H31, H33, H35, H36, R1, R3, R6, R7, R8, R14, R20, R29, R30, R33, R34, R35, R36,

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	<ul style="list-style-type: none"> <li>• Identity and respect</li> <li>• Contraception, pregnancy and birth</li> <li>• Consent and laws</li> <li>• STI's and health clinics</li> <li>• Pornography</li> <li>• Abuse in relationships</li> <li>• and it's dangers</li> </ul>			respect each other.	R42, R44, L20, L21
Y9 Term 3b Relationships Living in the wider world	<b>Online Safety and Global issues: PSHE</b> <ul style="list-style-type: none"> <li>• Protecting your online identity</li> <li>• Online reputation</li> <li>• Sexting</li> <li>• Grooming</li> <li>• Child abuse</li> <li>• FGM – What it is and the law</li> <li>• Safety at parties</li> <li>• Fake news</li> <li>• Online literacy and responsibility</li> <li>• Radicalisation</li> <li>• Global issues – genetic engineering</li> <li>• Poverty</li> <li>• Blood organ and stem cell donation</li> <li>• Climate change and how to deal with it</li> </ul>	<p>Online safety, digital literacy, media reliability, fake news, radicalisation, grooming and child abuse. FGM</p> <p>Global issues Climate change, poverty, blood, organ and stem cell donation.</p>	<p>Communicating Risk and safety. Self-respect.</p>	<p><b>Biblical wisdom</b> Discernment of what is good and true.</p> <p><b>Sacrificial love</b> Serving others.</p>	<p>PoS refs: H19, H20, H21, H22, H23, H30, H33.R2, R3, R14, R37, R38, R39, R40, R41, L25, L26</p>

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## Education (RSE)

**Year 10**

Year and Term	Topic/Subject	Overarching Aim	Personal Development Qualities	Connection to School Virtues (P3)	PSHE Association Core Theme Reference
Y10 Term 2b	<b>Relationships and Sex: RSE</b> <ul style="list-style-type: none"> <li>Types of stable and committed relationships, including co-habiting and same sex relationships.</li> <li>Protected characteristics and legal status of these relationships.</li> <li>Christian teaching on sex</li> <li>Abusive relationships, including harassment, coercion, domestic abuse, forced marriage, rape, grooming and FGM.</li> <li>Contraception</li> </ul>	Pupils will increase in their understanding of various types of relationships and the choices around sexual activity.	Respect and tolerance. Self-respect. Risk and safety.	Biblical wisdom – making wise and biblical choices in relationships. Spirit-led faith – living God's way under pressure.	PoS refs: R1, R3, R4, R5, R6, R11, R29, R30, R31, R32

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### Year 11

Year and Term	Topic/Subject	Overarching Aim	Personal Development Qualities	Connection to School Virtues	PSHE Association Core Theme Reference
Y11 Term 1a	<b>Human Relationships:</b> AQA GCSE Religious Studies A, Theme A <ul style="list-style-type: none"> <li>• Expressions of sexuality</li> <li>• Sexual Relationships</li> <li>• Contraception and family planning</li> <li>• The nature and purpose of marriage, including same-sex marriage and cohabitation</li> <li>• Divorce and Remarriage</li> <li>• The Nature of Families</li> <li>• The purpose of families</li> <li>• Gender roles, gender equality, gender prejudice and discrimination</li> </ul>	Pupils will study religious teachings, and religious, philosophical and ethical arguments, relating to important relationship issues in contemporary British society and elsewhere in the world.	Respect, empathy and tolerance. Responsibility. Risk and safety.	Sacrificial love – empathy and compassion to all regardless of sexuality or sex.	
Y11 Term 2 (a and b)	<b>Relationships and Sex:</b> RSE <ul style="list-style-type: none"> <li>• Consent – choices and consequences</li> <li>• Identifying and responding to sexual pressure</li> <li>• Pregnancy and Miscarriage (for abortion see RS Theme B)</li> <li>• Fertility and Menopause</li> <li>• STIs – what are they and how prevalent are they?</li> <li>• STIs – testing, treatments and impacts</li> <li>• Sexual and reproductive health – where to get advice and help</li> </ul>	Pupils will be equipped to make wise choices in their relationships.	Resilience. Responsibility. Risk and safety	Biblical wisdom – making wise and biblical choices in relationships. Spirit-led faith – living in a godly way in a sexually-pressured environment.	PoS refs: H27, H28, H29, H31, H32, H33,
Y11 Term 2 (a and b)	<b>Religion, human rights and social justice:</b> AQA GCSE Religious, Theme F <ul style="list-style-type: none"> <li>• Human rights</li> <li>• UK law, the Equality Act and protected characteristics</li> </ul>	Pupils will study religious teachings, and religious, philosophical and ethical arguments, relating to human rights and social	Respect, empathy and tolerance.	Sacrificial love – empathy and compassion to all regardless of their protected characteristic,	

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	<ul style="list-style-type: none"><li>• Types of prejudice and discrimination</li><li>• Hate crimes</li></ul>	justice issues in contemporary British society and elsewhere in the world.		but with particular regard to sex, race and religion.	
Y11 Term 2 (a and b)	<b>Sexual Reproduction:</b> AQA GCSE Biology <ul style="list-style-type: none"><li>• Human reproduction-male and female</li><li>• Hormones and menstrual cycle</li><li>• Artificial control of fertility/contraception</li><li>• Infertility treatments</li><li>• Cell division in sexual reproduction- genetics</li></ul>	Pupils study the process of procreation and new and emerging technologies to control fertility/conception	Responsibility. Risk and safety.	Biblical wisdom – deeper knowledge of the nature of human life.	

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## Education (RSE)

Appendix 2: Parent/carer form requesting their child's withdrawal from sex education within RSE

### TO BE COMPLETED BY PARENTS/CARERS

Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/carer signature			

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## Education (RSE)

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents/carers	