

Relationships and Sex education (RSE) Policy



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Next full review: May 2024

Templenewsam Halton Primary School takes its responsibility to provide relevant, effective and responsible RSE to all of its pupils as part of the school's personal, social, health, economic (PSHE) education curriculum very seriously. The school wants parents/carers and pupils to feel assured that RSE will be delivered at a level appropriate to both the age and development of pupils, and safe to voice opinions and concerns relating to the RSE provision.

1. Context – Why RSE is important

We are required to teach Relationships Education as part of our PSHE curriculum. Current regulations and guidance from the Department for Education (DfE) state that from September 2020, all schools must deliver Relationships Education. High quality Relationships Education and RSE help create a safe school community in which our pupils can grow, learn and develop positive, healthy behaviour for life.

It is essential for the following reasons:

- RSE plays a vital part in meeting the schools' safeguarding obligations as outlined in the updated Keeping children safe in education – Statutory guidance for schools and colleges (September 2019) .
- The DfE 2019 statutory guidance states that, from September 2020, all schools providing primary education, including all-through schools and middle schools must teach Relationships Education.
- Children have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Children want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older

pupils frequently say that Relationships and Sex Education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 'Not Yet Good Enough report.'

- Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- National Curriculum: RSE plays an important part in fulfilling the statutory duties the school has to meet as section 2 of the National Curriculum framework (DfE, 2013) states
- The Department of Health set out its ambition for all children to receive high quality Relationships and Sex Education in the Sexual Health Improvement Framework (2013), while the Department for Education's paper, The Importance of Teaching (2010) highlighted that 'Children need high quality Relationships and Sex Education so they can make wise and informed choices' (p.46).
- These duties are set out in the 2002 Education Act and the 2010 Academies Act. Whole school (Section 5) Ofsted inspections consider the extent to which a school provides such a curriculum.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' emotional wellbeing, and improving their ability to achieve in school and under the Education Act (1996) to prepare children for the challenges, opportunities and responsibilities of adult life. A comprehensive RSE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

2. Development process

This policy was produced by Rebecca Rossiter and Amy Hardcastle (PSHCE leads). From September 2020, the law requires primary schools to consult on their Relationships Education policy. This was reviewed by Mrs L Seton and Mr I Weatherley in September 2022.

Parents/carers were consulted through an online information consultation, teaching and non-teaching staff were consulted through briefing and a staff meeting, and pupils were consulted through PSHE lessons. Governors were consulted through Local Governing Body Meetings. This policy has been approved and adopted by the headteacher and the local governing body. The member of staff responsible for overseeing and reviewing this policy are: Mrs Seton and Mr Weatherly. It will be reviewed annually and in full every 3 years.

We are committed to the ongoing development of RSE in our school. We will use the following indicators to monitor and evaluate progress:

- a coordinated and consistent approach to curriculum delivery has been adopted,

- the content of the RSE curriculum is flexible and responsive to pupils' differing needs. We will work closely with learning mentors.
- children are receiving an entitlement curriculum for Relationships Education in line with DfE national statutory guidance and local guidance
- children are receiving an entitlement curriculum for Sex Education in line with national and local guidance
- there are clearly identified learning objectives for all RSE activities and pupils' learning is assessed continually
- opportunities for cross-curricular approaches are being used where appropriate e.g. Science, IT and PE
- policy and practice is revised regularly and involves staff, governors, parents/carers and pupils
- opportunities are provided for parents/carers and members of our community to consider the purpose and nature of our RSE, for example, through parent/carer information sessions/workshops
- a variety of methods are employed to communicate the key points of the policy and curriculum to the community e.g. through the school website, parent consultation.

3. RSE Definition

Relationships and Sex Education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

Sex and relationships education (SRE) for the 21st century (2014)

The Law (Learning and Skills Act 2000) dictates that 'Pupils should learn about the nature and importance of marriage for family life and the bringing up of children', but in 2000, the DFEE SRE Guidance added 'and stable relationships.' Leaving aside political and faith based agendas; the key point here is that the guidance recognises that children need to grow up in a home which is based on stable family life, where the parents are married or, failing that, in a stable relationship.

It is helpful to give examples of what is meant by some of the terms included in the definition, for example:

- **Physical development** – how our reproductive systems work
- **Emotions** – how to manage feelings
- **Social aspects** – positive and negative influences from friends
- **Healthy relationships** – how to recognise healthy and unhealthy relationships

4. The principles of high quality RSE in our school

Relationships and Sex Education:

- is a partnership between home and school
- ensures pupils' views are actively sought to influence lesson planning and teaching
- starts early and is relevant to pupils at each stage in their development and maturity
- is taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender identity, sex and consent
- includes the acquisition of knowledge, the development of life skills and respectful attitudes and values
- has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills, and accessing services
- helps pupils understand on and offline safety, consent, violence and exploitation
- is both medically and factually correct and treats sex as a normal fact of life
- is inclusive of difference: gender identity, sexual orientation, special educational needs and disability, ethnicity, culture, age, faith or belief, or other life experience
- uses active learning methods, and is rigorously planned, assessed and evaluated
- helps pupils understand a range of views and beliefs about relationships and sex in society which may differ to their own
- teaches pupils about the law and their rights to confidentiality even if they are under 16, and is linked to school-based and community health services and organisations
- promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs

5. School aims for PSHE & RSE

Our approach to PSHE & RSE consists of a comprehensive and developmental programme of teaching and learning, which is delivered in the context of a Healthy School where the health and wellbeing of pupils and the whole school community are actively promoted. Our PSHE & RSE programme has a positive influence on the ethos, learning and relationships throughout the school. It is central to our values and to achieving our school's stated aims and objectives. Our PSHE & RSE programme helps pupils to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives now and in the future.

Through the provision outlined in this policy, the school's overall aims of RSE are to teach and develop the following three main elements:

Attitudes and values:

- learn the importance of values and individual conscience and moral considerations
- learn the value of family life, marriage, and stable and loving relationships for the nurture of children
- learn the value of respect, love and care

Personal and social skills:

- learn to manage emotions and relationships confidently and sensitively
- develop self-respect and empathy for others
- learn to make choices based on an understanding of difference and with an absence of prejudice
- develop an appreciation of the consequences of choices made
- manage conflict
- learn how to recognise and avoid exploitation and abuse

Knowledge and understanding:

- learn and understand physical development at appropriate stages
- understand human sexuality, reproduction, sexual health, emotions and relationships

In addition to this, we also aim to:

- raise self-esteem, develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media
- teach pupils to be accepting of the different beliefs, cultures, religions, sexual orientations, gender identity, physical and mental abilities, backgrounds and values of those around them
- support pupils to lead a healthy and safe lifestyle, teaching them to care for, and respect, their bodies

- provide pupils with the right tools to enable them to seek information or support, should they need it
- teach pupils about consent and their right to say no, in an age appropriate manner
- to teach lessons that are sensitive to a range of views, values and beliefs
- ensure that staff teaching RSE remain neutral in their delivery whilst ensuring that pupils always have access to the learning they need to stay safe, healthy and understand their rights as individuals

The aim of RSE is **NOT** to:

- encourage pupils to become sexually active at a young age
- promote a particular sexual orientation or gender identity
- sexualise children

RSE does not sexualise children; it is part of the solution to concerns about sexualisation.

The evidence, as summarised here:

https://www.ncb.org.uk/sites/default/files/uploads/documents/Blog_reports/sef_doe_sRSEwork_2010.pdf that comprehensive RSE delays sexual activity for young people, and increases the likelihood of using contraception. *The National Survey of Sexual Attitudes and Lifestyles (NATSAL, 2013) showed a link between school-based RSE and reductions in teenage pregnancy.*

6. The wider context of RSE

The school's RSE programme will:

- be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life
- be an entitlement for all pupils, including those with additional learning and language needs
- be set within the wider school context and support family commitment and love, respect and affection, knowledge and openness
- recognise that family is a broad concept; not just one model, e.g. nuclear family
- encourage pupils and teachers to share and respect each other's views with cultural awareness and sensitivity
- ensure pupils are aware of different approaches to sexual orientation, without promotion of any particular family structure
- recognise that parents/carers are the key people in teaching their children about relationships, sex and growing up
- work in partnership with parents/carers and pupils, consulting them about the content of programme
- work in partnership with other health professionals and the wider community

RSE contributes to:

- a positive ethos and environment for learning
- safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school
- a better understanding of diversity and inclusion, a reduction in gender-based and homophobic, biphobic, transphobic (HBT) prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships
- helping pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice
- reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying

7. Key rights and responsibilities for Relationships and Sex Education

The policy applies to:

- The head teacher
- All school staff
- The governing body
- Pupils
- Parents/carers
- School nurse and other health professionals
- Partner agencies working in or with the school
- Religious leaders/faith groups

The head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see appendix 2)

| Specific responsibilities | Who - role? E.g. PSHE Leads, Head teacher, CP designated teacher, learning mentors |
|--|--|
| Co-ordinating the RSE provision, ensuring a spiral curriculum | Head teacher - Lisa Seton, PSHE Leads - Zoe Atkinson & Alex Osborne, Learning Mentors - Sharon Beaumont & Sarah Riches |
| Accessing and co-ordinating training and support for staff | Head teacher - Lisa Seton, PSHE Leads - Zoe Atkinson & Alex Osborne |
| Establishing and maintaining links with external agencies/other health | Head teacher - Lisa Seton, PSHE Leads - Zoe Atkinson & Alex Osborne, Learning |

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|--|---|
| professionals | Mentors - Sharon Beaumont & Sarah Riches |
| Policy development and review, including consultation and dissemination | Head teacher - Lisa Seton, PSHE Leads - Zoe Atkinson & Alex Osborne |
| Implementation of the policy; monitoring and assessing its effectiveness in practice | Head teacher - Lisa Seton, PSHE Leads - Zoe Atkinson & Alex Osborne, All teaching staff |
| Link governor for RSE | Helen Hayden |
| Managing child protection/safe guarding issues | Head teacher - Lisa Seton, Safeguarding - Laura Lightfoot, All teaching and support staff |
| Establishing and maintaining links with parents/carers | Head teacher - Lisa Seton, PSHE Leads - Zoe Atkinson & Alex Osborne |
| Liaising with link schools to ensure smooth transition | Head teacher - Lisa Seton Year 6 teachers |
| Liaising with the media | Head teacher - Lisa Seton |

8. Language

Pupils will be taught the anatomical terms for body parts. Slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.

Suggested list of vocabulary used in school:

| Vocabulary and when it is introduced to pupils in school (list of examples but not exhaustive) |
|--|
| <p>Key stage 1:</p> <p>Year One - Special, Person, People, Friend, Family, Care, Caring, Help, Thanks, Grow Change, Difference, Baby, Toddler, Child, Adult, Older person, Independent, Responsibility</p> <p>Year Two- Same, Different, Male, Female, Boy, Girl, Body, Born, Private parts, Sex parts, Penis, Testicles, Vagina, Vulva, Gender</p> <p>Key stage 2</p> <p>Year Four - Hygiene, Clean, Cleanliness, Self esteem, Self confidence, Sweat, Body odour, Spots, Periods, Sanitary protection, Tampon, Pad, Re-useable, Emotions, Roller coaster, Up and down, Frustrated, Angry, Moody, Sexy feelings, Adolescent, Advice, Support</p> <p>Year Five - Change, Grow, Mature, Child, Teenage, Adult, Private parts, Genitals, Puberty, Womb, Uterus, Menstruation, Menstrual Cycle, Period, Blood, Tampons, Re-useable, Sanitary, Pads, Breasts, Vagina, Vulva, Cervix, Clitoris, Labia, Fallopian Tubes, Ovary/Ovaries, Oestrogen, Contractions, Penis, Foreskin, Testicles, Scrotum, Sperm,</p> |

Semen, Urethra, Ejaculation, Erection, Wet dream, Testosterone, Pubic hair, Adam's apple, Internal, Inside, Reproductive organs

Year Six- Puberty, Life Cycle, Baby, Person, Toddler, Child, Teenager, Adult, Changing, Growing, Physical, Emotions, Feelings, Bodies, Now, Future, Independence, Relationship, Friendship, Couple, Love, Qualities, Values, Expectations, Responsibilities, Family, Marriage, Support, Conception, Pregnancy, Sexual intercourse, Penetration, Make Love, Birth, Ovary, Egg, Ovum, Vulva, Vagina, Fallopian tube, Foetus, Embryo, Umbilical cord, Amniotic fluid, Placenta, Amniotic sac, Pregnancy, Foetus, Uterus, Womb, Conception, Fertilised, Sperm, Penis, Cells, Pleasure, Disease, Infection, Love, Caring, Respectful, Commitment, Loving, Consent, Female, Male, Reproduction, Sex, Sexual Intercourse, Heterosexual, Gay, Transgender, Lesbian, Bisexual, Homophobic, Transphobic, Biphobic, Homophobia, Transphobia, Biphobia, LGBT+

We will alert parents as to when anatomical terms are likely to be used in class. However, we might need to use the terms at other times, such as when dealing with incidents of misuse or disrespectful language.

We will consider how pupils who are new to English will be supported in accessing and understanding the language used in RSE lessons.

Respectful Language

The use of respectful language which challenges sexism, homophobia and other forms of prejudice will be established in RSE but will have benefits for the whole school community, both in and out of lessons; it helps to ensure we are a happy and healthy place tolerant. Ofsted found that casual use of homophobic language in schools is often unchallenged (2013) - **we always challenge it**. The casual use of homophobic, biphobic and transphobic language in school will be challenged and pupils will be made aware that using the word 'gay' to mean something is rubbish is wrong and will not be tolerated. To tackle this, staff might say: 'you've used the word 'gay', but not in the right way.'

As a result, pupils will hear references to language such as, 'gay,' 'straight' and different kinds of relationships. This forms part of the teaching and assemblies in school where we talk about rights, respect or relationships.

9. Answering questions

We acknowledge that potentially sensitive or controversial issues will arise as pupils will naturally share information and ask questions. 'They will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set for Relationships Education. We also acknowledge that children of the same age may be developmentally at different stages leading to differing types of questions or behaviours.'

When spontaneous discussions arise, it is guided in a way that reflects the stated school aims and curriculum content for RSE. As a first principle, we answer questions relating to taught, planned curriculum for that age group to the whole class. We answer questions, where appropriate, relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age appropriate way, only to the pupil or pupils who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHE leaders Zoe Atkinson and Alex Osborne or Child Protection Team. Questions may be referred to parents/carers if it is not appropriate to answer them in school. We will also use a question box the 'ask it basket' where questions may be asked anonymously.

When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibilities of abuse or risk of harm, teachers will pass this information to the designated person for safeguarding and child protection, in line with school policy and procedures.

Staff training will include sessions on how to deal with difficult questions. Agreed phrases, where appropriate, will be used in response to difficult questions. (See key vocabulary) Phrases we will use are: 'I can only answer questions on the content of this lesson' or 'That is something that may be covered later on' or 'I can't answer that question, but you could ask your parents/carers'.

Any questions that give cause for concern will be discussed with the DSL and the appropriate course of action will be taken.

Ground rules are essential when discussing sensitive subject matters. Staff will establish clear parameters about what is appropriate and inappropriate in a whole-class setting following the Jigsaw scheme. This may include:

- staff will set the tone by speaking in a matter-of-fact way
- pupils will be encouraged to write down questions, anonymously if desired, and post them in the 'ask-it basket'
- staff will have time to prepare answers to all questions before the next session, and will choose not to respond in a whole class setting to any questions that are inappropriate or need one-to-one follow up
- if a verbal question is too personal, staff will remind the pupils of the ground rules
- if a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns, staff remind children of the agreed rules.
- staff will not provide more information than is appropriate to the age/developmental level of the pupil
- if staff are concerned that a pupil is at risk of abuse, the designated teacher will be informed and the usual child protection procedures followed.

10. Key responsibilities for RSE

i) All staff

All staff will:

- ensure that they are up to date with school policy and curriculum requirements regarding RSE
- attend and engage in professional development training around RSE provision, including individual and whole staff training/inset, where appropriate
- attend staff meetings to be introduced to any new areas of work and review the effectiveness of the approaches used
- report back to the PSHE/ RSE lead on any areas that they feel are not covered or inadequately provided for in the school's PSHE/ RSE provision, including resources
- encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence and listen to their needs and support them
- follow the school's reporting systems if a pupil comes to a member of staff with an issue that they feel they are not able to deal with alone
- ensure that their personal beliefs and attitudes will not prevent them from providing balanced RSE in school
- tailor their lessons to suit all pupils in their class, across the whole range of abilities, faiths, beliefs, culture, gender identity and sexual orientations, including SEND
- ask for support in this from the school SEND coordinator Suzanne Preinstall or the PSHE/ RSE leads should they need it
- SRE sessions will be taught explicitly from the scheme but will also be put in place in reaction to any needs that arise.

ii) Lead member/s of staff PSHE

The lead member/s of staff will:

- develop the school policy and review it on a yearly basis
- ensure that all staff are given regular and ongoing training on issues relating to RSE as well as how to deliver lessons on such issues (governors welcome)
- ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RSE, including new staff or supply staff
- ensure that RSE is age appropriate and needs-led across all year groups; this means ensuring that the curriculum develops as the pupils do and meets their needs
- support parent/carers involvement in the development of the RSE curriculum
- ensure that their personal beliefs, values and attitudes will not prevent them from providing balanced RSE in school
- communicate freely with staff, parents/carers and the governing body to ensure that everyone understands the school policy and curriculum for RSE, and that

any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as appropriate

- share the school's provision for RSE with parents/carers in order to ensure they can support this at home with regular meetings prior to lessons being taught.

iii) Governors

The governing body as a whole plays an active role in monitoring, developing and reviewing the policy and its implementation in school. The named link governor for RSE is Helen Hayden.

iv) Pupils

All pupils:

- will complete the statutory National Curriculum Science elements of the RSE curriculum and the statutory Relationships Education and Health Education curriculum
- should support one another with issues that arise through RSE by, for example, alerting relevant members of staff to any potential worries or issues
- will listen in class, be considerate of other people's feelings and beliefs and comply with the ground rules that are set in class
- will have the opportunity to talk to a member of staff, in confidence, regarding any concerns they have in school related to RSE or otherwise
- will be asked for feedback on the school's RSE provision and be expected to take this responsibility seriously; opinions on provision and comments will be reviewed by the lead member/s of staff for RSE and taken into consideration when the curriculum is prepared for the following year's pupils.

v) Parents/carers

The role of parents in the development of their children's understanding about relationships is vital.

The school will:

- ensure that parents/carers know what will be taught and when, and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of RSE
- give parents/carers every opportunity to understand the purpose and content of Relationships Education and RSE
- communicate and give opportunities for parents/carers to understand and ask questions about the school's approach help increase confidence in the curriculum
- build a good relationship with parents/carers and help support them in managing conversations with their children on these issues

- encourage parents/carers to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through RSE.

11. The right to withdraw pupils from RSE lessons

Parents/carers cannot withdraw their child from the statutory sex education content included in National Curriculum for Science which includes content on human development, including reproduction. Parents/carers also cannot withdraw their child from Relationships Education or Health Education because it is important that all children receive this content, covering topics such as friendships, how to stay safe and puberty. However, they do have the right to request that their child be withdrawn from some or all of sex education delivered as part of the non-statutory RSE, delivered as part of the PSHE curriculum.

Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the headteacher. Before granting any such request, the headteacher will discuss this with parents/carers and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. This process will be documented to ensure a record is kept.

The headteacher will also discuss with parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This will include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. If a pupil is withdrawn from the RSE sessions, they will no doubt hear about the content of sessions from other pupils and this may not be in a supportive, controlled or safe environment, like the classroom would be. They may also seek out their own information via the internet, which may result in them finding out incorrect information, having misconceptions about what their peers have been taught and this could possibly put them in an unsafe situation. Pupils may also be stigmatised for not being included in these sessions.

RSE is a vital part of the school curriculum and supports child development and we strongly advise parents/carers to carefully consider their decision before withdrawing their child from this aspect of school life. It is acknowledged however that the final decision on the issue is for the parents/carers to take and the child and family should not be stigmatised for the decision. Parents/carers will need to indicate to the head teacher how they will support their child's knowledge and understanding in this area of the curriculum at home if they chose to withdraw their child from RSE sex education sessions. The school provides an [information leaflet](#) to parents/carers to provide further information on understanding Relationships Education. The school's arrangements for pupils withdrawn from RSE are that the children will work in another classroom with work to complete during that session.

12. Staff Support & CPD

It is important that all staff feel comfortable to deliver RSE lessons. The school provides professional development training in how to deliver RSE. Staff, including non-teaching staff, CPD needs are identified and met through the following ways:

- an audit of staff CPD needs will be completed each year or at appropriate times throughout the year
- training and support is organised by the headteacher who may choose to liaise with PSHE lead and learning mentors
- staff will be offered generic RSE training which includes sessions on confidentiality, creating a ground rules, handling controversial issues, responding to awkward questions, an introduction to the rationale of why teaching RSE is so important, current law and guidance, learning outcomes and school policy.
- staff involved in the delivery of issues seen as potentially more sensitive will be offered appropriate training to encourage confidence in dealing with matters of confidentiality, child protection, sensitive issues and potentially difficult questions

13. RSE Provision

Topics to be covered

RSE needs to start early so that children learn about different kinds of relationships like families and friendships and so they can recognise if other people make them feel uncomfortable or unsafe. Lots of children start puberty before they leave primary school so it is important that all pupils know what to expect before it happens. It is good to have some RSE in every year of primary school as it helps pupils to learn progressively as they mature and revisit the subject on a regular basis, to reinforce learning and provide opportunities to ask further questions.

The Health education and Relationships & Sex Education curriculum we follow within in PSHE is shown in Appendix 2 - see Curriculum Overview Map.

14. Delivery of PSHE & RSE

Pupils receive their entitlement for RSE through a spiral curriculum, in timetabled slots, which demonstrates progression. The PSHE & RSE programme is delivered through a variety of opportunities including:

- designated RSE time
- Reactive teaching
- use of external agencies/services
- school ethos

- cross curricular links e.g. science
- assemblies
- enrichment days / weeks (e.g. health and wellbeing week)

Working with visitors and other external agencies

Where appropriate, we may use visitors from external agencies or members of the community to support RSE. Working with external organisations enhances delivery of RSE, bringing in specialist knowledge, which gives different ways of engaging with our pupils. When using visitors, a teacher will be present throughout lessons.

Use of visitors will be to enhance teaching by an appropriate member of the teaching staff, rather than as a replacement for teaching by those staff.

Before involving visitors in any aspect of RSE, teachers will ensure that:

- the visitor understands the school's confidentiality policy, values and approach to the educational programme
- the visitor knows how to respond if a safeguarding disclosure were to be made
- there is appropriate planning, preparatory and follow up work for the sessions
- the visitor understands the emotional, intellectual, cultural, religious, social and ability level of the pupils involved, including where there may be a specific issue relating to child protection
- the teacher needs to be part of the experience in order for the pupils to value the lessons and to build on the pupils' learning after the session/s as well as answer any questions the pupils may subsequently have

Inclusion, equality and diversity

We are required by law to comply with relevant requirements of the Equality Act 2010. All pupils are entitled to quality RSE that helps them build confidence and a positive sense of self, and to stay healthy. We include all pupils regardless of their age, sex, race, disability, religion or belief, gender reassignment, or sexual orientation.

All classes include pupils with different abilities and aptitudes, experiences, religious/cultural backgrounds, gender and sexual identities. To encourage pupils to participate in lessons, teachers will ensure content, approach and use of inclusive language (key vocabulary) reflects the diversity of the school community and helps each and every pupil to feel valued and included in the classroom.

We promote the needs and interest of all pupils. The school's approaches to teaching and learning take into account all needs of the pupils to ensure all can access the full RSE provision. We promote social learning and expect our pupils to show a high regard

for the needs of others. RSE is an important vehicle for addressing controversial and sensitive issues and ensuring equal opportunities for all.

Responding to pupils' diverse learning needs:

Considerations will be made for:

- religious and cultural diversity
- differing gender needs and abilities, including SEND
- diverse sexuality of pupils
- homophobic/transphobic/biphobic bullying and behaviour
- pupil's age and physical and emotional maturity
- pupils who are new to English

Ethnicity, religion and cultural diversity:

Our policy values the different backgrounds of all pupils in school and, in acknowledging and exploring different views and beliefs, seeks to promote respect and understanding. We encourage respect for all religions and cultures. We do not ask pupils to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

Single gender groups:

Our policy is sensitive to the needs of different groups. For some pupils, it may be more appropriate for them to be taught particular topics in single gender groups. We will consult parents/carers and pupils on whether this is necessary, what is included in the session, and on how it is delivered. This will help pupils and their families to establish what is appropriate and acceptable for them. Working in single gender groups can considerably ease concerns about RSE, and help to ensure that pupils receive the RSE to which they are entitled. Single gender groups can also help boys and girls to feel safer and less embarrassed about airing issues and discussing relationships. Where single gender groups are used for pupils, they will always be given time after the sessions to come together in a controlled environment to share and discuss what they have learnt, before leaving the classroom.

Special Educational Needs and Disabilities (SEND)

RSE helps all pupils understand their physical and emotional development and enable them to make positive decisions in their lives. We ensure that all pupils receive RSE and we offer provision appropriate to the particular needs of our pupils, taking specialist advice where necessary. The SENCO will oversee that all teaching staff will ensure that all members of the class can access the information using a variety of different strategies.

Some pupils will be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These pupils will need help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable.

'Where a pupil is identified as having complex SEND, schools should talk to parents to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school.

These discussions can build confidence in the actions being taken by the school, but they can also strengthen the impact of SEN support by increasing parental engagement in the approaches and teaching strategies that are being used. Finally, they can provide essential information on the impact of SEN support outside school and any changes in the pupil's needs.' SEND Code of Practice: 0 - 25 years, 2014

Lesbian, Gay, Bisexual, Transgender and Plus (LGBTQ+):

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils, including those who are lesbian, gay, bisexual, transgender or LGBTQ+. Inclusive RSE will foster good relations between pupils, tackle all types of prejudice, including homophobia, and promote understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010.

We will deal sensitively and honestly with issues of sexual orientation and identity, answer appropriate questions and offer support. Pupils, whatever their developing sexuality or identity, need to feel that RSE is relevant to them. Teachers will never assume that all intimate relationships are between opposite sexes. Information will be inclusive and will include LGBT people in stories, scenarios and role-plays. We will ensure all pupils can explore topics from a different gender's point of view, and a variety of activities, including practical tasks, discussions, group activities and competitions. We will also ensure that our teaching is sensitive and age appropriate in approach and content.

Pupils who are new to English

The school will take into account the language skills of individual pupils, ensuring that all pupils have equal access to the RSE provision and resources with particular reference to vocabulary.

Resources curriculum change

We use the 'Jigsaw' scheme of work and the resources recommended within it. We will focus on the needs of the pupils and our planned learning objectives. We select and evaluate carefully teacher resources, leaflets, online resources and videos before using them (see checklist below).

We use children's books, both fiction and non-fiction, within our RSE programme. Teachers will always read and assess the books before using them to ensure they are appropriate for the planned work. They will also consider the needs and circumstances

of individual pupils in class when reading texts, in case they need to have a preparatory conversation with a pupil before the teaching takes place, for instance.

Some of the resources we will use to support RSE are:

- Channel 4 - Living & Growing series
- BBC Active. SRE 9-11 (Interactive Whiteboard programme)
<http://www.pearsonschoolsandfecolleges.co.uk/Primary/ArtsandHumanities/PSHE/BBCActiveWhiteboardActivePSHE/ISBN/InteractiveCD-ROMs/SexandRelationshipEducationNewEditionAges1012.aspx>
- SENSE DVD "Making sense of growing up and keeping safe"
http://www.sensecds.com/SENSE/2_sensegrow.htm
- Life Support Productions DVD <http://www.lifesupportproductions.co.uk/>
- FPA - Growing up with Yasmine and Tom <http://www.fpa.org.uk/schools-and-teachers/online-sre-and-pshe-primary-schools>
- Puberty bag
- Betty for Schools - All about Periods <https://bettyforschools.co.uk/>
- Jigsaw (PSHE scheme)
- Books read throughout school
 - It's ok to be different (starting point to discuss diversity and tolerance)
 - and tango makes three (same gender adoption)
 - Red (exploring labels)
 - Who are you (children's guide to gender and identity)

i) Learning environment and additional non-negotiable ground rules

Staff are careful to ensure their personal beliefs and attitudes do not influence the teaching of RSE. To this end, ground rules have been agreed to provide a framework of common values within which to teach. There are clear parameters as to what will be taught in a whole-class setting, and what will be dealt with on an individual basis.

In addition to the ground rules used in PSHE, we will develop non-negotiable ground rules for lessons and discussions related to RSE. If pupils are to benefit fully from an RSE programme, they need to be confident speakers, good listeners and effective, sensitive communicators. When the needs of pupils are analysed, of overriding importance are two key areas: they need to feel safe and be safe. Additional, non-negotiable ground rules will help staff to create a safe and relaxed environment in which they do not feel embarrassed or anxious about unexpected questions or comments from the pupils. They also reduce the possibility of inappropriate behaviour and the disclosure of inappropriate personal information.

Our additional, non-negotiable ground rules are:

- Confidentiality: To understand personal boundaries, what information is private and how to protect their own and others' privacy.
- It's not OK to ask personal questions of each other or the teacher but we can put questions in the 'ask it basket' for later.

- Don't use names: if you want to ask about or share a personal story or experience, you can speak in the third person about 'someone I know', 'a friend', 'a situation I've heard about/read about'
- We will try to only ask questions related to what we are learning in the lesson.
- We will use the anatomical terms for the sexual body parts.
- It is ok to say pass / not join in.
- We will respect different opinions, situations & backgrounds.

These will be discussed and set with the children - guided by the teachers and revisited regularly.

ii) Assessment, recording and reporting in RSE

We assess pupils' learning in RSE in line with approaches used in the rest of the curriculum (including assessment for learning).

Assessment methods:

- baseline or pre-assessment (essential for needs-led RSE)
- needs assessment is used to identify existing knowledge and skills of pupils
- assessment is built into the RSE programme to inform planning
- pupil self-assessment is used where appropriate
- assessment focuses on knowledge as well as skill development and attitudes
- teachers will keep a note of pupils who have missed some or the entire module due to absence from school
- pupil achievement in RSE is celebrated and shared

iii) Monitoring and evaluation

Monitoring activities:

- recording of pupil attendance in RSE lessons
- effective PSHE leadership and Senior Leadership Team with a system of lesson observations and peer support
- a system for regular review of the RSE policy and programme
- pupil and staff interviews/questionnaires
- pupil/staff/parent surveys
- samples of pupils' work including SEND.

Evaluation activities:

- teacher and pupil evaluation of lessons, units, resources and the overall RSE programme
- evidence from lesson observations
- evaluation of any contributions of external partners
- feedback and evaluation by pupils
- sampling pupils' work

15. Safeguarding and Child Protection

Through Relationships Education (and RSE), we will teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This will be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This will also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

Pupils will be taught how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole.

Children have the right to:

- say no
- respect their own body
- speak out and know that someone can help
- Not accepting what isn't right

All adults are aware of our safeguarding arrangements and procedures. If the school has any reason to believe a pupil is at risk, advice from the school's DSL or Leeds Child Protection Team will be sought.

We recognise that children are capable of abusing their peers and that child on child abuse can manifest in many different ways, including on-line bullying, sharing inappropriate images, initiation/hazing (an activity expected of someone joining or participating in a group that humiliates, degrades, abuses or endangers them, regardless of a person's willingness to participate) and inappropriate/harmful sexual behaviours.

Our use of the anatomical terms for body parts helps to ensure that children are able to describe abusive behaviours if they need to.

Ground rules at the start of sessions help to establish and maintain a safe learning environment; this is important for good learning to take place, and also contributes to effective safeguarding.

16. Confidentiality in the context of RSE lessons

The nature of RSE means that pupils may disclose personal information that staff will respond to appropriately. The classroom is never a confidential place to talk, and that remains true in RSE. Pupils will be reminded that lessons are not a place to discuss their personal experiences and issues, or to ask others to do so, through the establishment of ground rules. Any visitor to the classroom will be bound by the school's policy on confidentiality, regardless of whether they have, or their organisation has, a different policy. We will make sure visitors are aware of this, and make sure there are enough opportunities for pupils to access confidential support after the lesson if they need it.

Any information disclosed to a staff member or other responsible adult, which causes concern about the child's safety, will be communicated to the designated person as soon as possible and always within 24 hours, in line with our safeguarding and child protection policy. The pupil's right to privacy should be respected, regardless of the gravity of the incident, so sensitive information should only be shared with relevant staff/agencies. If a child makes a disclosure, it is essential that the member of staff should explain to the child that the information might need to be passed on to the Headteacher or designated teacher for Child Protection who may make a record and pursue Child Protection procedures if necessary.

If a pupil tells a health professional, such as the school nurse, something personal on a one-to-one basis outside of the classroom, they should discuss this with the headteacher or DSL. We will also signpost pupils and their families, where appropriate, to on and offline community, health and counselling services so pupils know where to go for confidential help and advice.

Techniques used in school to minimise the chance of pupils making a disclosure in an RSE lesson include:

- depersonalising discussion
- puppets
- using role play to 'act out' scenarios
- appropriate DVDs and TV extracts
- case studies with invented characters
- visits to/from outside agencies

17. Liaison with other schools

As part of the Red Kite Learning Trust, leaders have discussed the Trust and schools approach to the delivery of RSE in Executive Leaders Meetings. Red Kite Alliance also supports collaboration with a wider network of Primary, Secondary and all through schools.

18. Support

We hope that pupils will feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social or emotional development, including matters raised by, or relating to, RSE. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

If parents / carers need any help, support or advice with issues raised through RSE they can contact the class teacher in person. Learning Mentors are also available in person on the playground most days, by telephone or by appointment.

Support for LGBTQ+ pupils

Any pupil who has questions or is experiencing difficulties can speak to our Learning Mentors through the day at school. There are also opportunities to raise issues through our 'Worry box' and Circle time.

19. Advice and treatment

There is no reason for staff to expect to be made aware of a pupil or colleague's HIV or hepatitis status, and no person will be discriminated against because of this if there is a disclosure of this type of information.

The school's **First Aid policy** covers protection for all school members against infection from blood-borne viruses.

20. Complaints

Parents/carers who have complaints or concerns regarding the RSE provision should contact the school and follow the school's complaints policy.

21. Local and national websites

Healthy relationships, sexual consent, exploitation and abuse:

- Information about FGM can be found at: www.forwarduk.org.uk
- Good practice examples and guidance on consent: www.pshe-association.org.uk/consent
- Home Office guidance; this is abuse: <http://thisisabuse.direct.gov.uk>
- Child Exploitation and Online Protection (CEOP) has produced a series of resources which are available at: www.ceop.police.uk and www.thinkuknow.co.uk
- Brook has produced a Traffic Light Tool to help professionals assess whether children's sexual behaviours are healthy or unhealthy: www.brook.org.uk/traffic-lights
- Ask Brook about relationships, safety and risks, available at: www.brook.org.uk/shop

- Alright Charlie - Blast have designed this CSE resource in consultation with CSE professionals, primary schools teachers and children in years 5 and 6 in primary schools. This resource is designed for use with children aged 9-11 in primary schools and aims to highlight the warning signs of grooming in an age appropriate way. <https://basisyorkshire.org.uk/resource/alright-charlie-cse-primary-school-resource/>

Violence within relationships:

- The Against Violence and Abuse Project provides further information, advice and guidance: www.avaproject.org.uk
- Rape Crisis provides help and advice to those affected by rape, sexual violence and child sexual abuse: www.rapecrisis.org.uk
- Providing support to people in the Leeds District whose lives have been affected by domestic violence and abuse: <http://www.behind-closed-doors.org.uk/>

Teaching about pornography:

- Growing Up Safe, from Big Talk Education, for primary schools: <http://www.bigtalkeducation.co.uk/resources-forprimaries.html>

Teaching about sexting:

- The NSPCC has produced resources to make it easier for children to get help about sexting: <http://www.childline.org.uk/explore/online-safety/pages/sexting.aspx>
- Big Talk has produced resources to help primary school teachers discuss a range of difficult issues - including sexting and explicit images - with children: <http://www.bigtalkeducation.co.uk/resources-for-primaries.html>
- CEOP (Child Exploitation and Online Protection) has developed www.thinkuknow.co.uk, which contains a number of resources exploring the risks children face online, including two films that address sexting issues: Exposed and First to a Million.
- Brook has produced a leaflet for young people called Ask Brook about relationships, safety and risk, which addresses on and offline safety and is supported by CEOP: <http://www.brook.org.uk/shop>

Inclusive RSE:

- Stonewall has produced a series of packs and information for schools. Details are available at: www.stonewall.org.uk
- Brook has produced packs to help those who work with diverse groups of children, available at: www.brook.org.uk/shop including:

Local sources of support:

www.schoolwellbeing.co.uk

www.healthyschools.org.uk
www.leedsforlearning.co.uk
<http://www.leeds.gov.uk/phrc/Pages/default.aspx>
www.leeds.gov.uk/phrc/Pages/public-health-training.aspx
<https://www.leedsscp.org.uk/Home>
<http://leedssexualhealth.com>
<http://www.themarketplaceleeds.org.uk/>
<http://mesmac.co.uk/>
<https://www.mindmate.org.uk/>
National sources of support:
<http://www.nhs.uk/Livewell/Sexualhealthtopics/Pages/Sexual-health-hub.aspx>
<https://www.brook.org.uk/>
<http://www.fpa.org.uk/>
<http://www.sexeducationforum.org.uk/>
<https://www.pshe-association.org.uk/>
<http://www.stonewall.org.uk/>
<http://www.bodysense.org.uk/>
www.riseabove.org.uk
<http://www.nat.org.uk/>
<https://www.nspcc.org.uk/>
<https://www.childline.org.uk>

23. Local and national references

Statutory guidance: Relationships education, relationships and sex education (RSE) and health education

Keeping children safe in Education

Respectful School Communities: Self Review and Signposting Tool

Behaviour and Discipline in Schools

Equality Act 2010: advice for schools

SEND Code of Practice: 0-25 years

Alternative Provision

Mental Health & Behaviour in Schools

Preventing Bullying (including cyberbullying)

Sexual violence and sexual harassment between children in schools

[The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)

[Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))

[SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

[National Citizen Service](#) guidance for schools

[Brook, the PSHE Association and the RSE Forum \(2014\) RSE \(RSE\) for the 21st Century; Supplementary advice to the RSE Guidance DfEE \(0116/2000\)](#)

[National curriculum in England: framework for key stages 1 to 4](#)

[National Curriculum in England: Science programmes of study key stages 1 - 4](#)

[Education Act \(1996\) Crown copyright](#)

[Education Act \(2002\) Crown copyright](#)

[Education and Inspections Act \(2006\), Section 38, Crown copyright](#)

[Education and Inspections Act 2006, section 40, Crown copyright](#)

[HM government \(2016\) Multi-agency practice guidelines: Female Genital Mutilation, Crown copyright](#)

[Learning and Skills Act \(2000\), Section 148, Crown copyright](#)

[NCB: Assessment, Evaluation and Sex and Relationships Education](#)

[Ofsted \(2013\) 'Not yet good enough; personal, social, health and economic education in schools'](#)

[Optimus Education - Sex and relationship education policy](#)

[Writing your RSE policy: guidance from the PSHE Association](#)

Sex Education Forum (2013b): Let's get it right; a toolkit for involving primary school children in reviewing their RSE, NCB

Sex Education Forum (2010) Curriculum design tool - Let's Work Together

Statutory Instrument 2012 No. 1124, Education, England, The School Information (England) (Amendment) Regulations 2012, Crown copyright.

Appendix 1: Parent form: withdrawal from sex education within RSE

| TO BE COMPLETED BY PARENTS | | | |
|---|--|-------|--|
| Name of child | | Class | |
| Name of parent | | Date | |
| Reasons for withdrawing from sex education within relationships and sex education | | | |
| | | | |
| Any other information you would like the school to consider | | | |
| | | | |
| Parent signature | | | |

| TO BE COMPLETED BY THE SCHOOL | |
|---|--|
| Agreed actions from discussion with parents | |
| Signed : | |

Appendix 2 - Curriculum Overview Map

| Year Group | Focus |
|------------|--|
| 1 | My Special People |
| 2 | We are Growing - <ul style="list-style-type: none">• Human Life Cycle• Everybody's Body |
| 3 | What makes a good friend Falling out with Friends |
| 4 | Puberty <ul style="list-style-type: none">• Personal Hygiene• Emotions and Feelings |
| 5 | Puberty <ul style="list-style-type: none">• Time to change• Menstruation and Wet Dreams |
| 6 | Puberty <ul style="list-style-type: none">• Change and becoming independent• Positive and Healthy Relationships• How Babies are made |