

# **Bramham and Shadwell Federation**

## **RSE Policy (Relationships and Sex Education Policy)**

Adopted by the Full Governing Body

June 2020

Statutory Policy

Date to be reviewed: June 2022

Reviewed annually by the Head Teacher, every 2 – 3  
years by the governing body

Signed: \_\_\_\_\_

Chair of Governors



## Relationships and Sex Education (RSE) Policy

Bramham Shadwell Federation 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

Relationships Education is taught 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**

From September 2020, the law requires primary schools to consult on their Relationships Education policy.

This policy was drafted by the PSHE coordinator in consultation with the Head Teacher. Parents/carers were consulted through a draft policy being circulated to each family, teaching and non-teaching staff were consulted through staff meetings, and pupils were consulted through school council. Governors were consulted through the circulation of a draft policy. This policy has been approved and adopted by the Head Teacher and governing body. The members of staff responsible for overseeing and reviewing this policy are Jo Hall and Karen Barrett. It will be reviewed briefly annually and in full every 2 – 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, with support from the Health & Wellbeing Service
  - the content of the RSE curriculum is flexible and responsive to pupils' differing needs e.g. through the use of pupil perception data such as the My Health My School Survey
  - 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 using both formative and summative approaches
  - opportunities for cross-curricular approaches are being used where appropriate
  - 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
- Location and dissemination**

This policy document is freely available on request to the whole school community. The policy is referred to in the school prospectus as well as in relevant areas of the curriculum. A copy of the policy can be found on the school website. A physical copy of the policy is available free of charge from the school office.

## **3. Relationship to other policies**

This policy supports/complements the following policies:

- Anti-bullying
- Behaviour
- Child Protection/Safeguarding Children (including FGM)
- Health & Safety

- SEND
- Teaching and Learning

The content of RSE may also link to:

- Assessment, Recording and Reporting
- Attendance (in particular in relation to FGM)
- Confidentiality
- Continued Professional Development
- Drug Education
- Equal Opportunities
- Online-safety/IT
- First Aid
- Monitoring and Evaluation
- Pastoral
- Race Related Incidents
- Science
- Visitors in school

#### 4. 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 (RSE) for the 21st century (2014)**

Examples of some of the terms included in the definition:

- **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

#### 5. 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 and pleasurable 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

## 6. Overall school aims for RSE

Our approach to 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 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 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
- explore, consider and understand moral dilemmas
- develop critical thinking as part of decision-making

### **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
- learn about contraception and the range of local and national sexual health advice, contraception and support services
- learn the reasons for delaying sexual activity, and the benefits to be gained from such delay, including the avoidance of unplanned pregnancy

#### **Sex and Relationships Education Guidance DfEE**

In addition to this, we also aim to:

- raise pupils' self-esteem and confidence
- 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

### **7. 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

## 8. 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

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 3)

Specific responsibilities	Who – role?
Co-ordinating the RSE provision, ensuring a spiral curriculum	Curriculum lead
Accessing and co-ordinating training and support for staff	Curriculum lead, DHT and HT
Establishing and maintaining links with external agencies/other health professionals	Curriculum lead
Policy development and review, including consultation and dissemination	Curriculum lead and DHT
Implementation of the policy; monitoring and assessing its effectiveness in practice	HT
Link governor for RSE	Linda Richards
Managing child protection/safe guarding issues	HT and DHT
Establishing and maintaining links with parents/carers	Class teachers
Liaising with link schools to ensure a smooth transition	Y6 teachers
Liaising with the media	HT

## 9. 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. This will be shared with parents/carers before it is delivered in class through an invite to a parents' meeting.

Agreed list of vocabulary used in school:

### **Vocabulary** *(list of examples but not exhaustive):*

Puberty, Conception, Pregnancy, Birth, Ovary, Ovum, Egg, Fallopian tube, Womb, Uterus, Menstruation, Period, Vagina, Vulva, Labia, Clitoris, Cervix, Oestrogen, Penis, Foreskin, Testicles, Scrotum, Epididymis, Sperm, Sperm ducts, Prostate gland, Urethra, Ejaculation, Erection, Wet dream, Testosterone, Sexual intercourse, Penetration, Make Love, Pleasure, Egg, Ovum, Foetus, Zygote, Embryo, Umbilical cord, Amniotic fluid, Placenta, Amniotic sac, Cells, Contractions, Disease, Infection, Love, Relationship, Family, Marriage, Support, Caring, Loving, Consent, Heterosexual, Gay, Transgender, Lesbian, Bisexual, Homophobic, Transphobic, Biphobic, Homophobia, Transphobia, Biphobia, LGBT+

	<b>Will be used</b> The words and phrases below will be used by adults and children in the teaching and learning process.	<b>Will be referred to</b> Some vocabulary will be used to support teaching and learning, especially about the use of appropriate language.	<b>May arise</b> We do not plan to teach but it but language may arise e.g. to re-visit some learning, to clarify or re-teach some aspects.
Reception	Love, family		Breasts, vagina, penis, testicles
Year 1	Love, family,	Marriage, relationship, breasts, vagina, penis, testicles	
Year 2	Family, different kinds of families, relationship, love, male, female, penis, vagina	Give birth, breasts, testicles	
Year 3	Family, different kinds of families, relationship, marriage, support, love, male, female, penis, vagina Stereotype, individual, individuality	Reproduction, puberty, birth, pregnancy, womb, disease, infection	
Year 4	Puberty, menstruation, wet dreams, sanitary wear, hygiene, relationships, changes, bras.	Relationships, changes, underwear, bleeding	Breasts, vagina, penis.



Year 5	Puberty, Pregnancy, Birth, Ovary, Ovum, Egg, Fallopian tube, Womb, Uterus, Menstruation, Period, Vagina, Oestrogen, Penis, Foreskin, Testicles, Scrotum, Epididymis, Sperm, Sperm ducts, Ejaculation, Erection, Wet dream, Testosterone, Love, Relationship, Family, Marriage, Support, Caring, Loving. Heterosexual, Gay, Lesbian, Bisexual.	Homophobic, Homophobia, Biphobic, Biphobia.	Vulva, Labia, Clitoris, Cervix, Prostate gland, Urethra, Transgender, Transphobic, Transphobia, LGBT+.
Year 6	Puberty, Conception, Pregnancy, Birth, Ovary, Ovum, Egg, Fallopian tube, Womb, Uterus, Menstruation, Period, Vagina, Clitoris, Penis, Foreskin, Testicles, Scrotum, Epididymis, Sperm, Sperm ducts, , Ejaculation, Erection, Wet dream, Testosterone, Sexual intercourse, Penetration, Make Love, Pleasure, Foetus, Embryo, Umbilical cord, Cells, Contractions, Love, Relationship, Family, Marriage, Support, Caring, Loving, Consent, Heterosexual, Gay, Lesbian.	Transgender, Homophobic, Homophobia, LGBT+ Bisexual,	Vulva, Labia, Cervix, Oestrogen, Prostate gland, Urethra, Zygote, Amniotic fluid, Placenta, Amniotic sac, Disease, Infection, Transphobic, Biphobic, , Transphobia, Biphobia,
<b>*Some words may be used as and when they are appropriate, regardless of age.</b>			

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 to learn. 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, for example, 'gay,' 'straight' and different kinds of relationships as part of teaching **when it is relevant to pupils at each stage in their development and maturity**, for example when we talk about rights, respect or relationships.

## 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's 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 curriculum leader/ Child Protection Officer / DHT. Questions may be referred to parents/carers if it is not appropriate to answer them in school. We will also use a question box 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. 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']*

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 by for example:

- 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 a question box or 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 will acknowledge it and promise to attend to it later on an individual basis
- 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 RSE Coordinator on any areas that they feel are not covered or inadequately provided for in the school's 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 or the RSE Coordinator, should they need it

### **ii) Lead member/s of staff**

The lead member/s of staff will receive training in their role and responsibilities. This supports them to lead on the development of the school's policy and practice and to monitor its implementation. This practice includes the curriculum and approaches to teaching and learning, as well as whole school approaches to health and wellbeing.

The lead member/s of staff will:

- develop the school policy and review it on a yearly basis
- ensure all members of the governing body will be offered appropriate RSE training
- 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
- 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
- provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RSE to pupils
- 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
- ensure that the knowledge and information regarding RSE to which all pupils are entitled is provided in a comprehensive way
- support parent/carer 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 is in understanding of 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
- communicate to parents/carers any additional support that is available from the school to support them with RSE at home

### **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 Linda Richards who works closely with, and in support of, the lead member/s of staff. When aspects of RSE appear in the School Improvement Plan, a governor will be assigned to reflect on, monitor and review the work as appropriate.

### **iv) Pupils**

All pupils:

- are expected to attend 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 annually 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. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

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
- build a good relationship with parents/carers on these subjects over time by inviting parents into school to discuss what will be taught, address any concerns 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
- will reach out to all parents, including those who are hard to engage, recognising that a range of approaches may be needed for doing so

### **The right to withdraw**

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 4 of this policy and addressed to the Head Teacher. Before granting any such the head teacher will discuss this request 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 head teacher 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. Possible consequences could include, *for example*:

- *'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 and 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.

The school provides an information leaflet to parents/carers to provide further information on understanding Relationships Education. Support materials for home use will be offered. The school's arrangements for pupils withdrawn from RSE are that the child will be educated in the same key stage with work appropriate to their needs.

## 11. Staff Support & CPD

It is important that all staff feel comfortable to deliver RSE lessons. The school provides regular 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 curriculum lead who may choose to liaise with the Deputy Head teacher
- all members of the teaching and non-teaching staff will be offered generic RSE training which includes sessions on: confidentiality, setting 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
- teaching and non-teaching 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
- the Health and Wellbeing Service will support in meeting staff CPD needs
- the specialist health care nurse will provide support and resources around aspects of RSE through the delivery of some of the RSE sessions in Y5 and Y6

## 12. RSE Provision

### Statutory aspects of Sex Education within the National Curriculum Science

All schools must teach the following as part of the National Curriculum Science; parents/carers **do not** have the right to withdraw their child/children from this.

#### National Curriculum Science:

<p><b>Key Stage 1:</b></p> <ul style="list-style-type: none"> <li>• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> <li>• notice that animals, including humans, have offspring which grow into adults</li> <li>• describe the importance for humans of hygiene</li> </ul>	<p><b>Key Stage 2:</b></p> <ul style="list-style-type: none"> <li>• describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>• describe the life process of reproduction in some plants and animals</li> <li>• describe the changes as humans develop to old age</li> </ul>
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### Statutory aspects of Relationships Education:

<b>Families and people who care for me</b>	<ul style="list-style-type: none"><li>• that families are important for children growing up because they can give love, security and stability.</li><li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li><li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li></ul>
<b>Caring friendships</b>	<ul style="list-style-type: none"><li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li><li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li><li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li><li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li><li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li></ul>
<b>Respectful relationships</b>	<ul style="list-style-type: none"><li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li><li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li><li>• the conventions of courtesy and manners.</li><li>• the importance of self-respect and how this links to their own happiness.</li><li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li><li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li><li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li><li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li></ul>

<b>Online relationships</b>	<ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>

### **Statutory aspects of Health Education (which apply to RSE)**

<b>Health and prevention</b>	<ul style="list-style-type: none"> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> </ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

### **The needs of pupils**

We recognise that an interactive approach to RSE will better develop the skills of our pupils and also that it is more likely to meet their needs. We involve pupils in the planning,



development and evaluation of their RSE in ways appropriate to their **age, stage and development**.

We will involve pupils through:

- discussions with small groups of pupils
- questionnaires/surveys (e.g. the My Health My School Survey)
- pupil focus groups formed specifically for RSE
- pre and post assessment activities for RSE
- school council meetings

### **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 Relationships Education, Health education and RSE curriculum we follow within PSHE is shown in Appendix 1.

### **Delivery of RSE**

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

- designated RSE time
- use of external agencies/services
- school ethos
- small group work
- cross curricular links e.g. science
- assemblies
- enrichment days
- launch days and exit days at the beginning and end of every half term

### **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 visitors are used to support the programme, the school's policy on use of visitors will be used. A teacher will be present throughout these lessons. Visitors will be given a copy of this policy, and any other relevant policies, and expected to comply with the guidelines

outlined within it. Our partnership with the local community is also a priority, and we recognise and value its contribution to the RSE programme.

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 understands how a safeguarding report should be dealt with. It is also important that children understand how confidentiality will be handled in a lesson and what might happen if they choose to make a report to a visitor.
- 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
- the guidelines and checklist (Appendix 2a and 2b) will be used with the visitor to ensure success

### **Monitoring and evaluating visitors' and external agencies' contributions**

- Use of Appendix 2b

### **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 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 both on what is included, 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. Staff will differentiate lessons to ensure that all members of the class can access the information fully. The school will use a variety of different strategies to ensure that all pupils have access to the same information.

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 receiving SEN support, schools should talk to parents regularly 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. Schools should meet parents at least three times each year.*

*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 (LGBT+):**

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 + (LGBT+). 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. The NASSEA Assessment system will be used.

### **Resources**

We use primarily the Leeds PSHE scheme of work (You Me PSHE) RSE modules and the resources recommended within it. We will focus on the needs of the pupils and our planned learning objectives. We select carefully resources which meet these objectives. We 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, extensively 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.

Resources we will use for RSE are:

- Channel 4 - Living & Growing series
- You, Me, PSHE RSE plans and resources (available from the Health and Wellbeing Service)
- FPA – Growing up with Yasmine and Tom  
<http://www.fpa.org.uk/schools-and-teachers/online-RSE-and-pshe-primary-schools>
- Betty for Schools – All about Periods <https://bettyforschools.co.uk/>

#### **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: 'what is said in the room, stays in the room' except if anyone mentions something which could be harmful or put them at risk – then will have to pass the information on to help keep them safe
- It's not OK to ask personal questions of each other or the teacher but we can put questions in the box 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.

We will develop the ground rules through:

- **For younger pupils** a circle time activity can be used to develop ground rules. For example, pupils are asked to name a game they like to play and then imagining an alien has landed on earth. How would the alien know how to play the game and what rules apply? Go round the circle naming rules from the game, and then discuss what it feels like when someone does not follow the rules. Why are rules helpful? This then leads into ground rules for when the pupils are learning together in RSE. Makaton and pictures can be used to support written ground rules.
- **For older pupils**, put pupils into groups, give everyone a card or sticky note and ask them to write down one rule that would make them feel more comfortable working together in RSE lessons. Pupils then discuss in their groups and prioritise the rules. Each group puts forward 3–5 rules on a large sheet of paper displayed for everyone to discuss. From these suggestions hold a class vote.

Once a working agreement has been made it should be referred back to and displayed during RSE lessons.

## **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). We report to parents/carers at the end of the school year on pupils' learning and progress within RSE.

Assessment methods:

- baseline or pre-assessment (essential for needs-led RSE)
- assessment is built into the RSE programme to inform planning
- summative assessment takes place at the end of each unit
- 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 progress and achievement is reported to parents/carers

## **iii) Monitoring and evaluation**

**Monitoring activities:**

- recording of pupil attendance in RSE lessons
- effective PSHE leadership 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
- samples of pupils' work

**Evaluation activities:**

- teacher and pupil evaluation of lessons
- teacher and pupil evaluation of resources
- evidence from lesson observations
- evaluation of contributions of external partners
- scrutiny of assessment records
- sampling pupils' work and portfolios

## **13. 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

When teaching any sensitive issue young people may give cause for concern. 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 Leeds Child Protection Team will be sought.

We recognise that children are capable of abusing their peers and that peer on peer 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.

#### **14. 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.

If a pupil tells a health professional, such as the school nurse, something personal on a one-to-one basis outside of the classroom, our school's confidentiality policy will help us to decide whether that person can keep that information confidential, or whether they need to seek help, advice, or refer to someone else. 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

## **15. Liaison with our Partner school**

Staff plan with their partner teacher and regular liaison ensures there is a consistent approach to the delivery of RSE across the Federation.

## **16. 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. Should parents have concerns regarding their child's personal, social or emotional development they should contact their class teacher in the first instance.

Other useful contacts are:

Jo Hall – Executive Deputy Head teacher  
Sarah Richards – Executive Head teacher

Contact can be made through the school office whereby the EDHT or the EHT will contact the parent as soon as possible. Supportive measures will be discussed with the parent / carer and implemented forthwith.

## **17. 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.

## **18. Complaints**

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

## **19. Liaison with local media**

Please contact the press and media office on: 0113 378 6007



## 20. Local support available to schools

The Health and Wellbeing Service can offer support through training, bespoke lessons and in school advisory sessions.

Further information on the above training, as well as how to book, can be found at: [www.schoolwellbeing.co.uk](http://www.schoolwellbeing.co.uk) and [www.leedsforlearning.co.uk](http://www.leedsforlearning.co.uk)

## 21. Local and national websites

### Healthy relationships, sexual consent, exploitation and abuse:

- Information about FGM can be found at: [www.forwarduk.org.uk](http://www.forwarduk.org.uk)
- Good practice examples and guidance on consent: [www.pshe-association.org.uk/consent](http://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](http://www.ceop.police.uk) and [www.thinkuknow.co.uk](http://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](http://www.brook.org.uk/traffic-lights)
- Ask Brook about relationships, safety and risks, available at: [www.brook.org.uk/shop](http://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](http://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](http://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-for-primaries.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](http://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](http://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](http://www.brook.org.uk/shop) including:

#### **Local sources of support:**

[www.schoolwellbeing.co.uk](http://www.schoolwellbeing.co.uk)  
[www.healthyschools.org.uk](http://www.healthyschools.org.uk)  
[www.leedsforlearning.co.uk](http://www.leedsforlearning.co.uk)  
<http://www.leeds.gov.uk/phrc/Pages/default.aspx>  
[www.leeds.gov.uk/phrc/Pages/public-health-training.aspx](http://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.riseabove.org.uk)  
<http://www.nat.org.uk/>  
<https://www.nspcc.org.uk/>  
<https://www.childline.org.uk>

## **22. 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

Key Stage 1 - Year 1		
PSHE and citizenship topics for RSE	Activities to support RSE	Additional learning for this year group
<p><b>Identity: Belonging to groups</b>  Children learn:  - that they belong to many different kinds of groups  - that they play a different role in each of these groups  - how to co-operate  Identify the various groups children belong to,  e.g. family, friend, class, religious, and explore what they do in these groups</p> <p><b>Friendship: Special people</b>  Children learn:  - to identify people who are special to them  Identify people who are special and what makes them special</p> <p><b>People who help us: Roles in the community</b>  Children learn:  - about people in the community who help them  - about what they do  Identify people who help us in the community</p>		<p><b>Are we all the same?</b>  Children learn:  - about the similarities and differences between people  Children:  - can respect, understand and enjoy differences in people  <b>Similarities and differences</b>  Children learn:  - about how someone might feel if they are different from others around them  Children:  - can empathise and be sensitive to other people's feelings  <b>growing and changing</b>  Children learn:  - to explore how they change as they grow up  Children:  - are able to understand the changes that take place physically and socially as they grow up  <b>Friendship</b>  Children learn:  - about friendship and how to be a good friend  Children:  - can describe who a friend is and what a friend does  - can demonstrate some of the skills need to make and maintain friendships  <b>What does family mean to us?</b>  Children learn:  - about families and how family members care for each other  Children:  - are able to describe a variety of family situations and know that family patterns are different for everybody  - are able to describe different ways that families show they care for each other  Discuss what family means and make a whole class collage demonstrating and celebrating the diversity of family patterns  <b>Understanding feelings</b>  Children learn:  - how emotions affect us  Children:  - are able to describe a feeling and how it affects them inside and out  <b>Keeping safe</b>  Children learn:  - about being scared and keeping safe  Children:  - can describe how to keep safe and what to do if they feel scared  <b>People who can help</b>  Children learn:  - to identify people who can help them</p>

		- to know when and how to ask for help Children: - are able to identify people that they can ask for help - can describe situations when they would need help - can demonstrate that they know how to ask for help Think of a time when they needed help and the kind of people that can help them
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Key Stage 1 - Year 2		
<b>RSE 1 : Boys and girls</b> Children learn: - to understand and respect the differences and similarities between people - the biological differences between males and females and their role in the life cycle Explore the biological differences and the social interpretations of the roles of men and women, boys and girls	<b>girls and boys can...</b> Children learn: - to understand and respect the differences and similarities between people Children: - are able to define difference and similarity - understand that boys and girls can both do the same tasks and enjoy the same things; but that stories, TV and people sometimes say that boys do this and girls do that  <b>What is male and female?</b> Children learn: - the biological differences between male and female animals and their role in the life cycle Children: - can describe some of the biological differences between male and female animals - understand that the creation of new life requires a male and a female - learn that female mammals give birth and nurse their young <b>Labelling male and female bodies</b> Children learn: - the biological differences between male and female children  <b>Human life cycle</b> Children learn: - about growing from young to old - that they are growing and changing Children: - understand that all living things, including humans, start life as babies - can identify key stages in the human life cycle - understand some ways that they have changed since they were babies <b>Everybody needs caring for</b> Children learn: - that everybody needs to be cared for	
<b>RSE 2: Life Cycles, Care and Families</b> Children learn: - about growing from young to old - that they are growing and changing - that everybody needs to be cared for		

<ul style="list-style-type: none"> <li>- ways that they can care for others</li> <li>- about the different types of family</li> </ul> <p>Highlight the key stages in the human life cycle</p>	<ul style="list-style-type: none"> <li>- ways in which they can care for others</li> </ul> <p>Children:</p> <ul style="list-style-type: none"> <li>- can identify ways that they can show care towards each other</li> <li>- understand that we all have different needs and require different types of care</li> <li>- understand the links between needs, caring and change throughout the life cycle</li> </ul>	
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Key Stage 2 - Year 3		
<p><b>Friendship: Qualities of a friend</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- what makes a good friend</li> <li>- the important aspects of friendship for them</li> </ul> <p>Identify the elements of good friendship</p> <p><b>Difficult times: acceptable and unacceptable behaviour</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- what is acceptable and unacceptable behaviour</li> <li>- what to do if they experience unacceptable behaviour</li> </ul> <p>Children identify the kind of behaviour that is unacceptable and who to go to for help if they experience it</p>	<p><b>Who's in my family?</b></p> <p><b>Special and different – families</b></p> <p>Children learn</p> <ul style="list-style-type: none"> <li>- about different types of family</li> <li>- the ways in which their home life is special</li> </ul> <p>Children:</p> <ul style="list-style-type: none"> <li>- can describe different types of family</li> <li>- understand that families care for each other in a variety of ways</li> <li>- can identify what is different and special about their home life</li> </ul> <p><b>Feeling good about being different</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- to recognise their own worth as individuals and to challenge stereotyping</li> </ul> <p>Children:</p> <ul style="list-style-type: none"> <li>- can identify positive things about themselves and others</li> <li>- understand that boys and girls can both do the same tasks and enjoy the same things; but that stories, TV and people sometimes present different stereotypes</li> <li>- can recognise and challenge stereotyping with confidence</li> </ul>	<p><b>No more bullying please</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- that there are different types of teasing and that bullying is wrong</li> <li>- that bullying is wrong and how to get help to deal with it</li> </ul> <p>Children:</p> <ul style="list-style-type: none"> <li>- are able to understand the difference between teasing and bullying</li> <li>- know what to do in bullying situations</li> </ul> <p>Explore the difference between teasing playfully and unkindly and draw up a class code of acceptable behavior towards others</p> <p><b>Stories about gender</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- about the pitfalls of gender stereotypes</li> </ul> <p>Children:</p> <ul style="list-style-type: none"> <li>- are able to understand that males and females can do whatever they would like and not be restricted by social stereotyping</li> </ul>

Key Stage 2 - Year 4		
<p><b>Families: Living together</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- about the role of families</li> <li>- about different kinds of families</li> <li>- what happens when things go wrong in families</li> </ul> <p>Explore the purpose of families; roles within families and different kinds of family</p>	<p><b>growing and changing</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- about the way we grow and change throughout the human life cycle</li> </ul> <p>Children:</p> <ul style="list-style-type: none"> <li>- can identify changes throughout the human life cycle</li> <li>- understand that change is ongoing</li> <li>- understand that change is individual</li> </ul>	<p><b>Public/private body map</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- public and private parts of the body</li> </ul> <p>Children:</p> <ul style="list-style-type: none"> <li>- can name the public and private parts their bodies</li> </ul> <p>Create a body map showing public and private parts of bodies</p> <p><b>growing up</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- how they change as they grow</li> </ul> <p>Children:</p> <ul style="list-style-type: none"> <li>- can identify what they have achieved since starting school</li> <li>- can plan what they would like to achieve in the future</li> </ul>

		<p>Children learn:</p> <ul style="list-style-type: none"> <li>- to explore some of the worries that they might have</li> </ul> <p>Children:</p> <ul style="list-style-type: none"> <li>- can express and share some of their worries</li> <li>- can develop strategies for dealing with their worries</li> </ul> <p>Explore and record things people worry about. How can they help someone who is worrying?</p> <p><b>Feelings images</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- to describe emotions and extend their feelings vocabulary</li> </ul> <p>Children:</p> <ul style="list-style-type: none"> <li>- can express emotions</li> <li>- can use different words that describe an emotion accurately</li> </ul> <p>describe different words for angry, happy, sad, worried and scared</p> <p><b>What is it like having a new baby?</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- about having a baby in the family</li> </ul> <p>Children:</p> <ul style="list-style-type: none"> <li>- can understand the changes a new baby brings to a family</li> <li>- know something about caring for a baby</li> <li>- know some qualities and skills parents need</li> </ul> <p>Discuss if anyone has a baby in their family. How might it feel for parents when a new baby is born? Consider cultural differences and think about how life changes when a baby arrives</p> <p>Children:</p> <ul style="list-style-type: none"> <li>- know something about how it must feel for family members to have a new baby</li> </ul> <p>Talk about new babies in families and how it must feel when one arrives. Explore different types of family and different ways that children arrive, including fostering and adoption through discussion and stories such as <i>'Tell me again about the night I was born'</i> by Jamie Lee Curtis</p>
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Key Stage 2 - Year 5		
<p><b>Difficult times: Making and breaking friendship</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- to understand why friendships may break up</li> <li>- ways of resolving difficulties in friendships</li> </ul> <p>Explore strategies to cope with difficult times in relationships.</p> <p><b>RSE : Puberty 1</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- about the way we grow and change throughout the human life cycle</li> </ul>	<p><b>Changing body parts – how our bodies change</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- about the physical changes</li> </ul> <p>Children:</p> <ul style="list-style-type: none"> <li>- are able to define the changes that occur sometime between 8-17 that turns us from children into young adults</li> <li>- know that each experience of individual: beginning and ending at different times</li> <li>- understand that body changes at puberty are linked to human reproduction</li> </ul>	<p><b>Interests and skills</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- to value their individuality and personal achievements</li> </ul> <p>Children:</p> <ul style="list-style-type: none"> <li>- are able to recognise and describe their own skills and interests</li> <li>- can talk or write about their achievements</li> </ul> <p>Write positive things about themselves and share interests and skills</p> <p><b>What would make a friend?</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- to identify what they value in others</li> <li>- to recognise behaviour and attitudes</li> </ul>

<ul style="list-style-type: none"> <li>- about the physical changes associated with puberty</li> <li>- about menstruation and wet dreams</li> <li>- about the impact of puberty on physical hygiene and strategies for managing this.</li> </ul> <p>Explore the physical changes at puberty for boys and girls</p> <p><b>RSE: Puberty 2</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- how puberty affects emotions and behaviour</li> <li>- strategies for dealing with the changes associated with puberty</li> <li>- strategies to deal with feelings in the context of relationships</li> <li>- to seek support and advice when they need it</li> </ul> <p>Explore the emotional changes at puberty and where to go for help if necessary</p>	<p><b>Changing the way we keep clean</b> Year 4/5 Lesson 4</p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- about the impact of body changes on physical hygiene and strategies for managing this</li> </ul> <p>Children:</p> <ul style="list-style-type: none"> <li>- can describe how to care for their bodies</li> <li>- can recognise the similarities between the needs and wants of boys and girls and challenge gender stereotypes around hygiene and grooming</li> </ul> <p><b>Puberty – How our bodies change</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- about the physical changes at puberty</li> </ul> <p>Children:</p> <ul style="list-style-type: none"> <li>- are able to define puberty: the changes that occur sometime between 8-17 that turn us from children into young adults</li> <li>- can identify the physical changes associated with puberty</li> <li>- understand that everyone's experience of puberty is different and that it begins and ends at different times</li> </ul> <p><b>Understanding menstruation and wet dreams</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- about menstruation and wet dreams</li> </ul> <p>Children:</p> <ul style="list-style-type: none"> <li>- can describe menstruation and wet dreams</li> <li>- understand the relationship between the sex cells ( sperm and ovum), menstruation and wet dreams</li> <li>- know and can explain effective methods for managing menstruation and wet dreams</li> </ul> <p><b>Changing feelings and changing lives</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- how puberty effects emotions and behaviour</li> <li>- strategies for dealing with the changes associated with puberty</li> </ul> <p>Children:</p> <ul style="list-style-type: none"> <li>- are able to describe how feelings and behaviour change during puberty</li> <li>- understand how changes during puberty can affect relationships with other people</li> <li>- can devise strategies for managing some of these changes</li> </ul> <p><b>Feeling, thinking and doing – changing relationships</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- strategies to deal with feelings in</li> </ul>	<p>that contribute to maintaining friendships and relationships</p> <p>Children:</p> <ul style="list-style-type: none"> <li>- can describe what they value in others</li> <li>- can describe what is meant by a range of terms relating to friendships and relationships</li> <li>- are able to describe some of the factors involved in maintaining and sustaining friendships and other relationships</li> </ul> <p>Think about positive aspects of each other and explore what they would want from an ideal friend</p> <p><b>Who can help us?</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- to identify who is in their support network and how this network has changed and developed</li> <li>- how to talk to people in their support network and ask for help</li> </ul> <p>Children:</p> <ul style="list-style-type: none"> <li>- can identify people in their support network and describe why they are special to them</li> <li>- are able to demonstrate that they know how to ask for help and support</li> <li>- can identify whom to ask for help in certain situations</li> </ul> <p>Draw a network diagram of special people for each pupil and describe why that person is special. Think of difficulties they might encounter and where they might go for help and support.</p> <p><b>Where can we find support?</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- how, when and where to find support when the people in their network cannot help</li> </ul> <p>Children:</p> <ul style="list-style-type: none"> <li>- can identify some sources of support outside their immediate networks</li> <li>- are able to identify an appropriate source of support for a particular issue</li> <li>- are able to identify possible risks in seeking support and how to manage these</li> </ul> <p>Discuss that there may be times when there is no-one in our Social network who can help and identify other appropriate people to approach</p>
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	<p>the context of relationships</p> <p>Children:-</p> <ul style="list-style-type: none"> <li>- are able to identify feelings and understand how they affect behaviour</li> <li>- show awareness that feelings change during puberty and these changes can affect our relationships</li> <li>- can practice strategies for managing some of these relationships and changes</li> <li>- can empathise with other people's feelings in relationships, including parents and carers</li> </ul> <p><b>your questions answered</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- to seek support and advice when they need it</li> </ul> <p>Children:</p> <ul style="list-style-type: none"> <li>- - can use appropriate language to discuss puberty and growing up with confidence</li> <li>- can identify sources of information, support and advice for children and young people</li> </ul>	
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Key Stage 2 - Year 6		
<p><b>RSE 1 : Reviewing puberty</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- about the changes that occur during puberty</li> </ul> <p>Consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact</p> <p><b>RSE 2: Relationships</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- what values are important to them in relationships</li> </ul> <p>Explore the importance of friendship in intimate relationships</p> <p><b>RSE 3: How babies are made</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- about human reproduction in the context of the human lifecycle</li> <li>- how a baby is made and grows</li> </ul> <p>Explore roles and responsibilities of carers and parents</p>	<p><b>What's all this about puberty?</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- about the changes that occur during puberty</li> </ul> <p>Children:</p> <ul style="list-style-type: none"> <li>- can identify the physical, emotional and behavioural changes that occur during puberty for both females and males</li> <li>- understand that puberty is individual and can occur any time between 8-17</li> <li>- understand that body changes at puberty are a preparation for sexual maturity</li> </ul> <p><b>Becoming men and women</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- to consider different attitudes and values around gender stereotyping</li> </ul> <p>Children:</p> <ul style="list-style-type: none"> <li>- can recognise and challenge gender stereotypes</li> <li>- understand how media messages affect attitudes, can cause inequality of opportunity and affect behaviour</li> </ul> <p><b>Building good relationships</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- what values are important to them in relationships</li> <li>- to appreciate the importance of friendship in intimate relationships</li> </ul> <p>Children:</p> <ul style="list-style-type: none"> <li>- can identify positive qualities and</li> </ul>	<p><b>Rates of development</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- that physical change happens at different rates for different people</li> <li>- that puberty can be a positive and exciting time</li> <li>- how to access support for questions about puberty</li> </ul> <p>Children:</p> <ul style="list-style-type: none"> <li>- are able to explain that there are different rates of change for different people and know why</li> <li>- can demonstrate that they are able to deal positively with concerns or questions they have about puberty</li> <li>- can demonstrate that they can get support for puberty issues</li> <li>- are able to identify which sources of support are appropriate for different concerns</li> </ul> <p>Learn how hormones effect the body during puberty and that they are activated at different times for different people. Make a list of positive and exciting aspects of entering puberty and starting to grow up. Address concerns they might have</p>

	<p>expectations for a variety of relationships</p> <ul style="list-style-type: none"> <li>- can explain the similarities and differences between friendships and intimate relationships</li> <li>- can describe that there are different types of intimate relationship, including marriage</li> </ul> <p><b>Sexual relationships</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- about human reproduction in the context of the human life cycle</li> </ul> <p>Children:</p> <ul style="list-style-type: none"> <li>- can describe how babies are made and explain is related to conception</li> <li>- can name the male and female sex cells and reproductive organs</li> </ul> <p><b>Conception and pregnancy</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- how a baby is made and grows (conception and pregnancy)</li> </ul> <p>Children:</p> <ul style="list-style-type: none"> <li>- know the key male and female body parts associated with conception and pregnancy</li> <li>- can define conception and understand the importance of implantation in the womb</li> <li>- know what pregnancy is, where it occurs and how long it takes</li> </ul> <p><b>Being a parent</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- about the roles and responsibilities of carers and parents</li> </ul> <p>Children:</p> <ul style="list-style-type: none"> <li>- can identify some of the skills and qualities needed to be a parents and carers</li> <li>- understand the variety of ways in which parents and carers meet the needs of babies and children</li> <li>- can recognise that both men and women can take on these roles and responsibilities</li> </ul> <p><b>Your questions answered</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>- where to find support and advice when they need it</li> </ul> <p>Children:</p> <ul style="list-style-type: none"> <li>- can use appropriate language to discuss and relationships and growing up with confidence</li> <li>- can identify sources of information, support and advice for children and young people</li> </ul>	
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**APPENDIX 2a****Checklist prior to visit**

Checklist for schools and agencies	
TIME AND PLACE	
Date(s) of Involvement:	Time:  From                      to  Number of days / weeks:
Venue / room(s):	Agency arrival time:
Room Layout:	Agency to be greeted by:
Equipment required to be provided by the school:	Session plans:  Attached: yes / no  To be forwarded to:
PEOPLE	
School:	Agency name:
Contact details:	Specialism:

School address:	Agency address:
Tel No:	Tel No:
E-mail:	E-mail:
Child protection teacher:	Agency contact:
Learning mentor / other contact:	Other Contact:
Teachers to be involved:	Do parents/carers need to be consulted before the session? yes / no
Have disclosure / confidentiality procedures been discussed? yes / no	Is the school satisfied with the agencies DBS / liability arrangements? yes / no
Other policies for consideration:	
Number of pupils:	Learning needs:
Key Stage:	Other / individual needs:
Year Group:	
Intended learning outcomes:	What has been taught previously?

	How will the work be continued?
How will skills and progress be assessed?	Who will be present?  How will they support the session?
How does the work support the CPD of teachers e.g. team teaching?	Do staff require / want any additional training? yes / no
How will the effectiveness of the session be evaluated by pupils?          How will the effectiveness of the session be evaluated by adults?	Which routes for referral, procedures and services will pupils be signposted to?
AGREEMENTS	
Have any expenses been agreed to?       yes / no	
Checklist completed by:          Designation:	

Date:

Meeting carried out: in person / by phone / other (please circle)

## APPENDIX 2b Checklist

### During & after visit

<b><u>Joint Evaluation Form</u></b>		
Please fill this in together where possible		
Aim of session:		Session date:
		Time:
Agency:		Year group:
School:		Class:
<b>Question</b>	<b>Scale 1 - 10</b>	<b>How do you know?</b>
1. How well did the programme meet the needs of the pupils?		
2. How well has the work developed the skills of pupils to manage their wellbeing?		
3. How well has the input contributed to the RSE programme?		
4. Has there been an impact on staff skills and confidence?		
5. How well did the pre-planning support the session / visit?		

6. How will be the work be continued and / or adopted into the Schemes of Work next year?		
7. Were there any elements that could be improved in the future?		
8. Any other comments?		
Please keep a copy for your records.		



## APPENDIX 3

Dear .....,

### **Our PSHE & RSE Programme in Year ... / Key Stage ...**

We believe that promoting the health and well-being of our pupils is an important part of their overall education. We do this through our Personal, Social and Health Education (PSHE) course. This looks at many topics including all kinds of relationships, physical / emotional health and living in the wider world. The aim of the PSHE course is to help our pupils make safe and informed decisions during their school years and beyond.

Relationship and Sex Education (RSE) is an important part of the PSHE course. We will be teaching lessons about RSE in the .... term which will include topics such as (*puberty; relationships and communication skills; Child Sexual Exploitation (CSE); Female Genital Mutilation (FGM); body image; sexting and social media; domestic violence, consent.*) During the course, pupils will be able to ask questions, which will be answered factually and in an age appropriate manner. Each pupil's privacy will be respected, and no one will be asked to reveal personal information.

Some parts of RSE are compulsory - these are part of the National Curriculum for Science. Parents can withdraw their children from all other parts of RSE if they wish to do so. However, we believe that the presentation of sexual images in social and other media make it important that all young people have a place to discuss pressures, check facts and dispel myths. Even if a child is withdrawn, many pupils will discuss such issues with each other outside the classroom – so, rather than hear about the content second-hand, we hope all children will have the opportunity to take part in our carefully planned lessons.

Many parents and parent-related organisations support good quality RSE in school. Parents are the most important educators of young people in personal issues and many welcome the support that school can offer to supplement their home teaching.

You may find that your child starts asking questions about the topic at home, or you might want to take the opportunity to talk to your child about issues before the work is covered in school. If you have any queries about the content of the programme or resources used, please do not hesitate in contacting me at school. All materials used are available for you to browse through should you so wish.

Yours sincerely,

.....

#### APPENDIX 4: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason 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	

## Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

### Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

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

You can find further detail by searching **'relationships and health education'** on GOV.UK.

### Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.



By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

You can find further detail by searching **'relationships and health education'** on GOV.UK.

## Your rights as a parent

The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

Your child's school is required to consult with you when developing and renewing their policies on Relationships Education. These policies must be published online and be available to anybody free of charge.

You can express your opinion, and this will help your child's school decide how and when to cover the content of the statutory guidance. It may also help them decide whether to teach additional non-statutory content. Schools are required to ensure their teaching reflects the age and religious background of their pupils.

Some schools will start to teach these subjects from September 2019 – if you'd like to know more, please speak to your child's school about what they plan to teach.



## Right to withdraw your child

You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Your child's primary school can choose to teach Sex Education. If you'd like to know more about this, we recommend speaking to the school to understand what will be taught and when. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary level, the head teacher must grant this request.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.



Department  
for Education

If you want to know more about what will be taught as part of the new subjects, the best thing to do is speak to your child's school.