

# RSE Policy

Meanwood CE Primary School



<b>Approved by:</b>	Board of Governors	<b>Date:</b> April 2026
<b>Last reviewed on:</b>	March 2026	
<b>Next review due by:</b>	In line with an updated government guidance	

## **Vison and values**

This school is committed to safeguarding and promoting the wellbeing of children and young people and expects all staff and volunteers to share this commitment.

This policy has due regard to the following ethos:

At Meanwood C of E Primary School we will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, faith, sexuality or disability. The school will provide an inclusive curriculum, which will meet the needs of all its pupils including those with disabilities, special educational needs, from all cultural backgrounds and faiths and pupils with English as an additional language.

### **Vision**

Our vision is that every person is valued, nurtured and empowered to achieve their full potential.

Our vision is underpinned by Jesus' commandment to "love one another as I have loved you" (John 15:12).

### **Values**

Open Hearts.

Open Minds

Open Arms.

## 1. Context – why RSE is important

We are required to teach Relationships Education as part of our PSHE curriculum. Current regulations and guidance from the Department for Education (DfE) state that from September 2020, all schools must deliver Relationships Education and Health 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 \(September 2024\)](#).
- The [DfE 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

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

- a coordinated and consistent approach to curriculum delivery has been adopted
- the content of the RSE curriculum is flexible and responsive to pupils' differing needs 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 and Health 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

From September 2020, the law requires primary schools to consult on their Relationships Education Policy. This policy was drafted by **J Martin (PSHE coordinator)** in consultation with **J Chapman (Head Teacher)**.

Parents/carers were consulted by posting the draft policy document on the **school website**, inviting feedback and comments; teaching and non-teaching staff were consulted through **staff meetings**.

Governors were consulted through **the Teaching and Learning and Pupil Support Subcommittee**.

This policy has been approved and adopted by the head teacher and governing body. The member of staff responsible for overseeing and reviewing this policy is: **J Martin (PSHE coordinator)**. It will be reviewed briefly annually and in full every two years and in accordance with governmental and legislative changes surrounding the teaching of PSHE and RSE.

### **3. Location and dissemination**

This policy document is freely available on the school website. 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.

### **4. Definition**

**Sex and Relationships Education for the 21<sup>st</sup> Century (2014) states that:**

***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.***

At Meanwood CE Primary School, we believe RSE should be lifelong learning about physical, moral and emotional development. It should also be about the understanding of the importance of stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health and how to stay safe in both the real and online world. However, it is not about the promotion of sexual orientation or sexual activity.

### **Relationship to other policies**

All RSE teaching will reflect the latest 'Keeping Children Safe in Education' statutory guidance. This includes explicitly teaching that victims are never at fault and that it is always safe to report concerns. Pupils will be taught how to report abuse and understand consent and bodily autonomy in all settings, including online.

The policy links to:

- Anti-bullying
- Relational Culture and Behaviour Policy
- Safeguarding and Child Protection Policy
- Attendance (in particular in relation to FGM)
- Equality and Diversity
- Mental Health and Wellbeing
- Online Safety

- SEND Policy
- First Aid
- Care and Control Policy
- Supporting Children With Medical Conditions

## **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 and marriage/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 DfE**

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

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

### **7. The wider context of RSE**

Science teaches about the biological facts relating to human growth, puberty and reproduction. Personal, Social and Health Education (PSHE), in which RSE is taught, helps pupils to think about the different social contexts, influences and beliefs that affect personal behaviour. PSHE also develops a positive vocabulary and the strategies and skills children need to stay healthy and safe both in the real and online world.

It is important that the school enables pupils to explore and understand that people have different values and beliefs, and that they know and understand their legal rights.

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. In accordance with government guidance, content and teaching may be tailored to meet the specific needs of some SEND pupils at different developmental stages.
- 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
- Volunteers and students
- Parents/carers
- School nurse and other health professionals
- Partner agencies working in or with the school
- Religious leaders/faith groups

The headteacher 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
Co-ordinating the RSE provision, ensuring a spiral curriculum	J Martin
Accessing and co-ordinating training and support for staff	J Chapman and J martin
Establishing and maintaining links with external agencies/other health professionals	J Chapman, J Martin
Policy development and review, including consultation and dissemination	J Martin J Chapman, E Caldwell
Implementation of the policy; monitoring and assessing its effectiveness in practice	J Martin
Link governor for RSE	J. Jubb

Managing child protection/safe guarding issues	E Parker
Establishing and maintaining links with parents/carers	J Chapman and N Arnold
Liaising with link schools to ensure a smooth transition	J Chapman
Liaising with the media	J Chapman

## 9. Language

It is good practice to use anatomical terms for genitalia and sexual parts of the body, for example vagina, vulva, breasts, penis and testicles from the offset. Ensuring children are taught the right language to describe the private parts of their body and knowing how to seek help if they are being abused, are vital for safeguarding. Evidence to support this is outlined in the Children’s Commissioner Report November 2015, “Protecting Children From Harm.”

Parents will be informed in advance when these terms are covered in class. However, we might need to use the terms at other times, such as when dealing with incidents of misuse or disrespectful language.

Staff will also reinforce appropriate use of these terms during safeguarding conversations.

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

Being open and honest about the words for genitalia will support girls at risk of female genital mutilation (FGM).

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.

### Agreed list of vocabulary used in school and when it is introduced:

Vocabulary:	Year group introduced:
family, friend, body, private, safe, kind, help, happy, sad, angry, worry, touch, feelings, love, care, private parts, family types,	Reception
boy, girl, respect, rules, gentle, body parts (head, arms, legs), penis, vulva, similar, different, safe touch, trusted adult, permission, good/bad touch	Year 1
breasts, hygiene, secrets, permission, trust, belonging, same, different,	Year 2
relationship, privacy, joke, tease, hurtful, peer pressure, responsibility, online, screen time, emotions	Year 3
body image, personal space, assertive, gender	Year 4
puberty, changes menstruation, period, body image, personal space, assertive, gender, stereotype, vagina, pregnancy, ovary, egg, womb, pubic hair, sperm, erection, wet dream, ejaculation, testicles, orgasm, circumcision, semen, hormones, ovum, homosexual, gay, sexist, homophobia,	Year 5
sexual intercourse, sexual relationship, intimate, love, sex, conception, consent, boundaries, sexuality, fertilisation, nipples, scrotum, clitoris, cervix, foreskin, anus, fallopian tube, womb, bladder, contraception, contraceptive pill, condom, HIV, AIDs, disease, consent, FGM (Female Genital Mutilation) , contraception, condom,, LGBTQ+, masturbation, attraction, online safety, sexting, grooming, menstruation cycle	Year 6

## 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, for example when we talk about rights, respect or relationships.

### 10. Answering questions

Staff will ensure spontaneous questions outside of curriculum scope are handled sensitively and privately. Where questions arise outside age-appropriate guidance, staff may defer the response or direct children to ask their parents. All such incidents will be documented and reported to parents where appropriate.

We acknowledge that potentially sensitive or controversial issues will arise in RSE as pupils will naturally share information and ask questions. When spontaneous discussion arises, 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 will also use a question box, located in the Year 5 and 6 classrooms, where questions may be asked anonymously. Staff will ensure spontaneous questions outside of curriculum scope are handled sensitively and privately. Where questions arise outside age-appropriate guidance, staff may defer the response or direct children to ask their parents. All such incidents will be documented and reported to parents where appropriate.

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 RSE leader/ Child Protection Officer.

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. Examples of phrases we may 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. 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

## 11. 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 those pupils with SEND
- ask for support in this from the school SEND coordinator or the RSE Coordinator, should they need it

### ii) Lead members of staff

The lead members of staff are 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.

Specific responsibilities	Who – role?
Co-ordinating the RSE provision, ensuring a spiral curriculum	J Martin - PSHE and RSE Lead
Accessing and co-ordinating training and support for staff	J Martin– PSHE and RSE Lead
Establishing and maintaining links with external agencies/other health professionals	J Chapman – Headteacher
Policy development and review, including consultation and dissemination	J Martin - PSHE and RSE Lead E Caldwell- SENCO
Implementation of the policy; monitoring and assessing its effectiveness in practice	J Martin - PSHE and RSE Lead
Managing child protection/safe guarding issues	E Parker– DSL J Chapman –Deputy DSL G Scopes-Deputy DSL C O'Dwyer – Deputy DSL
Establishing and maintaining links with parents/carers	J Martin - PSHE and RSE Lead/J.Chapman- Headteacher
Liaising with link schools to ensure a smooth transition	J Chapman-Headteacher A Goldthorpe– Y6 teacher
Liaising with the media	J Chapman - Head teacher

The lead members of staff will:

- develop the school policy and review it in accordance with any new government guidance or legislation

- ensure all members of the governing body will be offered appropriate RSE training when available
- 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
- 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. There is a named link governor for RSE (**Jess Jubb**) who works closely with, and in support of, the lead members 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.

As well as fulfilling their legal obligations, the governing body will also make sure that:

- all pupils make progress in achieving the expected educational outcomes
- the subjects are well led, effectively managed and well planned
- the quality of provision is subject to regular and effective self-evaluation
- teaching is delivered in ways that are accessible to all pupils with SEND
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn from appropriate areas
- the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations

### 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, for example, alerting relevant members of staff to any potential worries or issues
- will listen in class, be considerate of other people's feelings and beliefs and comply with the ground rules that are set in class
- will have the opportunity to talk to a member of staff, in confidence, regarding any concerns they have in school related to RSE or otherwise
- will be asked for feedback on the school's RSE provision and be expected to take this responsibility seriously; opinions on provision and comments will be reviewed by the lead members 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 most powerful RSE is collaboration between school and home.

The school will:

- work closely with parents/carers when planning and delivering RSE
- ensure that parents/carers know what will be taught and when, and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of RSE
- give parents/carers every opportunity to understand the purpose and content of Relationships Education and RSE
- communicate and give opportunities for parents/carers to understand and ask questions about the school's approach help increase confidence in the curriculum
- build a good relationship with parents/carers 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 will be clearly informed which parts of the RSE curriculum are statutory (science and relationships education) and which are non-statutory (sex education). 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 from non-statutory sex education must be made in writing (using the form found in Appendix 3), and a meeting with the Headteacher will be arranged to clarify the nature and purpose of the curriculum. 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 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. A record of the discussion will be kept

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.

If parents still wish to withdraw their child after discussions with the head teacher and RSE Coordinator, support materials for home use will be offered. The school's arrangements for pupils withdrawn from RSE are:

During RSE lessons, a withdrawn pupil will be set work relevant to their current learning in Science and/or PSHE to complete in another classroom

## 12. 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 at appropriate times
- training and support is organised by **J Martin** and **E Caldwell**, who will liaise with **J Chapman**
- 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
- 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 when and as appropriate/necessary
- the school's public health nurse will provide support and resources around aspects of RSE

## 13. RSE Provision

In accordance with statutory guidance, the following age thresholds must be observed:

- Puberty: Not introduced before Year 4.
- Non-statutory sex education (e.g. conception): Not introduced before Year 5.

### 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:

##### **Key Stage 1:**

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of hygiene

##### **Key Stage 2:**

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age

#### 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></ul>
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	<ul style="list-style-type: none"> <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> </ul>

	<ul style="list-style-type: none"> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>
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### i) 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 evaluation and development of their RSE in ways appropriate to their age, stage and development.

The law (***Human Rights Act 1998***) states that

‘Children have the right to be heard and express their opinions.’

***(Human Rights Act 1998)***

We will involve pupils through:

- discussions with small groups of pupils
- questionnaires/surveys (e.g. the My Health My School Survey)
- pre, post and self assessment activities for RSE
- on-going formative assessments, which offer opportunities to address any misconceptions/misunderstandings and questions pupils have that they may not feel comfortable to ask in front of peers
- school and class council meetings
- full class consultation activities which ensure all pupils have a voice in the process

### 14. Topics to be covered

RSE needs to start early, in primary school, 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 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.

A curriculum overview for RSE is available on the school website and provides an overview for topics covered across the school.

### 15. 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
- frequency of sessions
- use of external agencies/services
- school ethos
- small group work
- cross curricular links e.g. science
- assemblies
- enrichment days / weeks

### 16. Working with visitors and other external agencies

Where appropriate, we may use visitors from external agencies or members of the community to support RSE. Working with external organisations enhances delivery of RSE, bringing in specialist knowledge, which gives different ways of engaging with our pupils.

When using visitors, 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.

We will ensure that the teaching delivered by the visitor fits with our planned programme and policy. We will discuss the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for our pupils. We will ask to see the materials visitors will use as well as a lesson plan in advance, so that we can ensure it meets the full range of pupils' needs.

We will agree in advance of the session how confidentiality will work in any lesson and how a safeguarding report should be dealt with by the external visitor. 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.

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

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

- the visitor understands the school's confidentiality policy, values and approach to the educational programme
- 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 1a and 1b) will be used with the visitor to ensure success

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

Visitors will be asked to complete a joint evaluation form with the class teacher (Appendix 1b).

### **17. 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.

## Special educational needs and learning difficulties

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. All sexual health information will be inclusive.

We will ensure boys and girls 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 consult with parents/carers in order to reassure them of the content and the context in which the SRE policy and programme will be presented.

### **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.

### **Resources**

We use primarily **You, Me, PSHE: Primary Scheme of Work (v2)** 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.

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.

Some of the resources we will use for RSE are:

- [Relationships and Sex Education \(RSE\) - Teaching Resources - BBC Teach](#)
- Life Support Productions DVD  
<http://www.lifesupportproductions.co.uk/>
- Bounty DVD  
<http://www.uniview.co.uk/cgi-bin/ss000001.pl?page=search&SS=bounty&PR=-1&TB=A>
- 4Boys4Girls resource leaflets
- Puberty bag
- Betty for Schools-All about Periods <https://bettyforschools.co.uk/>
- Resources as identified in the medium term plans for the RSE modules
- You, Me, PSHE RSE plans and resources (available from the Health and Wellbeing Service: <https://www.schoolwellbeing.co.uk/pages/relationships-and-sex-education-rse> )

When choosing and using resources, the school considers the following questions:

- Is the resource consistent with the school's ethos and values?
- Is it factually correct and up-to-date?
- Does it encourage active and participatory learning?
- Is the resource contemporary in terms of the realities of pupil's lives?
- Does the resource portray positive images of a range of children?
- Does the resource show positive role models for girls and boys / women and men and avoid stereotypes relating to gender and sexual orientation?
- Is the resource inclusive on the basis of home and family circumstance, gender, sexuality, race, faith, culture and disability?
- Is it appropriate for the age, ability and maturity of the pupils?
- Have resources been evaluated by pupils and feedback acted upon?
- Have parents/carers been consulted about resources?
- Are teachers confident about using the resource?

### **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 a set of non-negotiable 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. A set of 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 name 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 these ground rules through whole class and group activities and discussions.

### **Assessment, recording and reporting in RSE**

We assess pupils' learning in RSE as part of PSHE, and report to parents/carers at the end of the school year on pupils' learning and progress.

Assessment methods:

- baseline or pre-assessment (essential for needs-led RSE)
- needs assessment is used to identify existing knowledge and skills of pupils
- assessment is built into the RSE programme to inform planning
- 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
- pupils' knowledge, thoughts and opinions are recorded in class PSHE floorbooks, which are passed up and continued in each year group
- pupils who have exceeded or fallen short of the module objectives and those that have achieved it are clearly identified
- 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 as part of PSHE
- pupil achievement in RSE is celebrated and shared

### **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

- Pupil/staff/parent surveys
- Scrutinising staff planning
- Samples of pupils' work

#### **Evaluation activities:**

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

### **18. Safeguarding and Child Protection**

All RSE teaching will reflect the latest 'Keeping Children Safe in Education' statutory guidance. This includes explicitly teaching that victims are never at fault and that it is always safe to report concerns. Pupils will be taught how to report abuse and understand consent and bodily autonomy in all settings, including online.

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.

### **19. 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 a 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 video clips and TV extracts
- case studies with invented characters
- visits to/from outside agencies

No one working with children can agree confidentiality if a pupil is thought to be at risk.

When pupils make disclosures, they are placing their trust in the member of staff's judgment and acknowledging that they need help. If a pupil makes a disclosure, it is not appropriate for a member of staff to offer complete confidentiality. Before allowing a pupil to make a full disclosure, therefore, it is essential that the member of staff should explain to the pupil that the information might need to be passed on to the Head teacher or a Designated Teacher for Child Protection who may make a record and pursue Child Protection procedures if necessary.

The pupil's right to privacy should be respected, regardless of the gravity of the incident, so sensitive information should only be shared with relevant staff/agencies.

## **See Child Protection Policy and Safeguarding Policy**

### **20. Liaison with other schools**

The RSE Lead will attend RSE and PSHE cluster meetings and training courses with the Health and Wellbeing Service and other RSE leads in local schools to ensure that we have a consistent approach to the delivery of RSE across the cluster. The school also liaises with local secondary schools as part of the transition process from Y6 to Y7.

### **21. 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 and 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/carers need one-on-one support on providing effective SRE at home; they may make an appointment in person, via telephone or via e mail to speak with the class teacher, PSHE coordinator or the Head teacher.

## **22. 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** systems cover protection for all school members against infection from blood-borne viruses.

## **23. Complaints**

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

## **24. Liaison with local media**

The Press and Media office can be contacted on: 0113 247 4713.

## **25. 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)

## **26. 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/onlinesafety/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>

## 27. 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](#)

**APPENDIX 1a**

**Checklist prior to visit**

<b>Checklist for schools and agencies</b>	
<b>TIME AND PLACE</b>	
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:
<b>PEOPLE</b>	
School:  Contact details:	Agency name:  Specialism:
School address:  Tel No: E-mail:	Agency address:  Tel No: E-mail:
Child protection teacher:  Learning mentor / other contact:	Agency 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  Other policies for consideration:	Is the school satisfied with the agencies DBS / liability arrangements? yes / no
Number of pupils:	Learning needs:

Key Stage: Year Group:	Other / individual needs:
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?
<b>AGREEMENTS</b>	
Have any expenses been agreed to?  yes / no	
Checklist completed by:  Designation:  Date:  Meeting carried out: in person / by phone / other (please circle)	

**APPENDIX 1b**

**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:
Question	Scale 1 - 10	How do you know?
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 SRE 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 2

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.

Relationships 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 – this will be adapted to list specific topics taught in that year group*) 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 3: 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.

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