

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

### **Context - why RSE is important**

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

It is essential for the following reasons:

- RSE plays a vital part in meeting the schools' safeguarding obligations as outlined in the updated [Keeping children safe in education – Statutory guidance for schools and colleges \(September 2019\)](#).
- The [DfE 2019 statutory guidance](#) states that, from September 2020, all schools providing primary education, including all-through schools and middle schools must teach Relationships Education.
- Children have a right to good quality education, as set out in the [United Nations Convention on the Rights of the Child](#).
- Children want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that Relationships and Sex Education was 'too little, too late and too biological'. [Ofsted reinforced this in their 2013 'Not Yet Good Enough report.'](#)
- Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- National Curriculum: RSE plays an important part in fulfilling the statutory duties the school has to meet [as section 2 of the National Curriculum framework \(DfE, 2013\) states](#)
- The Department of Health set out its ambition for all children to receive high quality Relationships and Sex Education in the Sexual Health Improvement Framework (2013), while the Department for Education's paper, [The Importance of Teaching \(2010\)](#) highlighted that 'Children need high quality Relationships and Sex Education so they can make wise and informed choices' (p.46).
- These duties are set out in the 2002 Education Act and the 2010 Academies Act. Whole school (Section 5) Ofsted inspections consider the extent to which a school provides such a curriculum.

- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' emotional wellbeing, and improving their ability to achieve in school and under the Education Act (1996) to prepare children for the challenges, opportunities and responsibilities of adult life. A comprehensive RSE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

### **Development process**

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

Parents/carers were consulted through class representatives initially, by meeting as a parent forum. The policy was then available on the school website and all parents were signposted to this from the weekly newsletter issued by the Primary Campus. Teaching and non-teaching staff were consulted through staff meeting (teaching staff) and staff briefing (teaching and non-teaching staff), and pupils were consulted through the Junior Leadership team. Governors were consulted as part of the Parent Forum meeting, and the full governing body were consulted during a full governing body meeting. 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 Laura Corrick and Kathryn Bruce.

It will be reviewed briefly annually and in full every 3 years.

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

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

### **Relationship to other policies**

This policy supports/complements the following policies:

- Anti-bullying
- Attendance (in particular in relation to FGM)
- Behaviour
- Child Protection/Safeguarding Children (including FGM)
- Online Safety

Documents that inform the school's RSE Policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21<sup>st</sup> Century (2014)
- Children and Social Work Act (2017)
- DfE: Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019)
- Keeping children safe in education – statutory safeguarding guidance (2019)
- United Nations Convention on the Rights of the Child

### **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).

At Pooles Park Primary, we define Sex education as ‘the act of sexual intercourse in humans’.

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

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

#### **The 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

### **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 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

### **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

## **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.

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+

### **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 RSE leader (Assistant Headteacher for Personal Development) / Child Protection Officer. 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 question 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 or practical 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

### **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 members of staff

The lead members 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 members 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 Corrie Fielding 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 that 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 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 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 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/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 3 of this policy and addressed to the headteacher. Before granting any such the head teacher (or appropriate member of staff) 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 (or appropriate member of staff) will also discuss with parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This will include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. If a pupil is withdrawn from the RSE sessions, they will no doubt hear about the content of sessions from other pupils and this may not be in a supportive, controlled or safe environment, like the classroom would be. They may also seek out their own information via the internet, which may result in them finding out incorrect information 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 to

continue with other appropriate learning in a room away from where the RSE lesson is taking place.

### **Staff support and 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 leadership team.
- staff will be offered general RSE training which includes sessions on confidentiality, creating a ground rules, handling controversial issues, responding to awkward questions, an introduction to the rationale of why teaching RSE is so important, current law and guidance, learning outcomes and school policy
- staff involved in the delivery of issues seen as potentially more sensitive will be offered appropriate training to encourage confidence in dealing with matters of confidentiality, child protection, sensitive issues and potentially difficult questions  
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.

### **13. 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 Non-statutory RSE programme

The Relationships and Health elements of the RSE programme are statutory. This includes lessons on puberty. This part of the RSE curriculum are taught in Year 2, Year 4 and Year 6.

The Sex education elements of the RSE programme are non-statutory. This part of the RSE curriculum is covered in Year 6.

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)
- school council meetings
- full class consultation activities which ensure all pupils have a voice in the process

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 in PSHE has been created by Islington, designed to be taught across all schools in the Islington Borough. For specific parts of the RSE curriculum, such as puberty or sex education, we use You, Me, PSHE, the curriculum devised by Islington for Islington schools.

## **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

## **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 safeguarding reports will be acted upon if submitted by an 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 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-sex/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-sex/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-sex/gender groups can considerably ease concerns about RSE, and help to ensure that pupils receive the RSE to which they

are entitled. Single-sex/gender groups can also help boys and girls to feel safer and less embarrassed about airing issues and discussing relationships. Where single-sex/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, scenari

os 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 consider the language skills of individual pupils, ensuring that all pupils have equal access to the RSE provision and resources. Members of staff responsible for delivering the RSE curriculum to classes that include a pupil or pupils who are new to English may choose to liaise with the EAL Coordinator to ensure that appropriate support or adjustments can be made to meet the needs of each learner.

#### Resources

We use primarily Islington's scheme You, Me and PSHE and the resources recommended within it. We will focus on the needs of the pupils and our planned learning objectives. We carefully select 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.

Some examples of resources we will use for RSE are:

- Betty for Schools – All about Periods <https://bettyforschools.co.uk/>
- You, Me, PSHE – Islington 2020

#### 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:

- Completing whole-class or group activities prior to the series of RSE lessons taking place. This may involve circle time activities for younger children or asking pupils to add a ground rule (anonymously) that they believe would make them feel more comfortable working together during RSE sessions. A limit of around 4 ground rules would be decided upon by the class based on their decided importance.

## 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:

- 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
- enhanced feedback on knowledge as well as skill development and attitudes
- all class teachers have enhanced feedback to support the module to record progress
- identify pupils who have exceeded or fallen short of the module objectives and those that have achieved it (enhanced feedback)
- teachers will keep a note of pupils who have missed some or the entire module due to absence from school (enhanced feedback)

## 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/staff/parent surveys
- examples of pupils' work

- PSHE subject leadership – monitoring and evaluating RSE across the school, carried out by the PSHE lead and the management team.

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
- enhanced feedback
- book looks – termly.

### **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.

### **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

### **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.

### **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.

### **Complaints**

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