

# DSJ Primary School

## Relationship and Sex Education Policy (RSE)



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

Date of policy: November 2019

Deeping St James Community 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 education (PSHE) curriculum very seriously. We do this through a structure programme from Reception to Year 6. The school wants parents/carers and pupils to feel assured that RSE will be delivered at a level appropriate to both the age and development of pupils, and safe to voice opinions and concerns relating to the RSE provision.

## **1. Definition**

It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

**SRE Guidance DfEE 2000**

## **2. 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 the reasons for sexual activity in a loving relationship and the benefits to be gained for delaying sexual activity.

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, 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
- sexualise children

### **Roles and Responsibilities**

The responsibility for the RSE policy ultimately lies with the governing body.

The RSE programme is drafted by our PSHE Curriculum group. Parents/carers were consulted through our Parent Partnership group, teaching and non-teaching staff were consulted through whole school staff meetings and pupils were consulted through our school council. Governors were consulted through the Curriculum Group 3 meetings and there is also governor representation on the Parent Partnership

group. 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: Ian Wilkinson. It will be reviewed briefly annually and in full every 2 years, or in line with new legislation.

We are committed to the ongoing development of PSHE in our school.

## **Key responsibilities for RSE**

### **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 Headteacher on any areas that they feel are not covered or inadequately provided for in the school's RSE provision
- 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 and sexual orientations, including those pupils with special educational needs
- ask for support in this from the school SEND coordinator or the PSHE Lead, should they need it

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

The lead member/s of staff monitors the development of the school's policy and practice and monitors its implementation. This practice includes the curriculum and approaches to teaching and learning, as well as whole school approaches to health and wellbeing.

The lead member/s of staff will:

- develop the school policy and review it on a yearly basis
- ensure all members of the governing body will be offered appropriate RSE training
- ensure that all staff are given 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

- 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

### **Governors**

The governing body as a whole plays an active role in monitoring, developing and reviewing the policy and its implementation in school. There are named link governors for RSE who works closely with, and in support of, the lead member/s of staff. When aspects of RSE appear in the School Improvement Plan, a governor will be assigned to reflect on, monitor and review the work as appropriate.

### **Pupils**

All pupils:

- are expected to attend the statutory National Curriculum Science elements of the RSE curriculum
- will listen in class, be considerate of other people's feelings and beliefs and comply with the working agreement that is set in class
- will be made to feel comfortable 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 PSHE/RSE provision and be expected to take this responsibility seriously; opinions on provision and comments will be reviewed by the lead member/s of staff for PSHE/RSE and taken into consideration when the curriculum is prepared for the following year's pupils

### **Parents/carers**

The school will:

- keep parents/carers informed about all aspects of the RSE curriculum, including when it is going to be delivered
- gather parent /carers' views on the policy and take these into account when it is being reviewed

- provide access to useful resources and information (web links and book lists) being used in class and do everything to ensure that parents/carers are comfortable with the education provided to their children in school through information letters, parent workshops or twilights, the school website
- share the key learning objectives for each RSE unit, the terminology being used
- expect parents/carers to share the responsibility of RSE and support their children's personal, social and emotional development
- 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
- provide support and encourage parents/carers to seek additional support in this from the school where they feel it is needed

### **Statutory Regulations and Guidance**

We are required to teach RSE as part of the primary curriculum and the following documents inform the school's RSE policy:

- 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 sex and relationships education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 'Not Yet Good Enough report.'
- 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.
- 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 2016) .
- Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- The Department of Health set out its ambition for all children to receive high quality sex and relationships 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 sex and relationships education so they can make wise and informed choices' (p.46).
- National Curriculum: SRE plays an important part in fulfilling the statutory duties the school has to meet as section 2.1 of the National Curriculum framework (DfE, 2013) states

- 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.
- The government has made it clear that all state schools 'should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. (National Curriculum in England, DfE, 2013) and that 'RSE is an important part of PSHE education' (Guidance – PSHE education, DfE, 2013).

### **Relationship to other policies**

This policy links to:

- Anti-bullying
- Attendance (in particular in relation to FGM)
- Behaviour
- Child Protection/Safeguarding Children (including FGM)
- Drug Education
- Equal Opportunities
- E-safety/IT
- Health & Safety
- Race Related Incidents
- Science
- SEN/Inclusion
- Teaching and Learning
- Visitors in School

### **The right to withdraw**

Parents/carers cannot withdraw their child from the statutory content included in National Curriculum for Science, but parents/carers have a legal right to withdraw their children from the non-statutory elements of RSE. Any parent/carer wishing to withdraw their child from RSE should firstly contact the class teacher to discuss the reasons why.

RSE is a vital part of the school curriculum and supports child development and we strongly advise parents/carers to carefully consider their decision before withdrawing their child from this aspect of school life. It is acknowledged however that the final decision on the issue is for the parents/carers to take and the child and family should not be stigmatised for the decision.

Parents/carers who do withdraw their children should be alerted to the possible consequences of doing so during the discussion between the school and the parents/carers. Possible consequences could include:

- 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.

Ofsted figures show that about only four children will be withdrawn in every ten thousand (0.04%). The school's arrangements for pupils withdrawn from RSE are made by individual class teachers and involves the children being taught in an alternative class (a non SRE lesson).

### **Location and dissemination**

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

### **The principles of high quality RSE in our school**

#### **Relationships and Sex Education:**

- is a partnership between home and school
- starts early and is relevant to pupils at each stage in their development and maturity
- is taught by people who are confident/ trained in talking about issues such as healthy and unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender identity, sex and consent
- includes the acquisition of knowledge, the development of life skills and respectful attitudes and values
- has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills, and accessing services
- helps pupils understand on and offline safety, consent, violence and exploitation
- is both medically and factually correct and treats sex as a normal fact of life
- is inclusive of difference: gender identity, sexual orientation, 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 including some of the mixed messages about gender, sex and sexuality from different sources including the media
- promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs



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

### **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. The casual use of homophobic, biophobic 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.'

### **Answering questions**

We acknowledge that sensitive and potentially difficult 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 answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age appropriate way, only to the pupil or pupils who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHE leader/ Child Protection Officer. Questions may be referred to parents/carers if it is not appropriate to answer them in school. We may 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 and these have been created by all staff *[for example, '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']*

A working agreement is essential when discussing sensitive subject matters. Staff will establish clear parameters about what is appropriate and inappropriate in a whole-class setting by for example:

- staff will set the tone by speaking in a matter-of-fact way
- pupils will be encouraged to write down questions, anonymously if desired, and post them in an 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 working agreement
- 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 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

## **Language**

Pupils will be taught the anatomical terms for body parts. Slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use. This will be shared with parents/carers before it is delivered in class as an appendix to this policy.

## **RSE Provision**

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

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

National Curriculum Science:

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

### **Additional intended learning outcomes for RSE**

**By the end of Key Stage 1:**

**Pupils will be able to:**

- identify and share their feelings with others
- recognise safe and unsafe situations
- identify and be able to talk with someone they trust
- be aware that their feelings and actions have an impact on others
- make a friend, talk with them and share feelings
- use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk

**Pupils will know and understand:**

- the basic rules for keeping themselves safe and healthy
- about safe places to play and safe people to be with
- the needs of babies and young people
- ways in which they are like and different from others
- that they have some control over their actions and bodies
- the names of the main external parts of the body including agreed names for sexual parts (penis and vagina)
- why families are special for caring and sharing

**Pupils will have considered:**

- why families are special
- the similarities and differences between people
- how their feelings and actions have an impact on other people

## **By the end of Key Stage 2:**

### **Pupils will be able to:**

- express opinions, for example, about relationships and bullying
- listen to, and support others
- respect other people's viewpoints and beliefs
- recognise their changing emotions with friends and family and be able to express their feelings positively
- identify adults they can trust and who they can ask for help
- be self-confident in a wide range of new situations, such as seeking new friends
- form opinions that they can articulate to a variety of audiences
- recognise their own worth and identify positive things about themselves
- balance the stresses of life in order to promote both their own mental health and well-being and that of others
- see things from other people's viewpoints, for example their parents/carers and their carers
- discuss moral questions
- listen to, support their friends and manage friendship problems
- recognise and challenge stereotypes, for example in relation to gender
- recognise the pressure of unwanted physical contact, and know ways of resisting it

### **Pupils will know and understand:**

- about the physical changes that take place at puberty, why they happen and how to manage them
- the many relationships in which they are all involved
- where individual families and groups can find help
- how the media impact on forming attitudes
- about keeping themselves safe when involved with risky activities
- that their actions have consequences and be able to anticipate the results of them
- about different forms of bullying people and the feelings of both bullies and victims
- why being different can provoke bullying and know why this is unacceptable
- about, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together

### **Pupils will have considered:**

- the diversity of lifestyles
- others' points of view, including their parents/carers' or carers
- why being different can provoke bullying and why this is unacceptable
- when it is appropriate to take a risk and when to say no and seek help
- the diversity of values and customs in the school and in the community
- the need for trust and love in established relationships

## **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.

We will involve pupils through:

- discussions with small groups of pupils
- questionnaires/surveys
- older pupils reviewing the RSE programme for younger pupils
- pre and post assessment activities for PSHE/RSE
- full class consultation activities which ensure all pupils have a voice in the process

## **Topics to be covered:**

The main learning objectives within each year group are:

### **1. Key stage 1**

1.1. Pupils in Year 1 are taught:

- About the different ways in which they have changed since they were a baby, including the changes to their bodies.
- The different families may have different for body parts.

1.2. Pupils in Year 2 are taught:

- To match the correct body parts to a male and female.
- Biological names for various body parts including penis, vagina, testicles and breasts.
- The function of clothing to make us look nice, keep us warm and keep certain parts of our bodies private.
- About the process of aging and the fact that this cannot be controlled.

### **2. Key stage 2**

2.1. Pupils in Year 3 are taught:

- That humans reproduce and produce offspring.
- That women have babies and that in most animals, it is also the female that has babies and that a baby grows in its mother's uterus.
- About the importance of hygiene.
- About my family and how families can be different.

2.2. Pupils in Year 4 are taught:

- About the word “puberty”, and that this is used to explain when a child’s body turns into an adult.
- The biological terminology used to describe changes in boys’ and girls’ bodies as they go through puberty.
- That puberty is necessary in order for the body to be able to make babies.
- That girls begin periods once they have entered puberty and that this is a natural process necessary to being able to one day make a baby.
- To identify some of the changes which have already happened to their bodies (e.g. growing taller) and accepting that they cannot change these.
- About the importance of relationships, focussing on the development of friendships.

2.3. Pupils in Year 5 are taught:

- More about how girls’ and boys’ bodies change during puberty, including how they might feel about these changes, this includes menstruation and wet dreams.
- About ‘self-image’ and the idea that how they see themselves is not necessarily how others see them.
- That attraction to others is a natural part of growing up.
- About different situations and scenarios represented in the world around them (e.g. same sex parents).

2.4. Pupils in Year 6 are taught:

- That babies are made during sexual intercourse.
- That having a baby is an important life changing choice which responsible adults make when they are with someone they love.
- Strategies for the development of positive self-image and self-esteem.
- To use their knowledge to answer questions their peers may have about getting older.
- The importance of looking after themselves physically and emotionally.
- The way in which being physically attracted to someone might change the nature of the relationship that they have with each other.
- About what to expect in secondary school and to discuss any worries that they might have about this transition.
- To identify things that they are looking forward to about becoming a teenager and to understand that growing up brings responsibilities.
- That the legal age for sexual consent is 16.

## **Curriculum organisation**

*How is the RSE curriculum organised and delivered in school?*

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

- designated RSE time
- use of external agencies/services where appropriate
- school ethos
- small group work
- cross curricular links e.g. science
- assemblies
- after the appropriate Science Unit has been taught, so that children have the necessary skills and understanding to be able to access the RSE lessons

## **Working with visitors and other external agencies**

Where appropriate, we may use visits and visitors from external agencies or members of the community to support RSE. This is an enrichment of our programme and not a substitute for our core provision which is based upon the strong relationships between teachers and pupils. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge pupil's perceptions. When visitors are used to support the programme, the school's policy on use of visitors will be used. A teacher will be present throughout these lessons. Visitors will be given a copy of this policy, and any other relevant policies, and expected to comply with the guidelines outlined within it. Our partnership with the local community is also a priority and we recognise and value its contribution to the RSE programme.

Before involving visitors in any aspect of RSE, teachers should 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

## **Inclusion, equality and diversity**

All pupils, whatever their experience, background and identity, are entitled to quality RSE that helps them build confidence and a positive sense of self, and to stay healthy. 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 the ability, age, readiness and cultural backgrounds of the pupils to ensure all can access the full SRE 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 both multicultural and gender issues and ensuring equal opportunities for all.

### **Responding to pupils' diverse learning needs:**

Considerations will be made for:

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

### **Ethnicity, religion and cultural diversity:**

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

### **Single gender groups:**

Our policy is sensitive to the needs of different groups. For some pupils, it may be more appropriate for them to be taught particular topics in single gender groups. Working in single gender groups can considerably ease concerns about RSE, and help to ensure that pupils receive the RSE to which they are entitled. Single gender groups can also help boys and girls to feel safer and less embarrassed about airing issues and discussing relationships. Where single sex 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 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.



### **Sexual identity and sexual orientation:**

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 and transgender (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, answer appropriate questions and offer support. Pupils, whatever their developing sexuality, need to feel that RSE is relevant to them. Teachers will never assume that all intimate relationships are between opposite sexes. 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.

### **Pupils who are new to English**

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

### **Resources**

We select carefully resources which meet the learning objectives. We evaluate carefully teacher resources, leaflets, online resources and videos before using them.

We use children's books, both fiction and non-fiction, within our RSE programme. Teachers will always read and assess the books before using them to ensure they are appropriate for the planned work. They will also consider the needs and circumstances of individual pupils in class when reading texts, in case they need to have a preparatory conversation with a pupil before the teaching takes place, for instance.

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

We assess pupils' learning in RSE in line with approaches used in the rest of the PSHE curriculum (including assessment for learning). We report to parents/carers at the end of the school year on pupils' learning and progress within PSHE as a whole, which includes RSE.

Assessment methods:

- baseline or pre-assessment (which we used to form a needs-led RSE unit)
- 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
- identify pupils who have exceeded or fallen short of the module objectives and those that have achieved it

- teachers will keep a note of pupils who have missed some or the entire module due to absence from school

## **Monitoring and evaluation**

### **Monitoring activities:**

A range of monitoring activities may take place including policy reviews, pupil/staff discussions and questionnaires and sampling of 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

## **Safeguarding and Child Protection**

RSE plays a very important part in fulfilling the statutory duties all schools have to meet and the RSE policy is closely aligned to the school's safeguarding policy. RSE helps pupils understand the difference between safe and abusive relationships and equips them with the knowledge and skills to get help if they need it. The use of the correct anatomical terms for body parts helps to ensure that children are able to describe abusive behaviours if they need to.

When teaching any sensitive issues, young people may give cause for concern, and a direct link needs to be made with the pastoral system and safeguarding arrangements. All adults involved in RSE delivery are aware of the pastoral system and the safeguarding arrangements that are in place.

## **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. 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.

## **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.

Parents/carers can contact the PSHE Lead, the Children's Centre manager or the Head Teacher for information around one-on-one support on providing effective RSE at home.

## **Complaints**

Parents/carers who have complaints or concerns regarding the RSE provision should use our normal complaints procedures.