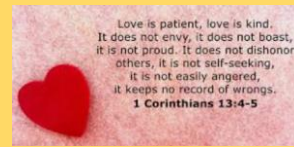




Faith is all around us.  
 We have to have faith in ourselves in order to be the best that we can be.  
 We are a small school, with big hearts and together we beat as one.  
 Sowing seeds of knowledge and faith, with nurture and love  
 We thrive, we grow!



## Wistow Parochial Primary School

Head Teacher: Carla Cox

# RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION POLICY

Document Status		
Date of Next Review	<b>February 2026</b>	<b>Responsibility – Full Governing Body</b>
Date of Policy Creation	<b>April 2010</b>	Responsible Governor Name
Date of Ratification at FGB Meeting	<b>February 2025</b>	<b>Andy Kehoe</b>
<b>Policy Publication/Communication</b> <input checked="" type="checkbox"/> On the school website <input checked="" type="checkbox"/> Shared staff network drive <input checked="" type="checkbox"/> Updates to staff in staff meetings		<i>Signed off by the above named Governor during the full governing body meeting held on the date stated as ratified.</i>

The Government has announced that Relationships and Sex Education (RSE) and Health Education will become statutory for all schools in September 2020. They have recommended that schools begin to plan for the statutory requirements before September 2020 and that they are incorporated into the PSHE curriculum that we already provide.

RSE plays a vital part in school fulfilling its statutory duties to protect and safeguard children. Therefore, this policy is written with 'Keeping Children Safe in Education 2021' in mind. It states that schools should "ensure that children are taught about safeguarding, including online safety" and that schools need to ensure that policies include peer on peer abuse, sexual violence and harassment, and that these behaviours are challenged within school and that the learning about the behaviours is part of the planned RSE curriculum.

### Links to other Policies

This policy links to:

- Safeguarding / child protection. North Yorkshire Safeguarding Children Board Procedures and Guidance ([www.safeguardingchildren.co.uk](http://www.safeguardingchildren.co.uk))
- Confidentiality Policy
- Behaviour Policy

- E-safety Policy / ICT
- Inclusion Policy
- Teaching and Learning Policy
- SEND Policy
- Equalities Scheme
- SMSC/ British Values
- Science

### **Consultation / Policy Development**

This policy has been developed in consultation with staff, Governors and parents and following guidance and training from NYC.

The consultation and policy development process includes the following:

1. Staff training on RSE and Health
2. The Head teacher pulling together the relevant information including local and national guidance to write a first policy draft.
3. Staff and governor consultation – staff and governors given opportunities to view the policy and make any recommendations
4. Parent consultation – Interested parents invited to a meeting about the policy
5. Policy ratified at School Improvement Committee / Full Governing Body
6. Publication on Website / newsletter

### **What is Relationships Education, Relationships and Sex Education (RSE) and Health Education (previously called SRE)?**

Relationships Education, Relationships and Sex Education (RSE) and Health Education is learning about the emotional, social and physical aspects of growing up, mental health and well-being, relationships, sex, sexuality and sexual health. It should support pupils to gain accurate information, develop skills and form positive beliefs, values and attitudes. It also gives pupils essential skills for building positive, enjoyable, respectful, loving and non-exploitative relationships and staying safe both on and offline and enabling them to take responsibility for their body, relationships, reproduction, sexual health and wellbeing – mentally, emotionally and physically.

At Wistow Parochial C of E Primary School we will not teach any additional sex education that is not covered within the national curriculum for Science and PSHE.

### **Principles and Values**

In addition, Wistow Parochial Primary School believes that RSE should take into consideration:

- An awareness, understanding and respect for self, including self-confidence and self-esteem and emotions of themselves and others
- An awareness of their own mental health and well-being and that of others
- An awareness and respect for others and their views
- An understanding of taking responsibility for choices and actions

- The promotion of understanding and empathy to enable all pupils to treat others with fairness and respect
- An awareness of discrimination, teasing, bullying, the use of prejudiced-based language and how to respond and ask for help
- The development of relationships based on mutual understanding and trust and what makes a positive relationship
- A regard for family life, friends and the wider community
- An understanding of the characteristics of a healthy family life
- An understanding of the different types of families and how families can sometimes look different from their own
- Keeping themselves safe, in a range of situations and giving pupils the skills and confidence to do so
- Life skills on preparing our pupils for the world and life around them in; keeping safe, living healthy lifestyles and how to be healthy

Our Christian and school Golden Values are also underpinned all we do at Wistow School:

- Resilience
- Respect
- Forgiveness
- Honesty

## **Relationships Education, Relationships and Sex Education (RSE) and Health Education in our school has three main elements:**

### **Attitudes and Values**

- learning the importance of values, individual conscience and moral considerations
- learning the value of marriage, family life and stable relationships
- learning the value of respect, love, care and relationships that are healthy, equal and safe
- learning that all families are different and unique, as are they as individuals
- exploring, considering and understanding moral dilemmas
- challenge stereotypes and gendered expectations for both boys and girls
- developing critical thinking as part of decision making

### **Personal and Social Skills**

- learning to manage emotions and relationships confidentially and sensitively
- learning to look after their mental well-being and also be aware of others well-being around them
- developing self-respect and empathy for others
- equipped with the information, skills and values to have safe, fulfilling and enjoyable relationships
- learning to make choices based on an understanding of difference and with an absence of prejudice

- explore and develop the social and personal skills needed to make informed choices with an appreciation of the consequences of choices made
- develop assertiveness skills to managing negotiation and conflict
- learning how to recognise and avoid abuse, control and exploitation
- learning how to recognise pressure and ways of dealing with it
- understand a range of 'different families' and sexualities: Lesbian, Gay, Bisexual and Transgender (LGBT) and able to challenge transphobic and homophobic language
- able to take responsibility and have respect for their bodies, wellbeing and sexual health
- develop the knowledge and skills to be able to seek appropriate help

### **Knowledge and Understanding**

- learning and understanding physical and emotional development at appropriate stages, including the appropriate terminology to describe the names for their genitalia and reproductive organs
- learn that their body belongs to them and is private.
- learn and implement strategies to keep safe both on and offline
- consider the impact of the media on body image and portrayal of all genders
- understanding human sexuality, reproduction, sexual health, emotions and healthy relationships

### **Roles and Responsibilities**

#### **The Governing Body**

The governing body has the responsibility to ensure a school has an up-to-date RSE policy that describes the content and organisation of RSE through the national curriculum science and other curriculum areas like PSHE. The governing body, in co-operation with the Headteacher, will involve families, pupils, and the wider school community to ensure that RSE addresses the needs of pupils, local issues and trends. The governing body needs to ensure pupils are protected from teaching and materials which are inappropriate, having regard to the age, religious and cultural background of the pupils. They will ensure that the policy is available to parents and that parents know of their right to withdraw their children. Governors will ensure that the programme and the resources are monitored and evaluated. This monitoring applies to both the taught curriculum and the wider areas of school life e.g. school nurse.

Review the policy on a two-year cycle or sooner if necessary. The Governor responsible for RSE is Mr Andy Kehoe (Parent Governor).

The governing body has the responsibility to ensure the school is meeting requirements under the equalities legislation so they need to ensure the curriculum reflects the diversity of modern Britain including representing a range of families and sexualities in both primary and secondary schools.

The governing body has the responsibility through the statutory guidance 'Keeping children safe in education' (September 2020) to consider how pupils may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant

issues through PSHE, and/ or for maintained schools through RSE. Specific issues referred to in the document include sexual exploitation, domestic violence, bullying including cyber bullying and sexting.

### **The Headteacher**

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including teaching and learning. The Headteacher's responsibilities in respect of RSE are to:

- Work with governors to ensure compliance with the statutory guidance
- Liaise with the PSHE co-ordinator to ensure the effective delivery of the RSE within the curriculum is being monitored
- Keep the governing body fully informed of provision, issues and progress around RSE issues
- Act upon any concerns which may arise from pupil's disclosure during RSE sessions
- Monitor staff CPD training requirements in relation to effective teaching and learning of RSE
- Ensure parents/ carers are informed when their children will be taught RSE to support a partnership approach but also that they do have the right to withdraw their child from any RSE that is not part of the National Curriculum Science programme.

### **The PSHE Co-ordinator**

The school has a co-ordinator for PSHE who is responsible for all aspects of the subject including RSE. In respect of RSE, responsibilities are to:

- Ensure the implementation and quality of long term and medium term RSE schemes of work
- Ensure that all staff are confident in the skills to teach and discuss RSE issues as trained, confident and competent staff are essential to raise standards in RSE
- Consider the needs of all pupils, and to achieve this recognise that the school might need to address some specific issues
- Consult with pupils to inform provision around RSE and use the schools' Growing Up in North Yorkshire bi-annual survey results to inform planning
- Access appropriate training
- Monitor and advise on RSE organisation, planning and resource issues across the school
- Ensure procedures for assessment, monitoring and evaluation are included
- Liaise with the named governor for RSE
- Liaise with any service provision to support aspects of sexual health
- Co-ordinate with external providers to ensure their provision meets the outcomes of the planned provision using age appropriate materials
- Liaise with the Headteacher to ensure parents/ carers are informed when their children will be taught RSE to support a partnership approach but also that they do have the right to withdraw their child from any RSE that is not part of the National Curriculum Science programme

## **Parents / Carers**

Wistow Parochial Primary School aims to work in active partnership with families, value their views and keep them informed of the RSE provision. If a parent/ carer has any concerns about the RSE provision, then time should be taken to address their concerns. Families are invited to review the resources and can contact the Headteacher with any queries or concerns. Families could be signposted to the family planning association website which has a specific section for parents/ carers on how to discuss these issues with their children <http://www.fpa.org.uk/help-and-advice/advice-for-parents-carers>

### **Parental Right to Withdrawal from RSE Lessons**

Parents cannot withdraw their child from Relationships or Health Education.

Parents do not have the right to withdraw their children from aspects of the national curriculum for science.

Parents may wish to withdraw their children from the sex education element, however, children can not be withdrawn from the scientific aspects, such as puberty and body development. We would encourage an open dialogue with class teachers before withdrawing your child, as the lessons are suitably adapted to support and educate sensitively all children in the class and supports key areas of learning, which is vital in equipping your children with knowledge in this area.

### **External agencies**

Whilst the responsibility for organising and delivering most, if not all, of the RSE programme rests with the school, there may be times when an external contributor can add value and bring to the classroom additional experience, skills or knowledge that teachers may not always have. Teachers will work closely with the external agencies/visitor in order to establish; clear learning outcomes, that effective teaching and learning will be used, and that the work will be tailored to the target audience. It is essential to ensure that at all times a member of staff is present when an external contributor is working with pupils. The visitors input will be more effective if a teacher provides the context and follow up to the session. All external visitors should have Disclosure and Barring Service check (DBS).

### **Aims**

The aim of Personal Social Health Education is to provide balanced factual information about physical and emotional changes, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health.

Our PSHE programme aims to prepare pupils through an age and maturity appropriate curriculum, which will prepare them for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.

- Understand the consequences of their actions and behave responsibly within developing relationships.
- Avoid being pressured into uncomfortable or dangerous situations.
- Communicate effectively by developing appropriate terminology for sex and relationship issues.
- develop awareness of their sexuality, understand differences and promote equality and diversity
- have sufficient information and skills to protect themselves from infection
- be aware of sources of help and acquire the skills and confidence to access health advice and support

## **Delivery of RSE and the Curriculum**

The RSE programme at Wistow Parochial Primary School is firmly embedded within the school's framework for PSHE and the National Curriculum for Science and Computing.

RSE is taught within the PSHE curriculum across all key stages.

Lessons will be taught using a variety of approaches in an environment where pupils feel safe.

Children will be encouraged to participate, with opportunities to develop critical thinking and relationship skills.

Some aspects of RSE will also be taught through the Science, Computing and RE curriculum.

## **Science**

### **EYFS**

- Know about similarities and differences in relation to living things. Talk about features of their own environment and how environments may vary from one another. Make observations of animals and explain why things occur and talk about changes (Knowledge and Understanding of the World – Early Learning Goal)

### **Year 1**

- Identify, name, draw and label the basic parts of the human body and say which part of the human body is associated with each sense.

### **Year 2**

- Notice that animals, including humans, have offspring, which grow into adults.
- Find out about and describe the basic needs of animals, including humans for survival.
- Describe the importance for humans of exercise, eating the right amount of different types of food and hygiene.

### **Year 3**

- Explain the importance of a nutritionally balanced diet.
- Describe and explain the skeletal system of a human.
- Describe and explain the muscular system of a human.

### **Year 5**

- Describe the changes as humans develop to old age.
- Describe the differences in the life cycles of a mammal (including human) an amphibian, an insect and a bird.
- Describe the life process of reproduction in some plants and animals.

### **Year 6**

- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

## **Computing – E safety**

### **EYFS / KS1**

- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

### **KS2**

- Use technology safely and respectfully, recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content or contact.

## **Delivery of RSE**

All teachers will deliver RSE curriculum across all Years with the additional support of Teaching Assistants (TA). Teachers delivering the curriculum to Years 5 and 6 will have been on RSE training. (At Wistow Parochial Primary School these teachers are currently Mrs Storey and Mrs Cox). They will be supported by an additional TA and if needed external agencies. Children who have additional needs due to Special Educational Needs (SEND) / Looked After Children (LAC) / ethnicity / faith or sexual orientation will be assessed on an individual basis alongside parents/ carers and other appropriate agencies as to the content and information taught to them.

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships. These include:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

**The DfE statutory guidance states that by the end of Primary School pupils should know:**

## **Families and people who care for me**

- that families are important for children growing up because they can give love, security and stability.
- 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.
  - 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.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
  - how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

## **Caring friendships**

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
  - the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
  - that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
  - 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.
- 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.

## **Respectful relationships**

- 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.
  - practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
  - 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.
    - 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.
  - what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

## **Online relationships**

- that people sometimes behave differently online, including by pretending to be someone they are not.
- 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.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

## **Being safe**

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- 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.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

## **Sequential RSE module objectives found in EYFS and the 'Safety and the Changing Body' theme for KS1 and 2:**

### **Early years**

In Early Years the school follows the statutory framework for Early Years Foundation Stage (EYFS). This includes:

- Making relationships
- Managing feelings and behaviour
- Health and self-care
- Self-confidence and self-awareness

Children are also exposed to positive gender roles ensuring these are not stereotyped.

### **Year 1:**

- I know that there are different types of relationships – family, friends and others (this includes same sex families)
- I know that family and friends should care for each other
- I know the names for the main body parts (including external genitalia) and why it is important to keep them private
- I understand what is meant by 'privacy'; my right to keep things 'private' and the importance of respecting others' privacy
- I can name people who look after me, my networks and who to go to if I am worried and how to attract their attention

### **Year 2:**

- I know about the changes that have happened to my body since birth
- I know about the process of growing from young to old and how people's needs change
- I can question whether boys and girls should behave differently and stereotypes
- I understand the importance of valuing of one's own body and recognising its uniqueness
- I know the names for the main body parts (including external genitalia) and the similarities/differences between boys and girls
- I know that individuals have rights over their own bodies, and that there are differences between good and bad touching
- I can name people who look after me, my networks and who to go to if I am worried and how to attract their attention

### **Year 3:**

- I can identify different types of relationships and show ways to maintain positive and healthy relationships (this includes same sex relationships)
- I understand that relationships may change over time
- I can judge what kind of physical contact is acceptable or unacceptable and how to respond -including who I should tell and how to tell them
- I understand the difference between secrets and surprises and understand not to keep adult secrets and when to support a friend to tell a trusted adult
- I know how other families are similar or different to mine (this includes same sex)
- I understand that it is OK to be different to others
- I understand about growing and changing and new opportunities and responsibilities that increasing independence may bring
- I can name people who look after me, my networks and who to go to if I am worried and how to attract their attention

### **Year 4:**

- I feel good about myself and my body and having an understanding of how the media presents 'body image'
- I understand that my body and emotions will change as I grow older
- I can recognise what love is
- I know that there are different kinds of families and partnerships (includes same sex)
- I can demonstrate the features of good healthy friendship

- I know the importance of taking care of my own body, whilst respecting cultural differences
- I can name people who look after me, my networks and who to go to if I am worried and how to attract their attention

### **Year 5:**

- I understand simple, safe routines to prevent the spread of bacteria and viruses
- I can name and explain male and female body parts, relating to Sex and Relationship Education
- I know the ways in which boys and girls grow and develop in puberty – physically and emotionally
- I recognise, as I approach puberty, how people’s emotions change at that time and how to deal with my feelings towards myself, my family and others in a positive way
- I am aware of different types of relationships and what makes them a positive, healthy relationships and I have the skills to form and maintain a healthy relationship
- I can name people who look after me, my networks and who to go to if I am worried and how to attract their attention
- I know where individuals, families and groups can get help and support

### **Year 6**

- I understand the physical and emotional changes I will go through at puberty
- I can look after my body and health as I go through puberty
- I can manage my periods (menstruation) or I understand how girls manage their periods and I am respectful of this
- I know about human reproduction including conception
- I recognise different risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable
- I understand that civil partnerships and marriages are examples of stable, loving relationships freely entered into by both people (include same sex relationships)
- I know that relationships change over time and that new relationships and friendships develop and the features of a positive healthy relationship
- I know how to ask for help and have a range of strategies to resist pressure to do something dangerous, unhealthy, that makes me feel uncomfortable, anxious or that I believe is wrong including when to share a confidential secret
- I can name people who look after me, my networks and who to go to if I am worried and how to attract their attention

### **Equality / Inclusion**

RSE and Health education must be accessible for all pupils. School is required to comply with the requirement of the Equality Act 2010.

*'Mainstream schools and special schools have a duty to ensure that children with special educational needs and learning difficulties are properly included in sex and relationship education. Sex and relationship education should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives'*

DfES RSE Guidance July 2000

Young people may have varying needs regarding RSE depending on their circumstances and background. The school strongly believes that all pupils should have access to RSE that is relevant to their particular needs. To achieve this, our school's approach to RSE will take account of:

**The needs of boys as well as girls.** Girls tend to have greater access to RSE than boys, both through the media (particularly magazines) and the home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying.

## **Resources**

At Wistow Parochial Primary School we have chosen to use the Kapow Scheme of Work to teach sequential lessons.

Years 5 and 6, will be shown all or a selection of the DVD sections from Kapow throughout the year.

The DVD is split into sections:

Year 5 children - all children

1. Puberty
2. Menstruation
3. Emotional changes to the body during puberty

Year 6 children - all children

1. Physical and emotional changes during puberty
2. Conception
3. Pregnancy and Birth

After learning about menstruation, the girls in both Year 5 and 6 are given additional time to discuss intimate body care and products with no boys present.

Parents will be consulted via a letter prior to the resources being used in class and are welcome to come and discuss any concerns or ask questions.

Parents should be aware that they have the right to remove their child from this part of the curriculum if they wish to.

## **Criteria for choosing appropriate resources to support the teaching of RSE**

There are a wealth of commercially produced resources to support teaching and learning in PSHE. Prior to using the resources, the school has considered the following:

**Good Practice Principles:**

- Is the resource in line with the school's ethos, values and policy statements for RSE?
- Is there guidance on identifying pupils' existing levels of knowledge and understanding and how to incorporate these into planning?
- Is the resource appropriate to the needs of the learner in terms of language, pictures and ability level?
- Does the resource present a balanced view and avoid stereotypical references with regard to gender, racism, disability and sexual orientation?
- Does the resource take account of religious and cultural needs?
- Does the resource display positive images of young people from all walks of life and backgrounds?
- Can the resource be adapted to meet the needs of the learner?
- Is the resource factually correct and up to date?
- Do the activities in the resource encourage active, participatory learning?
- Is there guidance on evaluating activities?
- Does the material include guidance on the knowledge and skills needed for effective delivery and help build teacher confidence?

**Teaching and Learning:**

- Does the material outline processes for establishing a positive and supportive learning environment e.g. developing ground rules?
- Is active learning promoted?
- Are discussion and reflection encouraged?
- Do the activities cover the development of knowledge, skills and attitudes?
- Is guidance given on assessing learning outcomes?

**Content:**

- Does the content covered meet with pupils' needs?
- Is the content factually accurate and balanced?
- Are learning outcomes clearly stated?
- Are learning outcomes sufficiently challenging?
- Do the activities encourage pupils to think about their attitudes and values and take into account a range of perspectives?
- Do the activities encourage pupils to reflect on their learning and apply it to situations in their own lives?

**Curriculum Issues:**

- Does it contribute to broad and balanced PSHE provision?
- Does the material say how it covers statutory and non-statutory learning outcomes?
- Does the resource support continuity and progression across the key stages and curriculum subjects?

## **Assessing, monitoring, evaluating and reviewing RSE**

RSE will be assessed in accordance with the school's policy for Assessment, Monitoring, Evaluating and Reviewing of Curriculum Subjects. Assessment of the curriculum should:

- Be planned from the beginning as an integral part of teaching and learning
- Provide regular opportunities for pupils to give and receive feedback on their progress and achievements, helping them to identify what they should do next
- Bi-annually complete the Growing Up In North Yorkshire Survey to support the monitoring and evaluation of the RSE provision and to identify any emerging issues for pupils
- Involve pupils in discussion about learning objectives and desired outcomes
- Include pupils as partners in the assessment process e.g. through self-assessment and peer-assessment
- Enable pupils to identify and gather evidence of their progress in developing knowledge, skills, understanding and attitudes
- Reflect the principles of inclusion and the range of pupils learning styles enabling all pupils to demonstrate their achievement

The school's curriculum lead will be responsible for monitoring the provision of RSE and for reporting the results to the Headteacher who will in turn report to the Governors' Curriculum Committee. The PSHE co-ordinator is responsible for evaluating the programme of work, reporting the findings on an annual basis, and for making recommendations for changes to the programme.

## **Monitoring and Evaluation**

The RSE programme is regularly monitored and evaluated within the school's framework for teaching and learning and delivery of the curriculum – this review will take place annually. The views of pupils, parents/ carers and teachers are used to make changes and improvements to the programme on an ongoing basis. The policy will be formally reviewed every two years for the following purposes:

- To review and plan the content and delivery of the programme of study for RSE
- To review resources and renew as appropriate
- To update training in line with current guidance and staff identified needs

## **Safeguarding and Confidentiality**

RSE can be a sensitive issue. To protect privacy and engender respect for all, teachers will be expected to develop ground rules with pupils at the onset of work. This will include information on confidentiality and information will be given on where pupils can get help on personal concerns both inside and outside school. Pupils should be informed about the remit of confidentiality and that teachers cannot offer or guarantee pupils unconditional confidentiality. Distancing techniques will be used throughout lessons and all teachers will use question boxes (or similar techniques) to allow pupils the opportunity to ask further questions anonymously.

If pupils ask particularly sensitive questions that appear to be inappropriate in the circumstances, teachers will deal with this outside of the lesson but an agreed holding statement will be used for example, 'that is a really interesting question and I need time to think because I want to give you a really good answer' this then allows the teacher to follow a number of options. These include: further questioning of the pupil with another

member of staff present asking them for interpretation of the question they asked. Time to consult with colleagues to construct an appropriate answer, or liaise with the pupil's family, and obtain information about where to get further help or, if the matter is considered a potential safeguarding issue, the staff member responsible for this will be notified.

It is the responsibility of the school to support its pupils and to carry out its functions with a view to safeguarding and promoting the welfare of pupils. In fulfilling this duty, they must have regard to guidance around safeguarding. Whilst pupils have the same rights to confidentiality as adults no pupil should be guaranteed absolute confidentiality. Staff will report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the school's senior member of staff, with designated responsibility for Child Protection. The Designated person will then, in line with the School's Child Protection policy and the North Yorkshire Safeguarding Children Board guidance and procedures, take action as appropriate. Pupils will be made aware of the law relating to sexual offences and of those circumstances where confidentiality cannot be maintained.

### **Diversity**

Pupils from all faiths and cultures have an entitlement to RSE. Teaching effective RSE means being sensitive to the range of different values and beliefs within a multi-faith and multi-cultural society. Schools need to promote all pupils' spiritual, moral, social and cultural development to enable them to participate fully in democratic, modern Britain. It is important when developing the RSE curriculum to work in partnership with parents/carers and the wider community. Research has shown that if parents/carers and faith leaders work together to examine assumptions and beliefs and ensure effective communication this reduces misunderstandings and allows for the development of a values framework for RSE.

### **Lesbian, Gay, Bisexual and Transgender (LGBT) and work on 'Different Families' for primary schools**

All families are different so it is important to avoid using language which focuses on the conventional mum and dad family structure and instead talks about families more broadly. LGBT pupils (who make up approximately 10% of any school population) often report that their RSE is solely about heterosexual relationships, or that non heterosexual identities were addressed negatively.

Pupils should be provided with the opportunities to learn about different family structures. Supporting resources have been developed to enable primary schools to introduce the topic of 'different families and challenging homophobic bullying' (see the supporting list of resources).

Sexual orientation is a protected characteristic in the 2010 Equalities Act, so the curriculum should cater for LGB, transgender and heterosexual pupils. This also means schools have to be proactive in preventing and tackling homophobic, biphobic and transphobic bullying and make all children and young people feel included. Schools are required to eliminate discrimination, advance equality and foster good relations. Ofsted inspectors are looking for 'the effectiveness of the school's actions to prevent and tackle discrimination and derogatory language, this includes homophobic and transphobic language'.

PSHE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The Science National Curriculum is delivered and although it is more concerned with the physical aspects of development and reproduction, the importance of relationships is inextricably linked within the delivery of programmes and our school ethos.

Any PSHE lesson may consider questions or issues that some will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When pupils ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the pupils, the question may be dealt with individually at another time. Our LA Senior Health and Wellbeing advisor, works with us to help us deliver age appropriate information in line with Sex and Relationship Education and more recently the Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers.

## **Inclusion**

### **Ethnic and Cultural Groups**

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents/ carers to discuss any concerns with the Headteacher.

### **Varying home backgrounds**

We recognise that our pupils may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances. Where sensitive content may be taught in class, parents and carers will be informed prior to teaching.

### **Pupils with Special Needs**

We will ensure that all pupils receive age appropriate sex and relationship education, and we will offer provision appropriate to the particular needs of all our pupils, taking specialist advice where necessary.

**Pupils who use alternative methods of communication.** Some pupils have physical, visual or hearing impairments or are unable to use speech and may use signing, symbols and/or communication switches and aids. The staff will adapt their teaching of sex and relationship education to ensure that these pupils have equal access. (For example Writing with Symbols or use of a computer programme which includes 'private' body parts).

**Pupils with profound and multiple learning difficulties** are not excluded from the programme. Using appropriate methods, they will experience most of the basic content; self-awareness, gender awareness, body recognition, privacy.

**Pupils with autism** will require individual teaching to meet their specific needs. RSE may be included in Picture Exchange Communication Systems (PECS) is suitable for areas such as toilet training. Explicit teaching and use of pictures and visual aids is essential to avoid confusion.

For pupils with SEND teaching will be appropriately differentiated and personalised.

## **Sexual Identity and Sexual Orientation**

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support. According to national statistics, on average, about 5% of our pupils will go on to define themselves as Lesbian, gay, bi-sexual or transgender (LGBT). Children may also have LGBT parents/carers, brothers or sisters, other family members and/or friends. Our approach to RSE will include sensitive, honest and balanced consideration of sexuality. We shall actively tackle homophobic bullying.

## **Confidentiality and Safeguarding**

RSE can be a sensitive issue. To protect privacy and engender respect for all, staff will be expected to develop ground rules with pupils at the onset of work. This will include information on confidentiality and information will be given on where pupils can get help on personal concerns both inside and outside school. Pupils should be informed about the remit of confidentiality and that staff cannot offer or guarantee pupils unconditional confidentiality. Distancing techniques will be used throughout lessons and all staff will use question boxes (or similar techniques) to allow pupils the opportunity to ask further questions anonymously.

Health professionals in school are bound by their codes of conduct but have a duty to share information with relevant others, if they believe that a child is suffering abuse.

These procedures should be read in conjunction with Child Protection Policy & Procedure

## **Assessment/Monitoring and Evaluation of Personal Development Education**

It is the responsibility of the Head teacher and Leadership Team to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning.

The Governing Body is responsible for overseeing, reviewing and organising the revision of the Personal Social Health Education Policy.

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of pupils. This includes evaluating and commenting on the school's personal development policy (RSE), and on support and staff development, training and delivery.

The views of stakeholders will be taken into account to make any changes or improvements necessary.

RSE will be assessed in lined with the school's policies.

Pupils' development in RSE will be monitored and assessed by class teachers as part of our internal assessment systems.

### **The nature of support available to pupils**

The school takes its role in the promotion of pupil wellbeing seriously. Staff endeavour to make themselves approachable and to provide caring and sensitive support for pupils in a number of ways. Staff may be approached for help on an individual basis. They offer a listening ear and, where appropriate, information and advice. The school will keep up to date about the development of local services and national help lines for young people and form working relationships with local agencies that are relevant to pupil needs.

### **Informing parents/carers**

We are aware that some parents/carers find it hard to cope with their children's sexual development and are happy for the school to take the initiative. We will take every opportunity to inform and involve parents and carers:

- By making our commitment clear through this policy
- By inviting parents/carers to discuss sex and relationships education when their child enters the school and when their child moves up from the primary to the secondary school.
- By discussing and agreeing a consistent approach for pupils to be used at home and at school
- By sharing website links / resources with parents/carers

School staff cannot promise absolute confidentiality if approached by a pupil for help or in the case of a disclosure. Staff must make this clear to pupils. Child Protection Procedures must be followed when any disclosures about abuse are made. It is very rare for a pupil to request absolute confidentiality. If they do, in situations other than those involving child protection issues, a careful judgement should be made about whether or not a third party needs to be informed. This judgement will be based upon:

- The seriousness of the situation and the degree of harm that the pupil may be experiencing
- The pupil's age, maturity and competence to make their own decisions. Where it is clear that a pupil would benefit from the involvement of a third

party, staff should seek the consent of the child to do so. If appropriate, staff might inform the third party together with the pupil. Unless clearly inappropriate, pupils will always be encouraged to talk to their parent/carer.

### **Observing sexualised behaviour:**

If a young child 'innocently' displays sexualised behaviour either through language, drawing and /or touching. Then we will:

- Assess any safeguarding issues.
- Discuss with the parent being mindful not to make the parent feel that the behaviour is wrong in itself but rather, maybe more appropriate at other times.
- Discuss with the pupil (in an age appropriate way) giving the same messages as above.
- Have an agreed signal with the pupil to stop the behaviour when it is negatively impacting on the learning opportunity taking place.
- Suggest to parents that the pupil visits the doctor to rule out any infections or physical reasons.
- Try to identify key times of day when the behaviour is more likely to occur and make adjustments to the timetable for that pupil at that time of day.
- Find ways to reduce possible anxiety in the pupil that may be a factor contributing to the behaviour.

### **Dealing with incidents of Self Taken Images – ‘Sexting’**

Sexting is when someone sends or receives a sexually explicit text, image or video on their mobile phone, usually in a text message. In some schools there is increasing concern about pupils taking an indecent image of themselves, or someone taking the image and then sending it to their friends or boy/girlfriend via a mobile phone or some other form of technology. Once these images have been taken and sent to others, control is lost of them and they can end up anywhere. This puts the person in the images in a vulnerable position, as somebody they may or may not know now has these images and could use technology to bully, harass or even try to locate them.

It is illegal to send an indecent picture of a person under 18 on to someone else. If anyone were to have in their possession an indecent image of another minor, they would technically be in possession of an indecent image of a child, which is an offence under the Protection of Children Act 1978 and the Criminal Justice Act 1988.

The present advice for a pupil if they receive an indecent image or text from someone is not to send this image on to others. The pupils should speak to a trusted adult. If an indecent image has been posted in the online environment, someone will need to contact the service provider, such as Facebook, or YouTube to have it removed. This can be done by visiting their safety centres and following their reporting links.

If a member of school staff is shown or discovers an indecent image then:

- Refer to the Designated Senior Person in school who may seek advice from Children's Social Care

If possible, clarify and make note of the image:

- What is it?

- Of Whom?
- Who took it?
- How/Why does the pupil have it on their device/phone?

### **Dealing with bullying**

Bullying commonly includes inappropriate and hurtful comments and behaviours concerning sexism, homophobia, appearance and other sex/relationship issues. The school takes the issue of bullying very seriously. This is reflected in the school's Anti-Bullying Policy. Staff will challenge and deal sensitively with any evidence of bullying. Pupils will be encouraged to report any incidents. Staff will endeavour to investigate any incidents of bullying as soon as possible and give feedback to pupils who complain of bullying. The RSE and PSHE programmes will consider bullying and aim to discourage bullying based on sexism, homophobia, appearance and other sex/relationship issues. Since 2004 all schools have been required to report and log all known incidents of bullying on school premises and to provide an annual summative report to the local authority. It is important that any form of harassment or hurtful comments of a sexual nature are seen within the context of the school's anti-bullying policy.

### **Sexual Offences Act 2003**

The Sexual Offences Act aims to clarify what constitutes a crime of sexual nature against children, young people and adults. The Act does not limit children's right to RSE and sexual health support and advice. The aim of the Act is to protect young people from sexual abuse or sexual exploitation. The Act recognises:

- The legal age for young people to consent to have sex is still 16, regardless of sexual orientation.
- Although the age of consent remains 16, it is not intended that the law should be used to prosecute mutually agreed teenage sexual activity between two young people if a similar age, unless it involves abuse or exploitation.
- Young people under 16, including those under 13, can continue to seek sexual health and contraceptive information, advice or treatment in confidence.
- The law ensures that those providing information and support with the purpose of protecting a young person from pregnancy, STIs, protecting their physical safety or promoting their wellbeing, will not be guilty of an offence.
- The aim of the law is to protect the safety and rights of young people and make it easier to prosecute people who pressure or force others into having sex they don't want.