

HURST GREEN PRIMARY SCHOOL



Relationship & Sex Education (RSE) Policy

Policy for the attention of			
Audience	Key Audience	Optional Audience	Additional/Notes
Senior Leadership Team	√		
Teachers	√		
Teaching Assistants	√		
Administrative Staff	√		
Lunchtime Supervisors		√	
Governors	√		
Parents	√		
Website	√		
Local Authority		√	

Responsibility of	School Improvement Committee
Review frequency	Annually
Previous versions	5 February 2018; 3 February 2020; 12 July 2021; 13 June 2022; 12 June 2023
This version agreed	June 2026
Next review date	Autumn 2026 (National changes to be added)
Statutory policy	Yes

Relationship & Sex Education Policy
HURST GREEN PRIMARY SCHOOL

What are the aims of Relationship Education, Sex Education and Health Education at Hurst Green Primary School?

The opening paragraph of the Department for Education guidance states:

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

(DfE, 2019, Relationships Education, Relationships and Sex Education and Health Education)

At Hurst Green we are committed to ensuring that our children know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

Legal Requirement

Relationship and Sex Education (RSE) has been compulsory in all schools in England since September 2020.

The Relationship Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools.

All primary school children will be required to learn about relationships and health. Relationships and Health Education comprises two distinct areas:

- Relationships
- Physical health and mental wellbeing

For primary aged children this includes curriculum content under two headings (DfE 2019):

Relationships Education

Families and people who care for me
Caring Friendships
Respectful Relationships
Online Relationships
Being safe

Health Education

Mental wellbeing
Internet safety and harms
Physical health and fitness
Healthy Eating
Drugs, alcohol and tobacco Health and prevention
Basic first aid
Changing adolescent body

Sex Education

There is no legal requirement to teach sex education in Primary Schools. Primary schools must decide what is appropriate for their children.

The link between RSE and PSHE

RSE is statutory for all children, whilst PSHE (Personal, Social, Health and Economic Education) remains non-statutory. The DfE recommends that RSE is taught within the wider PSHE curriculum. The guidance for RSE does not cover everything needed for a well-covered PSHE curriculum, so we view RSE as part of PSHE.

School's Legal Duty and the Equality Act

The Relationship Education, Relationship and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 Children and Social Work Act 2017 make Relationship Education compulsory for all pupils receiving primary education in England.

Section 149 of the Equality Act 2010 sets out that any public authority must in the exercise of its functions have due regard to the need to:

- a) **Eliminate discrimination**, harassment, victimisation and any other conduct prohibited under the Act.
- b) **Advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it.
- c) **Foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.
 1. The relevant protected characteristics for the purposes of (b) and (c) are: sex, race, disability, religion or belief, sexual orientation, pregnancy and maternity, gender reassignment and age.

Pupils with a disability will have equal access to the teaching of these subjects and there is no discriminatory impact in terms of access to the subjects. Schools also need to meet their responsibilities as set out in the Special Educational Needs and Disabilities Code of Practice 0-25 years (2015) to enable disabled pupils to access their education and prepare them for adulthood.

The governing body has wider responsibilities under the Equalities Act 2010, to ensure that no pupil(s) are discriminated against because of their sex, gender identity, sexual orientation, disability, educational needs, religion or belief, nationality, ethnic or national origin, pregnancy, maternity or home circumstances (e.g. looked after children).

Our RSE programme is designed to be inclusive and accessible. Pupils with additional needs will be identified by their teacher and every provision made to help them join in with RSE curriculum content. Up to and including year 4, all lessons will be in mixed groups, however in Years 5 and 6 there may be occasion for children to be separated by gender for follow-up content, for example if girls felt that, following a mixed lesson on gender, they would like an opportunity to talk about menstruation in a single sex environment, this would be facilitated.

Parental/Carer Engagement

This policy was created in consultation with parents, staff and governors. The following numbers of parents, staff and governors took part in the consultation;

Parents	111
Staff	25

Staff will share information about what will be covered in relation to the RSE coverage. Parents and carers will also be given support to help them talk with their children about such topics as keeping safe, puberty, reproduction etc. Pupils will be encouraged to speak to their parents/carers about what they have learnt and to continue the learning at home.

We work closely with the School Nursing Team, who advise on and deliver the required RSE content to Year 5 and 6 pupils.

We have invited parents to be involved in the development of the RSE policy and have welcomed all contributions. We are fortunate to live in a wonderfully diverse multi-cultural and multi-faith community, so the challenge presented to us as school leaders, is how to remain sensitive to the range of different values and beliefs within our community, whilst at the same time putting in place a policy which is largely prescribed in terms of content. A statutory Relationships and Health curriculum means that we are unable to exclude certain topics that don't align with the faith or belief of some parents. In implementing this policy, leaders do not wish to give the impression that we are expecting all faiths and cultures to follow the same beliefs. Teachers will explain to children that beliefs differ amongst individuals, families and communities, and they will make sure that children understand that this is what makes our diverse communities so rich. Teachers will be clear about the difference between beliefs, fact and opinion and will give clear information about the law and legal rights.'

Leaders believe that children from all faiths and backgrounds are entitled to a strong RSE curriculum to guide them through the journey from childhood to adolescence then on to adulthood; enabling children to form healthy relationships and to explore their understanding of relationships and sex safely, including in the online world. We have endeavoured to plan a curriculum that is relevant to all children, one that supports children in learning about different faiths/ cultures and one that is underpinned by values promoting equality and respect. We aim to provide children with opportunities to understand the law and value diversity and anti-discriminatory practice.

Rather than focusing on differences, we aim to focus on the core values that run throughout RSE – LOVE, CARE and RESPECT. These core values are fundamental in all faiths and cultures. It is true that some aspects of religion, beliefs, sex and relationships do lead to different opinions – life would be boring if we all believed the same things! We believe that all children will be better placed to make decisions for themselves as they mature if they have had a range of information given to them from all the important people in their lives – from parents, teachers, health professionals and faith & community leaders – we all have a role to play, and if we work together, we have a chance to teach tolerance and respect as well as giving our children examples of how the core values are common to all opinions and beliefs.

Subject Definitions

Mandatory Subjects - Our definitions of Relationship Education (RE) are as follows:

Relationships Education is learning about the emotional, social and physical aspects of growing up. It is inclusive of all types of families, to help children understand about loving and caring relationships of all types. It should equip children with the information, skills and positive values to have safe relationships, to understand their bodies and to empower them to know they have choice. This subject can support children to develop resilience and to know how and when to ask for help.

Non-Mandatory Subjects - Our definitions of Sex Education (SE) is as follows:

Sex Education (SE) provides a safe environment for children to have a factual, age appropriate introduction to human reproduction and to ask questions related to this topic. It should enable children to access a safe source of information. Sex Education in this school will always form part of a broader scheme of work presented in conjunction with RE. The Department for Education (The DfE)

'continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils'.

Linked Policies

- Safeguarding and Child Protection
- Behaviour Policy
- Anti-bullying Policy
- Staff Code of Conduct Policy
- Equality Policy
- SEND Policy
- R.E Policy

Distribution of this Policy

This policy will be shared with all members of the Governing Body and all teaching and non-teaching members of staff. Copies of the document will be available to parents through the school website and a copy is available through the school office.

Outcomes, Delivery & Curriculum

All content in the RSE curriculum supports the wider work of school in helping to foster pupil wellbeing and develop resilience and values that we know are fundamental to pupils being happy, successful and productive members of society.

Outcomes for pupils include:

- Pupils should be able to form a strong early understanding of the features of relationships that are likely to lead to happiness and security.
- Pupils will have a better understanding of diversity and inclusion.
- Helping pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice.
- Pupils should be able to recognise any less positive relationships when they encounter them and know that they should speak to a trusted adult in this instance.
- RSE should create the opportunity to teach pupils about positive emotional and mental wellbeing, including how friendships can support our mental wellbeing.
- RSE should contribute to the prevention of abuse and protection of children, by teaching the knowledge they need to be safe and to report abuse, including emotional, physical and sexual abuse.
- Children should be prepared for the physiological and emotional changes they will go through during puberty, where possible before these occur. Understanding that these are natural and normal changes.

Curriculum Content – Relationship and Health Education

The Relationships and Health Education elements of RSE fall within the whole school PSHE programme that we follow. The following table shows an overview of the curriculum content that will be covered in Relationships and Health Education and how it links with the wider PSHE curriculum.

Age Group	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Y1	<ul style="list-style-type: none"> Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities 	<ul style="list-style-type: none"> Identifying talents Being special Families Where we live Making friends Standing up for yourself 	<ul style="list-style-type: none"> Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals 	<ul style="list-style-type: none"> Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety 	<ul style="list-style-type: none"> Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend 	<ul style="list-style-type: none"> Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Y2	<ul style="list-style-type: none"> Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter 	<ul style="list-style-type: none"> Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone 	<ul style="list-style-type: none"> Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success 	<ul style="list-style-type: none"> Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness 	<ul style="list-style-type: none"> Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships 	<ul style="list-style-type: none"> Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Y3	<ul style="list-style-type: none"> Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings 	<ul style="list-style-type: none"> Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends 	<ul style="list-style-type: none"> Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success 	<ul style="list-style-type: none"> Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food 	<ul style="list-style-type: none"> Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships 	<ul style="list-style-type: none"> Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Y4	<ul style="list-style-type: none"> Setting personal goals Self-identity 	<ul style="list-style-type: none"> Families and their differences 	<ul style="list-style-type: none"> Difficult challenges and achieving 	<ul style="list-style-type: none"> Exercise Fitness challenges 	<ul style="list-style-type: none"> Family roles and responsibilities Friendship and 	<ul style="list-style-type: none"> How babies grow

	<p>and worth</p> <p>Positivity in challenges</p> <p>Rules, rights and responsibilities</p> <p>Rewards and consequences</p> <p>Responsible choices</p> <p>Seeing things from others' perspectives</p>	<p>Family conflict and how to manage it (child-centred)</p> <p>Witnessing bullying and how to solve it</p> <p>Recognising how words can be hurtful</p> <p>Giving and receiving compliments</p>	<p>success</p> <p>Dreams and ambitions</p> <p>New challenges</p> <p>Motivation and enthusiasm</p> <p>Recognising and trying to overcome obstacles</p> <p>Evaluating learning processes</p> <p>Managing feelings</p> <p>Simple budgeting</p>	<p>Food labelling and healthy swaps</p> <p>Attitudes towards drugs</p> <p>Keeping safe and why it's important online and offline scenarios</p> <p>Respect for myself and others</p> <p>Healthy and safe choices</p>	<p>negotiation</p> <p>Keeping safe online and who to go to for help</p> <p>Being a global citizen</p> <p>Being aware of how my choices affect others</p> <p>Awareness of how other children have different lives</p> <p>Expressing appreciation for family and friends</p>	<p>Understanding a baby's needs</p> <p>Outside body changes</p> <p>Family stereotypes</p> <p>Challenging my ideas</p> <p>Preparing for transition</p>
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Y4	<p>Being part of a class team</p> <p>Being a school citizen</p> <p>Rights, responsibilities and democracy (school council)</p> <p>Rewards and consequences</p> <p>Group decision-making</p> <p>Having a voice</p> <p>What motivates behaviour</p>	<p>Challenging assumptions</p> <p>Judging by appearance</p> <p>Accepting self and others</p> <p>Understanding influences</p> <p>Understanding bullying</p> <p>Problem-solving</p> <p>Identifying how special and unique everyone is</p> <p>First impressions</p>	<p>Hopes and dreams</p> <p>Overcoming disappointments</p> <p>Creating new, realistic dreams</p> <p>Achieving goals</p> <p>Working in a group</p> <p>Celebrating contributions</p> <p>Resilience</p> <p>Positive attitudes</p>	<p>Healthier friendships</p> <p>Group dynamics</p> <p>Smoking</p> <p>Alcohol</p> <p>Assertiveness</p> <p>Peer pressure</p> <p>Celebrating inner strength</p>	<p>Jealousy</p> <p>Love and loss</p> <p>Memories of loved ones</p> <p>Getting on and Falling Out</p> <p>Girlfriends and boyfriends</p> <p>Showing appreciation to people and animals</p>	<p>Being unique</p> <p>Girls and puberty</p> <p>Confidence in change</p> <p>Accepting change</p> <p>Preparing for transition</p> <p>Environmental change</p>
Y5	<p>Planning the forthcoming year</p> <p>Being a citizen</p> <p>Rights and</p>	<p>Cultural differences and how they can cause conflict</p> <p>Racism</p> <p>Rumours and name-calling</p> <p>Types of bullying</p>	<p>Future dreams</p> <p>The importance of money</p> <p>Jobs and careers</p> <p>Dream job and how to get their Goals in</p>	<p>Smoking, including vaping</p> <p>Alcohol</p> <p>Alcohol and anti-social behaviour</p>	<p>Self-recognition and self-worth</p> <p>Building self-esteem</p> <p>Safer online communities</p> <p>Rights and responsibilities</p>	<p>Self- and body image</p> <p>Influence of online and media on body image</p> <p>Puberty for girls</p> <p>Puberty for boys</p> <p>Growing responsibility</p>

Y 6	responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Material wealth and happiness Enjoying and respecting other cultures	different cultures Supporting others (charity) Motivation	Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	s online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Coping with change Preparing for transition
	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Reflections about change Physical attraction Boyfriends/girlfriends Sexting Respect Transition Sex Education - School Nurse Team Reproduction Contraception How a baby is conceived – see vocab list

Vocabulary Lists

We have put together the following lists in conjunction the School Nursing Team and through our consultation process. Children are increasingly encountering mature language around RSE, for example through TV and online, and leaders feel that it is important to ensure pupils understand the vocabulary they are encountering in order that the vocabulary can be used correctly.

EYFS	Relationships	Health		
	<ul style="list-style-type: none"> • Special • Proud • Friends 	<ul style="list-style-type: none"> • Feelings • Happy • Sad 		

	<ul style="list-style-type: none"> • Parent • Difference • Similar • Family • Kind • Unkind • Argue • Fall out • Words • Feelings • Upset • Calm • Breathing • Safe • Dream • Goal • Stranger • Scare • Right • Wrong • Grown up • Adult • Change • Worry • Excited • Memories 	<ul style="list-style-type: none"> • Lonely • Angry • Calm • General names of body parts. (Not genitalia) • Boys • Girls • Baby • Health • Exercise • Wash • Clean 		
Y1	Relationships <ul style="list-style-type: none"> • Belong • Qualities • Caring • Sharing • Greeting • Touch • Feel • Like • Dislike • Help • Community • Confident • Praise • Self-belief • Appreciate • Change • Adulthood • Grown up • Kisses • Trusted adults • Good secret • Worry secret • Telling adult • Doctors • Nurses • Dentist • Teacher • Parents • Touching 	Health <ul style="list-style-type: none"> • Changes • Life cycles • Adulthood • Mature • Vagina • Penis • Learn • Grow • Physical health • Mental health • Healthy • Unhealthy • Dangerous • Balanced • Exercise • Choices • Keeping clean • Toiletry items • Hygienic • Safe medicines • Safety • Green cross code • Look, listen, wait • Life cycle • Naked 		

	<ul style="list-style-type: none"> • Relationship • Family unit • Trust • Respect • Lesbian • Gay • Dares • Secrets • Favours • Keeping safe • Adult programmes • Films • Film rating • Male • Female • Care • Affection • Love • Bullying • Bullying behaviour • On purpose • Unfair • Included • Special • Unique • Working together • Teamwork • Obstacle • Overcome 	<ul style="list-style-type: none"> • Private areas • Penis • Vagina • Chest • Bottom • Mouth • Mature • Bodies 		
Y2	Relationships <ul style="list-style-type: none"> • Acceptable • Unacceptable • Comfortable • Change • Assumptions • Stereotypes • Bully • Purpose • Diversity • Fairness • Kindness • Unique • Value • Partner • Stand up for • Co-operate • Hugs • Acceptable • Not acceptable • Conflict • Point of view 	Health <ul style="list-style-type: none"> • Lifestyle • Motivation • Relaxation • Tense • Balanced diet • Portion • Proportion • Energy • Fuel • Nutritious • Growing up • Old • Young • Fully grown • Teenage • Independent • Freedom • Public • Private • Puberty • Pregnant 		

	<ul style="list-style-type: none"> • Secret • Surprise • Trustworthy • Hug • Cuddle • Like, dislike • Comfortable • Uncomfortable • Squeeze • Nervous 	<ul style="list-style-type: none"> • Male • Female 		
Y3	Relationships <ul style="list-style-type: none"> • Loving • Caring • Connected • Together • Solutions • Resolve • Witness • Bystander • Consequences • Hurtful • Compliment • Equal • Race • Racism • Perseverance • Achievement 	Health <ul style="list-style-type: none"> • Birth • Animals • Babies • Mother • Grow • Nutrients • Love • Affection • Puberty • Men • Women • Oxygen • Calories • Heartbeat • Heart • Fitness • Labels • Sugar • Fat • Drugs • Anxious • Harmful • Risk • Complex • Risky • Online • Gaming • Unsafe • Private messaging • Direct messaging 	Economic <ul style="list-style-type: none"> • Career • Job role • Responsibility • Fair Trade • Inequality • Food journey • Climate • Transport • Exploitation • Rights • Needs • Wants • Justice • United Nations • Equality • Deprivation • Hardship • Appreciation • Gratitude 	
Y4	Relationships <ul style="list-style-type: none"> • Character • Unique • Characteristics • Judgement • Surprised • Appearance • Accept • Influence 	Health <ul style="list-style-type: none"> • Emotions • Healthy behaviour • Unhealthy behaviour • Informed decision 	Sex Education <ul style="list-style-type: none"> • Cervix • Sperm • Seminal Fluid • Belly button • Umbilical cord • Waters breaking • Labour 	Economic <ul style="list-style-type: none"> • Negotiate • Compromise • Influences • Value • Roles • Leader • Follower • Assertive

	<ul style="list-style-type: none"> • Opinion • Attitude • Secret • Deliberate • Cyber bullying • Text message • Website • Troll • Physical features • Impression • Positive • Negative • Loss • Shock • Disbelief • Numb • Denial • Guilt • Sadness • Pain • Despair • Hope • Memento • Memorial • Acceptance • Relief • Remember 	<ul style="list-style-type: none"> • Social • Network • Violence • Grooming • Betting • Gambling • Offline • Personal information • Passwords • Privacy • Settings • Influence • Friendship groups • Smoking • Pressure • Peers • Guilt • Alcohol • Disease • Anxiety • Fear • Puberty • Periods • Sanitary towels • Pads • Bottom • Menstruation • Anus • Bladder • Urine • Faeces • Genitals • Urethra • Scrotum • Testicles • Pubic hair • BO • Body odour • Attraction • Hormones • Testosterone • Oestrogen • Ovaries • Ovum • Egg • Womb • Ovaries • Egg • Adam's apple • Pubic hair • voice breaks • Growing taller • Underarm hair • Facial hair 	<ul style="list-style-type: none"> • C-section • Breast feeding • Breast milk • Uterus • Fertilise • Reproduction • Sex • Making love • Wet dreams • Nocturnal emissions • C-section • Caesarean • Midwife • Labour • Umbilical cord • Legal age • Legal laws 	<ul style="list-style-type: none"> • Agree • Disagree • Enterprise
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		<ul style="list-style-type: none"> • Growth spurt • hormones • Mood swings • Attraction • Mood swings – mads, sads & glads 		
Y5	Relationships <ul style="list-style-type: none"> • Culture • Conflict • Racism • Racist • Homophobic • Colour • Race • Discrimination • Rumour • Developing world • Artefacts • Rights • Responsibilities • Freedoms • Secondary • Journey • Excitement 	Health <ul style="list-style-type: none"> • Pressure • Media • Emergency • Procedure • Recovery position • Level headed • Body image • Social media • Self-respect • Comparison • Eating problem • Eating disorder 	Sex Education <ul style="list-style-type: none"> • Conception • Sexual intercourse • Fertilisation • Contraception • Condom • Consent 	Economic <ul style="list-style-type: none"> • Job • Career • Profession • Salary • Contribution • Society • Ghana • West Africa • Cocoa Plantation • Cocoa pods • Empathy • Comparison • Opportunities • Obstacles • Legal • Illegal • Lawful • Laws • Decisions
Y6	Relationships <ul style="list-style-type: none"> • Ability • Disability • Visual impairment • Empathy • Medication • Transgender • Gender diversity • Courage • Power • Struggle • Imbalance • Harassment • Recipient • Accolade • Stamina • Admiration • 	Health <ul style="list-style-type: none"> • Immunisation • Prevention • Drugs • Effects • Grief • Bereavement • Power • Control • Authority • Real/Fake • Judgement • Technology • Abuse • Prescribed • Unrestricted • Over the counter • Illegal • Vulnerable • Criminal • Gangs • Reputation • Anti-social behaviour • Emotional health 	Sex Education <ul style="list-style-type: none"> • Erection • Fertility treatment • Cervix • Amniotic fluid 	Economic <ul style="list-style-type: none"> • Challenge • Citizen • Collective • Collaboration • Imbalance • Power • Struggle • Fairness • Global issue • Suffering • Hardship • Sponsorship • Contribution

		<ul style="list-style-type: none"> • Mental illness • Symptoms • Stress • Triggers • Managing stress • Pressure 		
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Monitoring and Evaluation

Monitoring and Evaluation will be undertaken by the PSHE leads with support from SLT.

Monitoring is an ongoing process and will check the degree to which the programme and aims of RSE are being effectively implemented.

Monitoring will answer the following questions:

- Is the programme effectively managed and are staff clear about their roles and responsibilities?
- Does the planned programme reflect national guidance and pupils' needs?
- Are all pupils being taught the programme as planned?
- Is the quality of teaching consistent across all classes and does it exemplify best practice?

These questions will be answered by having systems in place to record pupil attendance in RSE lessons, effective PSHE leadership with a system of peer support and a system for regular review of the RSE policy and programme including looking at samples of pupils' work in the class PSHE scrapbooks. The content of the scrap books might include photos, posters, notes on discussions and examples of written work.

Evaluation is the process that measures whether the lesson or unit of work is effective and worthwhile. The assessment of pupil learning will contribute to the lesson/unit evaluation.

Evaluation answers the questions:

- Has this lesson or unit enabled the pupils to learn what was intended?
- Does it meet the needs of the pupils?
- What do we think of it? (teachers and pupils)
- Do we need to modify it in any way to improve it?

These questions can be answered by both structured and informal pupil and staff feedback in the form of teacher evaluation of lessons, units and the overall RSE programme.

Evaluation is a means of improving provision and raising standards. Evaluation helps to identify issues for development and can prompt a review process and this may result in changes to the RSE programme or policy.

Assessment of RSE

Assessment is the process by which an individual child's achievements are measured against the lesson objectives. Assessment plays a key role in effective RSE teaching and learning. Assessment is a process through which judgements are made about an individual's learning and development. It is not about making judgements on the character, worth or values of individual pupils, nor is it about continual testing.

Assessment can take several forms and assessment tasks will be built into schemes of work. Monitoring of progress will be appropriate to the activity and used to identify pupils who may benefit from additional support or intervention. Assessment may comprise of pupil discussion, written work, pupil's pre and post unit self-evaluation, reflective work etc.

An important aspect of assessment in RSE will be to determine current knowledge of a unit, assess whether previous learning has been retained and assess the needs of the group. This type of assessment also serves as a baseline against which future progress can be assessed. Needs assessment information from pupils can be gathered using techniques such as 'Draw and Write' activities, mind maps, values continuums and quizzes.

Children will be encouraged to reflect on what they have learnt by asking themselves questions such as those below;

- What new information have I learnt?
- Did I learn anything I did not expect to?
- How will it change my behaviour or attitudes in the future?
- What do I know already?
- How did I feel about what I found out?
- What feelings did I have during the session?
- What do I now need to learn?
- Is there anyone else I need to talk to about this?

Pupil progress and achievement will be reported to parents via parents' evenings and end of year reports.

Pupil progress will be discussed with SLT during termly Pupil Progress Meetings.

Pupil progress and achievement will be celebrated and shared during class sessions and weekly Mentions assemblies.

Accessibility for all pupils including SEND

Inclusion and diversity are valued by our school. All children are entitled to Relationships and Sex Education at the appropriate stage in their education. This entitlement is enshrined in the UN Convention on the Rights of the Child.

Relationships Education in primary schools. The statutory Government guidance 'Relationships education, relationships and sex education (RSE) and health education' (2019) frames considerations for disabled pupils and pupils with special educational needs (SEN) within the Equality Act 2010 and the Children and Families Act 2014.

As with all pupils, RSE for pupils with SEND will be part of life-long learning and will begin in EYFS and continue throughout primary school and then into secondary school. RSE will be provided for pupils at all levels of development and we believe that this is most effectively achieved through a whole school approach.

For pupils with SEND, much progress can be made continuously through informal opportunities as well as the formal RSE curriculum. For example, when pupils are queuing for lunch there is an opportunity to reinforce learning about personal boundaries. All staff will be actively involved in offering consistent messages around RSE. There are many ways to link with other parts of the curriculum and school day too, for example, through playground rules and e-safety initiatives. Pupils with SEND may need additional support to make sense of RSE lessons, sometimes separate small group sessions or individual work will be put in place, particularly if aspects of their maturity lag behind their peers. It may be appropriate to offer additional small group sessions for pupils with

SEND, which allow for questions and discussion that might be challenging or increase the risk of bullying in a usual class format. Lessons will use formats that are helpful to all children and particularly to those with SEND, such as stories, drama and role-play. Straightforward explanations and language will be used to ensure clarity.

In essence the curriculum and topics covered are similar to RSE with non-SEND pupils, however, the pace and detail of topics may be different and pupils may need additional support to personalise the learning to their own relationships, behaviours and maturation. It may be appropriate to revisit topics more frequently with pupils with SEND pupils. We may need to sometimes tailor content and teaching to meet the specific needs of pupils at different developmental stages. We support the view that teachers should differentiate teaching to developmental ability rather than omit units wherever possible.

Working in partnership with parents and carers is a very important element of RSE. We recognise that parents of pupils with SEND may face challenging issues at home that are relevant to RSE. We will provide parents with information about our programme in RSE and offer opportunities for further discussion and support.

My Happy Mind provides the school with a well-planned, age and stage-appropriate curriculum for RSE, which we believe is effective for general delivery, but we recognise that for some pupils, additional individual planning and focus may also be needed. We will take into account the maturity of children with SEND rather than just their chronological age. It is important that all pupils are prepared for puberty, and this may require some individualised support. It is important to ensure that RSE is appropriate to a child's maturity and social understanding, tailoring the delivery to support them to fully access the learning. Within the curriculum model, topics are revisited at different times and ages, enabling children to develop knowledge and skills over time. Advice will be sought from partner agencies where appropriate.

Richard Lawrence from Mencap advocates the following approaches when delivering RSE to SEND children. These approaches will benefit all children.

- Use accessible words
- Do not use jargon words or difficult phrases
- Do not use slang words
- Speak slowly and clearly
- Break information down
- Go at a slow pace
- Give breaks
- Keeping checking child's understanding
- Give examples
- Give extra time
- Do not patronise

Dealing with Questions in RSE Lessons

In order to promote a healthy, positive atmosphere for RSE school want to ensure that pupils can ask questions freely, confident that they will be answered, and be sure that they will be free from bullying or harassment from other pupils. We believe that children are best educated and protected from harm and exploitation by discussing issues openly within the context of the RSE programme. During relationship and sex education sessions, teachers will answer all questions asked by pupils, although some questions may not be answered to the whole class. Some questions that arise during these lessons may relate to sensitive or controversial topics. These may relate to personal experience or involvement by children, of illegal activity or other doubtful, dubious or harmful activity. In this instance the teacher may answer the question separate from the rest of the class. Any questions of this nature will be logged with the DSL.

Teachers will take the following approach to dealing with questions:

- Remain calm with a matter of fact approach and voice.
- Be consistent in use of language and key messages.
- Recognise the importance of being age appropriate.
- Find an appropriate, if necessary private, space to respond to a pupil.
- Focus on answering the question asked.
- Clarify what the person is asking if that is not clear, and check that the learner feels that their question has been answered.
- Remind pupils they can discuss personal questions or tell you things after the lesson if that feels more appropriate.
- Be clear about limits on confidentiality and respect pupil's privacy.
- Take time to give an answer e.g. 'Let me have a think about that and we'll talk about it later'.
- Try not to discuss the issue using yourself or a member of your family as an example.
- Use distancing techniques e.g. 'This body change happens to most girls when they grow up'.
- Discuss issues with colleagues if they need support. Discussion with colleagues helps ensure consistent approaches.
- Ensure their response is in line with the school RSE policy.
- Be aware of the safeguarding policy and procedure if the issue raises such concerns.
- Pause and park – teachers might hit the pause button on a particular discussion and park it until a later date – perhaps when they have clarified the position with SLT, checked against the curriculum or informed parents that a further session is going to take place.
- Save it for Later – teachers may ask a child to write the question on a post-it-note and return to it at a later date.

If a question is asked that strays well out of the agreed area to be covered for that year group, the teacher can 'Pause and Park'. The teacher should then make a note of the question and act accordingly – e.g. contact the parent to see whether they would like the teacher to answer it at school, or whether the parents would prefer to discuss it with their child at home. If the question strays slightly out of the agreed curriculum for the year group but is appropriate to briefly answer at the time in an age-appropriate way, the teacher may choose to take this course of action. If the question is one that the teacher feels should be discussed with the whole class at greater length and depth, the teacher should contact parents, explain what is going to be discussed in a future lesson and why, and give parents the option that their child does or doesn't attend this additional session. If a discussion strays into areas outside of the agreed year group curriculum – for example children discussing what they already know at the start of a unit, parents should be informed via a whole class email so that they can follow this up at home should they wish to.

Having consulted with parents on the range of topics to be taught as part of the RSE curriculum, some topics had a very high level of parental consensus, whilst others exposed more divided opinions. We have addressed below our responses to those topics with a wider level of divided opinion.

- Reproduction
- Menstruation
- Conception
- Contraception
- LGBT+
- Gender
- Puberty

We address our approach to each of these areas below.

Our Approach to Puberty and Human Reproduction

92% of parents and 96% of staff who took part in our parent consultation felt that children should be taught the key facts about puberty and the changing adolescent body at primary school, with 94% of

parents saying that this should happen in Y4 or above. 88% of parents and 96% of staff indicated that children should be taught about menstrual well-being as part of an age-appropriate programme. The School Nursing Team agree that menstruation should be taught in Y5 or above. If parents would like their children to learn about puberty prior to Y5, then they are of course able to do this at home and we would be happy to point parents in the direction of age-appropriate resources. In Y5, menstruation is covered as part of the Science National Curriculum.

58% of parents and 76% of staff indicated that children should be taught about conception in primary school as part of an age-appropriate programme – with 26% of these parents thinking that it should take place in Y5, and 74% of these parents thinking that it should happen in Y6. As part of their science curriculum, Y5 children will cover the growth of a baby from the point of conception. Y6 will cover conception as part of their sex education programme in an age-appropriate way with the School Nursing Team – parents will be fully informed and will be able to withdraw their children if they wish to.

74% of parents and 69% of staff indicated that they thought that children should be taught about contraception at primary school as part of an age-appropriate programme. Of these parents, 16% thought that it should be taught in Y4, 21% in Y5 and 63% in Y6. Our view is that children should be aware that pregnancy can be prevented before they go to secondary school so this will be covered as a light touch element of sex education in Y6.

Only 38% of parents and 38% of staff indicated that they thought that children should be taught about the risks of sexually transmitted diseases at primary school as part of an age-appropriate programme. As this aspect is specifically listed on the secondary curriculum, we are not intending on covering this during our sex education lessons, but if children bring up the subject of STIs, staff will acknowledge that you can get infections from sex and that this can be prevented by using a condom. The School Nursing Team do not routinely cover STIs in their primary programme, but would discuss it if it came up in one of the question and answer sessions.

Each year group will be taught appropriate to their age and developmental stage, building on the previous years' learning. At no point will a child be taught something that is inappropriate; and if a question from a child arises and the teacher feels it would be inappropriate to answer, (for example, because of its mature or explicit nature), the child will be encouraged to ask his/her parents or carers at home.

The Unit focuses on coping positively with change and includes:

EYFS Growing up: how we have changed since we were babies.

Year 1 Boys' and girls' bodies; correct names for body parts.

Year 2 Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is).

Year 3 How babies grow and how boys' and girls' bodies change on the outside as they grow older.

Year 4 Internal and external reproductive body parts.

Year 5 Health education will include puberty for boys and girls in more detail including the social and emotional aspects of becoming an adolescent. This will also be delivered within the Science National Curriculum

Year 6 Puberty for boys and girls will be revisited as part of Health Education. Understanding conception to the birth of a baby. Becoming a teenager. This will be delivered as sex education.

Parents will be notified in advance about lessons on puberty, and whether it falls under the science, health or sex education remit. If it falls under science or health education, parents are unable to withdraw their child.

Our Approach to LGBT+

The DfE consultation paper acknowledged that there was a difference of opinion amongst respondents as to whether, how and when this should be taught in school. They concluded the following;

“Pupils should be able to understand the world in which they are growing up, which means understanding that some people are LGBT, that this should be respected in British society, and that the law affords them and their relationships recognition and protections. Pupils growing up in families with LGBT members, or who are beginning to understand that they are or may be LGBT themselves, should feel that Relationships Education and RSE is relevant to them.”

All schools are required to meet the requirements of the Equalities Act 2010. Although the DfE guidance does not state the age at which children should be taught about lesbian, gay, and bisexuality, it does say that they expect that most primary schools will include at least some coverage. The guidance is also clear that content on sexuality should be fully integrated into the programme of study rather than delivered as a stand-alone unit or lesson. This should ensure that pupils' own life experience is reflected in the teaching they receive. The inclusion of these details in the guidance should mean that pupils should feel supported and included regardless of their emerging sexuality or family circumstances. As the guidance is not explicit about the age at which children should start to receive this teaching, the DfE state that there is a risk that primary age pupils with LGBT+ parents (or other close friends or family) or those who are already beginning to understand their own sexuality may feel that relationships education does not address their needs. They may also feel that the teaching is indirectly discriminatory if they attend a primary school that chooses not to include LGB content. At Hurst Green we believe that it is important that children with LGBT+ family and friends have access to teaching that reflects their life and personal development.

Our curriculum approach is designed to nurture positive and healthy relationships across the school community. Our aim in school is that all children understand what makes a relationship positive and healthy and can recognise and get help if they are experiencing something unhealthy. Our starting point is building a positive, respectful relationship with self, engendering a sense of belonging and inclusion.

Our programme does not explicitly teach about heterosexual or LGBT+ relationships in adulthood, other than to explain that any two adults can love each other and be attracted to each other. There is minimal focus on sexual orientation and gender identity in the programme; but enough to enable children to understand the meaning of the words they might hear. At no point in this work is there any mention of sexual activity – it is about people and who they love, are attracted to and may want to marry or spend their lives with. The content around gender identification and sexual orientation is delivered via a light touch approach in all age groups. The Big Talk 'transgender' slide used for example simply shows a child who doesn't feel comfortable in their own body, with the advice to children to talk to a trusted adult if they ever feel this way.

This work is about alleviating stereotyping, accepting and respecting all people and celebrating differences of all sorts. We want to show that we value and include all children and all family compositions, not to mention all teachers and members of the school community, thus equipping children for life in the UK today.

Our curriculum is underpinned by the philosophy to value every child as a unique human being, to enable everyone to feel included and to celebrate difference, thus developing empathy, compassion and respect for self and others and as a school, we fully support this philosophy and believe that school is a place where all children should feel safe and respected. We want children to leave school

understanding there are many differences and similarities between people and that this should be positive rather than a source of negativity or discrimination.

Our Approach to Teaching about same sex families and relationships

86% of parents that took part in our survey believed that books should contain depictions of different families, including same sex parents. 87% felt that children should be taught that other families may look different to their own and 77% felt that children should be taught that marriage is available to same sex and opposite sex parents.

One of the differences children will be familiar with is family composition. There are many family situations in our school and this is supported by our approach; some children will have parents who are separated, some may live with a mum and a dad, some may have stepparents, some may live in extended multi-generational families, and some may be fostered or adopted. Some may have other family arrangements; and some of those in parenting roles will be heterosexual and some will be LGBT+. We believe that the most important aspect of families is that the adults that our children live with, love and care for them. The make-up of our families in terms of their gender identity and sexual orientation is of no relevance at all and we welcome diversity in our community. No child should ever be made to feel less accepted, or that their family is any less loving and caring than another.

Children who feel unaccepted or isolated are more vulnerable, possibly feel less secure, and potentially less able to apply themselves to learning. We work hard to ensure its materials are accepting of all children and all families, (of course helping children to know how to get help if they are being harmed in any way).

The school's philosophy values every child as a unique human being and does not discriminate but supports them all to become the best they can be. Lessons help children explore why a loving and caring family is important and how they contribute to that as members of their own families.

86% of parents and 100% of staff who took part in our RSE consultation indicated that they believe that story books should depict different family circumstances, including those with same sex parents.

All schools are required to meet the requirements of the Equalities Act 2010. There has been much mis-information in the media about how LGBT+ issues are to be taught within the Relationships, Health and Sex Education curriculum in primary schools

'Schools should ensure that, all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.' (DfE 2020)

The guidance sets out specific points that pupils should learn about by the end of primary school, including:

- That others' families, either within the school or the wider world, may look different from their own 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.
- That marriage is a formal and legally recognised commitment between two people that's intended to be lifelong.
- The importance of respecting others, even when they're different from them.

Many adults find it difficult to talk to children about sex and relationships, but if children are to be respectful of diversity – including LGBT matters – these conversations are vital.

Teaching all children to be accepting of each other gives a sense of belonging and helps them to know it's okay to be themselves. It's also important for children to learn that families come in different shapes and sizes, including those with same-sex parents. We believe that incorporating LGBT families into our general emphasis on all different kinds of families helps all children understand and respect differences as part of the human experience.

We have a diverse school community that includes LGBT families and we believe that it is important that education and awareness is embedded throughout school life.

The following activities will be used in school to help children to become aware of same-sex families within a context of teaching about diversity on a wider scale, including learning about disabilities, ethnicities, and faiths. This is linked to our school values.

- Reading books and everyday conversations about different types of families. Reading stories to young children means that they grow up accepting of all the different kinds of families that we have in our school community.
- Creating wall displays on the theme of celebrating families, and inviting parents to contribute to the displays or come into school to look at them.
- Looking at diverse role models, including LGBT role models. For instance, in a topic about sporting heroes, pupils could learn about LGBT, BAME or disabled Olympians.
- In RE, comparing different weddings from across different religions, including non-religious and same-sex weddings.
- Challenging gender stereotypes with classroom resources, for instance using images that reflect different identities and types of relationship, including LGBT.

All schools have a duty to address bullying, including homophobic and gender related bullying. See our anti-bullying policy.

With relationships education compulsory in primary schools (unlike sex education), parents do not have the right to withdraw their child from these lessons. But the inclusion of LGBT matters has raised concern amongst some parents. **If you have worries about the curriculum or our Relationships Education this policy is a good starting point for finding out how LGBT awareness is taught.** We will involve parents in how LGBT issues are covered in our policy, we are always happy to talk to parents individually.

Our approach to marriage and civil partnerships as something that is available to same sex or opposite sex couples

In England, marriage is available to opposite or same sex parents and this fact will be part and parcel of any discussion about marriage.

As part of the new subjects, pupils will learn about marriage and civil partnership. This should inform their own understanding, encourage respect of the different choices couples in committed relationships make and help them to consider their own future options.

Marriage and civil partnerships have equal parity in law and both represent legal, binding forms of long-term commitment and teaching will reflect the status and importance of both institutions.

Our Approach to Stereotyping

Distancing techniques are used to good effect, e.g. cartoon characters from the Planet Zarg, enabling learning messages to be free from the risk of stereotyping. This is a consistent approach from age 3

years upwards allowing all children to see themselves and their families and friends represented in our classroom resources and discussions, whatever our differences in our appearance, outlook or gender identity.

As children mature, they will be exposed to discussions about the dangers and impact of stereotyping.

Our Approach to Teaching about Gender Identity

All schools are required to meet the requirements of the Equalities Act 2010. Our philosophy is to value every child as the unique human beings they are, and from this premise promote acceptance and respect for self and others.

One of the purposes of the RSE curriculum is to build respect and understanding. The DfE state that *“As with sexual orientation, there is a potential risk that some young people with this protected characteristic or in a family model that includes members with the characteristic might feel that the new subjects are not fully applicable to them if they do not see themselves reflected in the teaching.”*

The relationship children have with themselves is paramount and we will focus on developing a strong sense of identity, self-belief and self-esteem, within the whole-school PSHE and RSE programme.

Teachers will be provided with notes to give ideas of how adults in the classroom could respond to questions on transgender, encouraging teachers to remember that the lesson is focussing on the importance on understanding how important it is to treat people as individuals and that for some this right is written in law, rather than focussing the lesson on the detail of what the term ‘transgender’ means. We will ensure that any resources used pay careful attention to the images in its materials and is mindful of reflecting diversity and not promoting stereotypes, so all children can resonate with what they see.

The issue of gender identity will not be treated as an explicit focus in Years EYFS to Y5 because our aim is to create an inclusive ethos as described above, with no one group singled out. There is only one lesson (Y6) where this term is used explicitly. The term ‘gender fluidity’ will not be introduced by teachers.

The materials we will use, will use a mix of boy/girl language and gender-neutral language e.g. for names of characters in stories and scenarios etc. Our aim is to reflect the diverse demographic children are a part of, always emphasising the importance of being kind, compassionate and accepting, focussing on the qualities of people as human beings, accepting of how children see themselves.

There are explicit lessons that help children understand what stereotyping is, why it can be damaging and how to avoid doing this, always encouraging children to be who they are and celebrate their own identity and to treat others in the same way.

Our approach values children from all types of families, including those with family members who do not fit typical gender stereotypes, and those children who may struggle with their own sense of how they fit in.

We want to ensure that we can acknowledge children’s experiences positively in the classroom as we do for all children in all sorts of different family compositions. This would equally apply to children who are questioning their gender, or have family members who are transgender. We know that as primary children get older, they will become increasingly aware of people and stories in the media about transgender people and we will answer any questions in an age-appropriate way. 66% of parents who took part in our consultation indicated that they thought that children should be taught that some people change the gender they were assigned at birth, most of whom felt that whilst it should be touched on, it should be ‘light touch’ to foster general awareness.

Consequently, it is important that there is some specific content that recognises transgender people as equally important members of the community and allows safe and age-appropriate discussion around the concept of transgender for primary aged children if and when it is appropriate for a class.

Staff have noted that many of our older children are already aware that they have the choice of which pronoun they wish to use (he, she, they etc.) The fact that an increasing number of social media apps are now asking users to choose a pronoun they wish to use when they set up their account has made children aware that there is a choice. Children aren't necessarily linking this aspect of choice to their feelings about gender, and in some ways it's not dissimilar to those a woman might make as an adult about whether she wishes to be referred to as Mrs, Miss, Ms or none of the above. Our children are also aware that when they fill in an online form, the gender question increasingly gives more than two options, or asks what your gender was at birth. These types of options on forms and questionnaires will come to the attention of children as they grow-up, and we owe it to them to explain, in simple, age-appropriate terms, why they are there. If questions arise about pronouns or gender options in the context of the above, teachers will simply explain that sometimes people choose to be known by a particular pronoun and that we should respect this choice and/or that sometimes people choose to identify as a particular gender, or as no gender at all.

We would encourage children to then feel more comfortable to take any further questions they may have home to their own families and would encourage families to engage with this discussion in an open and honest way.

Age 6-7 years, Celebrating Difference, Lesson 5, 'Gender Diversity'.

This lesson looks at whether being a boy or a girl makes a difference when choosing friends and toys. The lesson includes a character called B who the children do not know is a girl or a boy to help stimulate discussion about whether this makes a difference to the toys or to the other children that B can play with. There is no reference to LGBT+ or transgender.

Age 10-11 years, Celebrating Difference, Lesson 2 'Understanding Difference'

This lesson for pupils aged 10-11 on the Equality Act, provides a safe learning environment for children to consider age-appropriately what transgender means in this wider lesson on equality and the law.

The story of Robert/Roberta Cowell is deliberately chosen as this historic figure is removed from the fashion and media hype that influences so much current discussion around transgender. This means that it allows for a more age-appropriate discussion of the difficulties that someone who does not fit into society's stereotypes might feel, and why it is important for people to be protected by law. Its emphasis is on Roberta as a human being and her achievements as well as people's attitudes towards her at the time.

The learning activity in the lesson following the teacher input then broadens out to focus on some of the other protected characteristics in the Equality Act.

The lesson is focussing on the importance on understanding how important it is to treat people as individuals and that for some this right is written in law, rather than focussing the lesson on the detail of what the term 'transgender' means. The lesson does not relay a 'wrong-body' narrative or go into detail in terms of transitioning.

Understanding puberty and human reproduction, at primary school, of course needs knowledge of both the male and female body. We will use the words: male, female, boy, girl in such lessons and teachers will be able to use terminology like 'birth-body' if they deem this is appropriate. RSE education is all about preparing children for the world they live in and supporting them to be happy in their own identity and respectful of others.

Our Approach to Teaching about Sexually Transmitted Diseases

We will not cover sexually transmitted diseases during lessons, unless a child raises it during a lesson, in which case it will be acknowledged that it is possible to get an STD but that this can also be prevented by the use of condoms. An individual discussion will then take place with the child who raised it if appropriate.

Withdrawal Procedure

As school is legally obligated to provide pupils with Relationship and Health Education, parents do not have a right to withdraw their children from any aspect of Relationships Education or Health Education (which includes learning about the changes to the adolescent body during puberty). Parents also do not have a right to withdraw their children from the reproduction elements of the Science National Curriculum.

In school years 4, 5 and 6 our school chooses to teach Sex Education. This subject (in conjunction with the national curriculum for Science), provides pupils with factual age appropriate information on reproduction. Parents will be informed before any Sex Education takes place. When parents have reviewed the resources and content, if they still wish to withdraw their child they must notify the Head Teacher in writing or by email.

The DfE is clear that there are many reasons why a parent might wish to withdraw their child.

There are many reasons why parents choose to withdraw their child from sex education. These include when parents are able and willing to teach their child about sex or where they make alternative arrangements for this to be provided in line with, for example, their religious background. In addition, some pupils are withdrawn due to their or their parents' beliefs about the age that pupils should access this type of information. There is no right to withdraw from relationships or health education.

Confidentiality

All governors, all teachers, all support staff and all parents must be made aware of this policy, particularly how it relates to issues of privacy and confidentiality.

Teachers should explain to pupils that they cannot offer unconditional confidentiality, in all matters. For example, they must report those which are illegal or abusive to others (e.g. parents, headteacher etc.) but the pupil will always be informed first.

Causes for Concern and Disclosures

All staff have a statutory duty to report any causes for concern or disclosures received from children in school.

Where a teacher suspects that a child or young person is a victim of or at risk from abuse, they are required to follow the school's safeguarding policy and immediately inform the designated member of staff responsible.

Monitoring and Evaluation

Feedback and suggestions from staff and parents on our RSE provision will be gathered to aid the review process.

Questions asked during lessons in year 4, 5 and 6 will be collected and kept for reference to ensure pupils' needs are being met. These questions will then feed into the policy review process.

Communicating with parents

We will communicate with parents in the following ways:

- Policy consultation – for example reviewing and establishing our RSE policy. The DfE is clear regarding curriculum content when they say, "What is taught, and how, is ultimately a decision for the school and consultation does not provide a parental veto on curriculum content."

- Parent surveys – establishing parents' current understanding of RSE, questions and concerns.
- Information evenings – explaining what will be taught and sharing resources that will be used.
- Providing advice on how to talk to children about relationships and sex at home.
- Publishing our PSHE education curriculum on the school website.
- Publishing our RSE curriculum on the school website.

School Roles Relating to RSE

Governors

Governors are responsible for;

- Establishing the RSE Policy, in consultation with teachers and parents.
- Ensuring this policy is made available to parents.
- Ensure this policy is in line with other school policies e.g. SEN, Safeguarding etc.
- Ensure that parents know the statutory parts of the curriculum and which parts they have the right of withdrawal from.
- Establish a link governor to share in the monitoring and evaluation of the programme.
- Ensure that the policy provides proper and adequate coverage of the relevant National Curriculum science topics and the setting of RSE within PSHE.

The Headteacher

The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, appropriate agencies and the Local Education Authority.

PSHE/RSE Coordinator

The coordinator along with the Headteacher, has general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE.

All Staff

Our approach to RSE is that of a Whole School Approach. Appropriate training will be given for all staff teaching RSE.

Policy Production & Review

This policy will be reviewed by school annually.