

# Relationships, and Sex Education Policy (RSE)

## Rationale and Ethos

This policy covers our school's approach to Relationship and Sex Education. It was produced by staff, governors and members of local schools through consultation with parents and other interested stakeholders.

We define 'relationships and sex education' as 'enabling children to embrace the challenges of creating a happy and successful adult life.'

We believe relationships and sex education is important for our pupils and our school because:

- It is giving children the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.
- It is about giving children the opportunity to put knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts.
- It is the recognition that everyone faces difficult situations in their lives and how relationship and sex education can support young people to develop resilience, to know how and when to ask for help, and to know where to access support

We view the partnership of home and school as vital in providing the context to both complement and reinforce what pupils learn at home about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online, as well as how to be healthy.

Our school's overarching aims for our pupils are:

- to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society.
- to know how to be safe, including online
- to be healthy both mentally and physically healthy
- to be able to manage their academic, personal and social lives in a positive way
- to demonstrate personal attributes including kindness, integrity, generosity, honesty, respect and tolerance in order to contribute to adult life in British Society

We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND.). This will be achieved by ensuring content and teaching is differentiated to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, we will ensure that their teaching is sensitive, age-appropriate, and developmentally appropriate and delivered with reference to the law.

We will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. As a school we will ensure we comply with the relevant provisions of the Equality Act 2010, recognising under which sexual orientation and gender reassignment are amongst the protected characteristics. We ensure RSE fosters gender equality and LGBT+ equality by ensuring content is age appropriate and developmentally appropriate. It will be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law. Content will be integrated into programmes of study for RSE within our PSHE curriculum and will not be taught as stand-alone units.

The intended outcomes of our programme are that pupils will:

- know and understand the characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.
- understand they have a right to personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical touch. Recognise and know how to report abuse, including emotional, physical and sexual abuse
- understand they have a responsibility to treat each other with kindness, consideration and respect including when on line, permission seek and give and understand the concept of privacy
- develop the skills of being able to express their emotions and seek help where needed, to build friendship and recognise how this can support mental well being
- develop the personal attributes of honesty, integrity, courage, humility, kindness, generosity, trustworthiness and sense of justice, and character traits such as perseverance, working towards long term goals, dealing with setbacks, resilience permission seeking and giving, and the concept of personal privacy
- understand how the Equality Act 2010 relates to them as a child and through adult life, to recognise and challenge any form of discrimination

## **Roles and Responsibilities**

The RSE programme will be led by PSHE leaders with the support of senior leaders and the governing body/trustees.

It will be taught by class teachers and delivered through the school curriculum and wider opportunities within the school.

The aims and intended outcomes of our approach are encompassed within the school visions and values to promote learning.

The RSE programme will be supported by additional staff in school, appropriate external visitors and developed through advice from professional associations.

A working party will be made up of governors/trustees, leader, teachers, support staff, parents and where appropriate members of the community

## **Governors or Trustees**

As well as fulfilling their legal obligations, the governing bodies or trustees should also make sure that:

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

## **Headteacher and PSHE Leader**

It is the responsibility of the Head Teacher/PSHE leader to ensure that

- both staff and parents are informed about our RSE policy, and that the policy is implemented effectively.
- staff are given sufficient training, so that they can teach about relationship and sex education effectively, and handle any difficult issues with sensitivity.
- they liaise with external agencies regarding the school RSE programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework.
- monitoring of this policy on a regular basis, and report to governors/trustees, when requested, on the effectiveness of the policy.

**Adults working with children** are entitled to:

- Access to high quality, up-to-date, accurate information, resources and training
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of RSE
- Contribute their views and ideas in support of the development of RSE for children
- Professional guidance and support
- Opportunities to share good practice
- Be informed about issues of confidentiality and procedures to be followed.

### **External Visitors**

Working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people.

School will ensure:

- Validity of the visitor or visiting organisation's credentials.
- Teaching delivered by the visitor fits with the planned programme and published policy.
- Discussion occurs in relation to the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils.
- Review the materials visitors will use as well as a lesson plan in advance, so that they can ensure it meets the full range of pupils' needs (e.g. special educational needs).
- Agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with school policy

**Parents, carers and other adults in the community** are entitled to:

- Accessible, accurate, up-to-date, information delivered in a way which meets their needs
- A safe and supportive environment for their children
- Information on how and when RSE is taught
- Understand their rights and responsibilities in relation to RSE policy and curriculum
- Be informed about issues of confidentiality and how it affects them and their children
- Have their views and ideas received in a respectful, non-judgemental manner.

### **Legislation**

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

The RSE policy supports/complements the following policies

- PSHE policy
- Safeguarding Policy
- Anti-Bullying Policy
- Equality Policy and statement
- Acceptable use of IT policy

Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2018)
- Children and Social Work Act (2017)
- DFE guidance RSE 2019

## **Curriculum Design**

Our RSE programme is an integral part of our whole school PSHE.

High quality relationships and sex education helps create safe school communities in which pupils can grow, learn and develop positive, healthy behaviour for life. We teach RSE on the understanding that:

- it is taught in the context of family life;
- it is part of a wider process of social, personal, spiritual and moral education;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect, both in person and online;
- it makes a significant contribution to our duty to safeguard and protect all children;
- it plays a key role in improving health outcomes for children and young people such as reducing teenage pregnancy and risk taking behaviour, including online behaviour

We teach about relationships and sex through different aspects of the curriculum. While we carry out the main RSE in our PSHE curriculum, we also do some RSE through the statutory science curriculum and other subject areas, such as PE and ICT. We believe all these contribute significantly to children's knowledge and understanding of positive relationships, their own bodies, and how they are changing and developing.

## Our relationship and sex education provision and will cover

Relationships	Health and mental well being	Other foci Living in the Wider World – Beyond DFE framework
Families and people who care for me Caring friendship Respectful friendships Online Relationships Being Safe	Mental Well being Internet Safety and Harm Physical health and fitness Healthy Eating Drug, alcohol and tobacco Health and prevention Basic First Aid Changing Adolescent Body	Economic Well being Enterprise Careers

The overriding concepts explored through the curriculum are:

- Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
- Relationships (including different types and in different settings, including online)
- A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
- Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
- Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
- Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
- Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
- Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
- Career (including enterprise, employability and economic understanding)

We understand the importance of ensuring that all children in our school receive their entitlement to RSE. We will carefully consider special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background when planning and delivering RSE.

In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding.

In order to ensure the RSE Curriculum meets the needs of all:

- We will accept and celebrate difference.
- We will encourage respect and discourage abuse and exploitation.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

In relation to those with special educational needs or disability, we will review our RSE Programme to ensure that provision is made for those with additional needs. We will consider:

- their level of vulnerability
- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image
- the need to involve all staff, including support staff and carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for pupils.

Our RSE programme will be taught through a range of teaching methods and interactive activities, including use of drama techniques, scenario script writing, videoing, animating, range of presentation styles, debate, discussions, investigating and analysing information, blogs, podcast, journaling/diary writing

Lessons will be differentiated by all staff or visitors delivering sessions to ensure that individual needs of children are met.

Selected resources, such as books and film clips, will be used which support and promote understanding within a moral/values context. High quality resources will support our RSE provision and will be regularly reviewed. We will avoid a 'resource-led' approach to delivering RSE, instead focusing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will carefully evaluate teacher resources, leaflets and videos, before using them. We will select resources which:

- are consistent with our Curriculum for RSE
- relate to the aims and objectives of this Policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- appeal to adults and children
- are up-to-date in factual content
- are produced by a reputable organisation
- do not show unfair bias e.g. towards a commercial product
- avoid racial, gender and sexual stereotyping
- encourage active and participative learning
- conform to the legal requirements for RSE.

Learning about relationships and sex education in PSHE education lessons will link to/complement learning in Science, Religious Education, Health Education, including mental health education

Pupils will be encouraged to reflect on their own learning and progress, either through self-evaluation tools or through discussion. . This will be integral within the approach to assessment of RSE. We recognise that it is difficult for teachers to accurately assess a pupil's self-confidence or sense of their own identity and values,

however, pupils themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Assessing learning must therefore use a combination of teacher assessment and pupil self- and peer assessment.



#### 1. Baseline assessment

*Carry out a baseline assessment before starting a new 'piece of learning' (which might be a single lesson or series of lessons constituting a 'module' or 'topic').*

#### 2. Assessment for Learning (AfL)

*Build AfL into the lesson(s) to gauge understanding, adapt teaching, promote and maximise learning. Strategies might include building on the baseline assessment, structured questioning, mini-plenaries between activities, feedback and feed forwards.*

#### 3. Assessment of Learning (AoL)

*At the end of the 'piece of learning', measure progress from the starting point (AoL). Use this to evidence progress and inform future teaching.*

Model taken from PSHE Association Primary Toolkit 2017

The learning we wish to assess will relate to the pupils' attributes and skills (such as resilience, negotiation, self-awareness, risk management and interpersonal skills), as well as the knowledge and understanding related to the context (for example bullying, consent, mental and emotional health).

An overview of the learning in each year group can be found on the school website and in the Annexe 2 attached.

### Staff Training

Teaching RSE can be very rewarding, but we understand that, in order to feel confident, staff need opportunities to develop the knowledge, skills and attitudes. We recognise that all adults have different personal beliefs and attitudes about RSE. We will discuss relevant issues and, where appropriate, arrange training to enable staff members to feel confident in delivering the Curriculum for RSE. We will also encourage the sharing of good practice. Those with special responsibility for the development of RSE will be offered opportunities to consult with advisors.

### Safe and effective practice

We will ensure a safe learning environment through ensuring RSE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected.

Teachers and pupils will agree ground rules at the beginning of any RSE work, in addition to those already used in the classroom.

They will cover the following areas:

- Appropriate use of language
- The asking and answering of personal questions
- Strategies for checking or accessing information.



In order to protect children's privacy, we will employ teaching and learning strategies known as distancing techniques which will enable them to discuss issues without disclosing personal experience. For example, we will use fiction, puppets, case studies, role-play, videos, and theatre in education to enable children to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

We acknowledge that sensitive and potentially difficult issues will arise in RSE as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RSE. As a first principle we will answer questions relating to the taught planned curriculum for that age group to the whole class. We will answer questions relating to areas beyond the taught planned curriculum for that age group, in a sensitive and age appropriate way only to the child or children who have asked the question, where appropriate in consultation with a child's parent. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it they will seek guidance from the PSHE leader.

When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, teachers will pass this information to the designated person for child protection in line with school policy.

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to relationship and health education. In particular, members of the local health authority, such as the school nurse and other health professionals, and our local community police officer, can give us valuable support with our RSE programme. We will follow this Code of Practice when working with visitors:

- The care and management of pupils is the responsibility of the school at all times.
- In class teaching situations, visitors will not be asked to work alone with pupils, but will be supported by a member of staff.
- The school will know whether visitors are DBS checked and arrangements will be made to accompany them as appropriate.
- All visitors will be made aware of the content and principles of this Policy, prior to their visit.
- All lessons will be planned in direct liaison with the PSHE Co-ordinator/Class teacher, taking account of the age and needs of the group and the context of the work within the SRE programme.
- Visitors will be reminded that, whilst contributing to RSE in a classroom setting, they must adhere to the same confidentiality code as staff members.
- Any resources which a visitor wishes to use or distribute will be discussed and agreed with the PSHE Co-ordinator/Class Teacher beforehand.
- The contributions of visitors will be regularly monitored and evaluated.

Pupils will be able to raise questions anonymously by utilising question boxes in class

All staff teaching RSE will be supported by advice from the professional body, PSHE Association and through planned CPD. Teachers will see advice from the PSHE

leader or a senior leader in school if they have any questions relating to curriculum content or the delivery within lessons

## **Safeguarding**

Our RSE programme is one of the most important ways we act on our responsibility to safeguard and protect our children, as set out in our Safeguarding/Child Protection policy. We also refer to guidance from the government and expert organisations on specific safeguarding issues, which are relevant to our cohort of children, as listed in *Keeping Children Safe in Education*. To safeguard children effectively it is vital that opportunities are created in the curriculum to teach about healthy behaviour, caring relationships, online safety and when and how to get help. At our school we encourage children to develop skills in these areas so that they are equipped with strategies to help themselves in preventing or reporting harm or abuse.

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Where a concern or disclosure is raised teachers or other adults working with the child will consult with the designated safeguarding lead and in his /her absence their deputy safeguarding lead. Staff will respond in a similar way if a child indicates that they may have been a victim of any other type of abuse, including FGM. Staff should be familiar with the specific procedures relating to the reporting of FGM (see our Child Protection Policy). The Designated Safeguarding Lead will then deal with the matter in consultation with other social, health and education professionals, in accordance with statutory safeguarding procedures. following protocols identified in the school safeguarding policy.

Visitors/external agencies which support the delivery of RSE will be required to inform the designated safeguarding lead or deputy in accordance to the school policy

The protocol for inviting visitors into lessons:

- Prior to the commencement of any visit, visitors will be given a copy of the schools safeguarding policy and protocol for reporting disclosures
- All visitors will be given a copy of the RSE policy
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## **Engaging Stakeholders**

The school acknowledges that the primary role in children's RSE lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation.

Parents will be informed about the policy through consultation, information meetings and through written correspondence.

The policy will be available to parents through the school website

We are committed to working with parents and carers by holding information sessions, providing workshops for parents to enable them to be confident to answer their children's questions and through signposting via targeted support in school or through the school website, to other resources to support them at home.

We work closely with parents to ensure that they are fully aware of what is being taught. As part of our whole school approach to RSE, Parent Information sessions and opportunities for parents to view the materials and resources used will be held.

Each year these sessions will be repeated to ensure all new parents are fully aware of the school curriculum.

We will notify parents when Relationships and Sex education will be taught, by written communication and through the sharing of our curriculum coverage plans.

From September 2020 Parents/carers do not have the right to withdraw their children from relationship or health content.

**We acknowledge that parents have the right to withdraw their children from all or part of the sex education taught in the school except for those parts included in the statutory National Curriculum: all children are expected to learn the content of the national science curriculum (see Appendix 1). Parents are encouraged to establish exactly what is covered in the lessons relevant to their child's year group and discuss any concerns about lesson content with staff at the earliest opportunity.**

If a parent wishes their child to be withdrawn from any part of our sex education lessons, they should discuss this first with the Head Teacher, make it clear which aspects of the programme they do not wish their child to participate in and confirm their request in writing. The school always complies with the wishes of parents in this regard that is not part of statutory NC Science.

If a parent/carer requests that their child be removed from sex education, we will arrange for the child to be educated in another class who are not participating in the lesson and provide support by giving the parent access to the materials.

This Policy describes the governors' views on how RSE will be delivered in addition to requirements of the National Curriculum.

It is the responsibility of the governors to ensure, through consultation, that the RSE Policy reflects the wishes of the parents and the views of our community. It is the responsibility of governors to ensure that the Policy is made available to parents.

In order to facilitate this process, the RSE Policy will appear annually on the agenda of a governors' meeting. The Policy will be made available for parents/carers on the school website and a link governor with responsibility for safeguarding (to include RSE) will be nominated.

Pupil voice will be used to review and tailor our RSE programme to match the different needs of pupils.

## **Monitoring, reporting and evaluation**

Teachers will critically reflect on their work in delivering RSE through the evaluation of lessons, discussion with senior leaders and through monitoring activities led by the PSHE leader.

We will involve children in the evaluation and development of their RSE in ways appropriate to their age.

- We will refer to local/countywide/national data
- We will engage the children in assessment activities to establish their development needs, for example 'Draw and Write' activities
- We will encourage children to ask questions as they arise by providing anonymous question boxes.
- We will ask children to reflect on their learning and set goals for future learning.
- We will consult children (e.g. through School Council) about their perception of the strengths of our RSE programme and the areas to be further developed.

The governing body or trustees are responsible for monitoring the delivery of our RSE policy. Governors give due consideration to any comments from parents about the RSE programme, and require the Head Teacher to keep a written record of parents' comments

### **RSE Policy Review Date**

This policy will be reviewed on ....

It will be reviewed by the PSHE lead, senior leaders and representatives from the governing body.

This will ensure that it is in line with current department for Education advice and guidance

## **Appendix 1 RSE Elements of the National Science Curriculum**

### **Key Stage 1 (age 5-7 years)**

#### **Year 1 pupils should be taught to:**

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

#### **Year 2 pupils should be taught to:**

- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

#### **Notes and guidance**

They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.

### **Key Stage 2 (age 7-11 years)**

#### **Year 5 pupils should be taught to:**

- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age

#### **Notes and guidance**

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

### **Year 6 pupils should be taught to:**

recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

### **Notes and guidance**

Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.

They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, labradors are crossed with poodles. They should also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments, for example, by exploring how giraffes' necks got longer, or the development of insulating fur on the arctic fox. Pupils might find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution. Note: At this stage, pupils are not expected to understand how genes and chromosomes work.

'The programmes of study for science are set out year-by-year for key stages 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate. All schools are also required to set out their school curriculum for science on a year-by-year basis and make this information available online.'

Department for Education, September 2013

## **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 friendships**

- 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 from e.g. family, school and/or other sources

## Mental wellbeing

- that mental wellbeing is a normal part of daily life, in the same way as physical health
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- how to judge whether what they are feeling and how they are
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)\*
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

## Internet safety and harm

- that for most people the internet is an integral part of life and has many benefits\*
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- why social media, some computer games and online gaming, for example, are age restricted
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- how to be a discerning consumer of information, including that from search engines is ranked, selected and targeted
- where and how to report concerns and get support with issues online†



## **Physical health and fitness**

- the characteristics and mental and physical benefits of an active lifestyle
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
- the risks associated with an inactive lifestyle (including obesity)
- how and when to seek support including which adults to speak to in school if they are worried about their health

## **Healthy eating**

- what constitutes a healthy diet (including understanding calories, and other nutritional content)
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)

## **Drugs and tobacco**

- The facts about legal and illegal substances and associated risks, including smoking, alcohol use and drug-taking

## **Health and Prevention**

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body\*\*
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to immunisation and vaccination.\*\*

## **Basic first aid**

- know how to make a clear and efficient call to emergency services if necessary
- concepts of basic first-aid, for example dealing with common injuries, including head injuries

## **Changing adolescent body**

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- about menstrual wellbeing including the key facts about the menstrual cycle

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Key Theme: Caring Friendship <b>Key Question: How do we decide to treat each other?</b>	Key Theme: Respectful friendships <b>Key Question: What is bullying?</b>	Key Theme: Being Safe – including online relationships <b>Key Question: What are the rules that keep us safe?</b>	Key Theme: internet safety and harm <b>Key Question: How can I use the internet safely?</b>	Key Theme: Internet Safety and harm <b>Key Question: What the risks and benefits of using the internet?</b>	Key Theme: Online and respectful relationships <b>Key Question: What makes a happy and healthy relationship?</b>
Autumn 2	Key Theme: Respectful friendships <b>Key Question: What makes us special?</b>	Key Theme: Families <b>Key Question: What makes our family special?</b>	Key Theme: Respectful/caring friendships <b>Key Question: What can we do about bullying?</b>	Key Theme: Respectful Friendships <b>Key Question: How can we be good friend?</b>	Key Theme: Families/respectful friendships <b>Key Question: What makes a community?</b>	Key Theme: Caring friendships/Family <b>Key Question: What are our responsibilities: What are human rights?</b>
Spring 1	Key Theme: Being Safe include First Aid <b>Key Question: How do we keep safe?</b>	Key Theme: Internet Safety/harm and online relationships <b>Key Question: How do we keep safe on the internet?</b>	Key Theme: Physical health and fitness/prevention <b>Key Question: how can I improve my healthy lifestyle?</b>	Key Theme: Families <b>Key Question: What is diversity?</b>	Key Theme: Being safe <b>Key Question: What choices can I make to stay safe?</b>	Key Theme: Being safe – tobacco/drugs/alcohol/first aid <b>Key Question: How can we stay healthy? How can we manage risk?</b>
Spring 2	Key Theme: Mental Health <b>Key Question: How do we feel?</b>	Key Theme: Mental Health <b>Key Question: How do we show our feelings?</b>	Key Theme: Mental Health <b>Key Question: How can we describe our feelings?</b>	Key Theme: Mental Health <b>Key Question: How do my emotions change and why?</b>	Key Theme: Mental Health <b>Key Question: What affects my emotional well-being?</b>	Key Theme: Mental Health <b>Key Question: How can I get help to manage my emotional well-being?</b>
Summer 1	Key Theme: Physical health/Fitness <b>Key Question: How can I be healthy?</b>	Key Theme: Healthy Eating <b>Key Question: What is healthy eating?</b>	Key Theme: families <b>Key Question: What is the same and different about us?</b>	Key Theme: Healthy Eating <b>Key Question: How can we eat well?</b>	Key Theme: Adolescence <b>Key Question: How do we grow and change?</b>	Key Theme: Adolescence <b>Key Question: What is reproduction?</b>
Summer 2	Key Theme: Money <b>Key Question:</b>	Key Theme: Environment <b>Key Question:</b>	Key Theme: Careers <b>Key Question: What jobs would we like?</b>	Key Theme: Money <b>Key Question: How can we manage our money?</b>	Key Theme: Environment – how to improve safety of our environment <b>Key Question: How can we improve the safety of our local environment?</b>	Key Theme: Enterprise <b>Key Question: What makes us enterprising?</b>

# What is RSE?

1. Overview of the framework
2. Proposed Policy
3. Identifying strategy to move forward

# Where are we up to as a working group?

- Leading city working group, lots of local schools represented
- Attended community groups – listening to views, answering questions
- Seeking external advice
- Developing policy and curriculum
- Developing a long term plan
- Trailing own school working groups – developing best practice
- Met with **Cllr Elly Cutkelvin** - Assistant City Mayor -Education and Housing, Leicester City Council

# New guidance

- Comes into effect in September 2020
- Relationships Education in primary schools
- Relationships and Sex Education in high schools
- Health Education in primary and high schools.
- This guidance is for all primary schools including academies and faith based schools.

However some of the Y5 and Y6 science curriculum form part of what is viewed as sex education - puberty and scientific parts of reproduction

# What is the Equality Act (2010)

The Equality Act 2010 states that it is against the law to discriminate against anyone because of:

- Age
- Disability
- Gender reassignment
- Marriage or civil partnership
- Pregnancy or maternity
- Race
- Religion or belief
- Sex/gender
- Sexual orientation **(Government, 2010, p1)**

The public sector Equality Duty came into force on 5th April 2011 and requires that public bodies (including schools):

- Have due regard to the need to eliminate discrimination
- Advance equality of opportunity
- Foster good relations between different people when carrying out their activities.

(Government Equalities Office 2013, p1)

This makes it clear that promoting some of the protected characteristics of the Equality Act while ignoring others is against UK law.

We are teaching about equality.

- This means that if someone is black, we include them, we show respect and tolerance;
- if someone uses a wheelchair, we include them, we show respect and tolerance;
- if someone is gay, we include them, we show respect and tolerance;

Ethos of everyone is welcome in our schools.

Our children will all have to interact with people from different backgrounds we want them to treat all members of the community with the same respect.

Just like racism school has a duty of care to challenge any language that may cause offence to others, whether used intentionally or not.

Phrases such as “that’s so gay” or “that’s a girls/boys toy” when used in a negative manner may unintentionally cause offence to a child or adult.

School will challenge this language

# Content proposed within the curriculum

<b>Relationships</b>	<b>Health and mental well- being</b>	<b><i>Other foci Living in the Wider World – Beyond DFE framework</i></b>
<b>Families and people who care for me</b> <b>Caring friendship</b> <b>Respectful friendships</b> <b>Online Relationships</b> <b>Being Safe</b>	<b>Mental Well being</b> <b>Internet Safety and Harm</b> <b>Physical health and fitness</b> <b>Healthy Eating</b> <b>Drug, alcohol and tobacco</b> <b>Health and prevention</b> <b>Basic First Aid</b> <b>Changing Adolescent Body</b>	<b><i>Economic Well being</i></b> <b><i>Enterprise</i></b> <b><i>Careers</i></b>  <b><i>Not included in new statutory framework</i></b>



**Relationships, Health Education, including Mental Health are statutory and parents cannot withdraw their child from these lessons.**

**Parents also cannot withdraw their child from aspects of RSE/Relationships Education which are covered as part of the statutory science curriculum,**

## Right to withdraw

- Sex Education is not statutory in primary schools. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.
- Where a maintained primary school chooses to teach aspects of sex education (which go beyond the national curriculum for science), the school must set this out in their policy and all schools should consult with parents on what is to be covered.
- Primary schools that choose to teach sex education must allow parents a right to withdraw their children. The guidance refers to this as granting an automatic right for parents to withdraw their child from sex education lessons

# What to do if a parent wants to withdraw their children from RSE lessons before 2020?

As this guidance does not come into effect until September 2020, parents can withdraw their children from RSE lessons until this time as RSE is not currently statutory.

- It is recommended that schools follow their current RSE policy when dealing with requests to withdraw children from RSE lessons and continue to follow their current policy until they have developed a new policy (which meets the requirements set out in the new guidance) or until statutory Relationships Education come into effect in September 2020.

## **LGBT Inclusive lessons in Primary schools:**

- The draft guidance states that 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 stand-alone unit or lesson. Schools must consult parents when deciding what content will be covered
- 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.
- LGBT inclusive lessons are covered as part of Relationships Education, therefore parents cannot withdraw their children from these lessons. Parents cannot veto these lessons

# Developing a city wide policy

- Policy is based on the DFE Framework and therefore meets the proposed requirements
- Best practice considered from the PSHE Association
- Policy has been written to offer support and guidance to schools in order to start a conversation or consultation with their school community
- Schools are able to adapt core elements of the policy to ensure it reflects the needs of their school and curriculum design
- Common core policy allows schools and governing bodies to be supported by each other

# Outline of the Draft Policy

1. Rationale
2. Roles and Responsibilities
3. Legislation
4. Curriculum Design and Assessment
5. Staff Training
6. Safe and Effective Practices
7. Safeguarding
8. Engaging Stakeholders
9. Monitoring, Reporting and Evaluation

# Rationale: What do we want to achieve as schools individually and collectively?

The intended outcomes of our programme are that pupils will:

- know and understand the characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.
- understand they have a right to personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical touch. Recognise and know how to report abuse, including emotional, physical and sexual abuse
- understand they have a responsibility to treat each other with kindness, consideration and respect including when on line, permission seek and give and understand the concept of privacy
- develop the skills of being able to express their emotions and seek help where needed, to build friendship and recognise how this can support mental well being
- develop the personal attributes of honesty, integrity, courage, humility, kindness, generosity, trustworthiness and sense of justice, and character traits such as perseverance, working towards long term goals, dealing with setbacks, resilience permission seeking and giving, and the concept of personal privacy
- understand how the Equality Act 2010 relates to them as a child and through adult life, to recognise and challenge any form of discrimination

## **Roles and Responsibilities**

The RSE programme will be led by PSHE leaders with the support of senior leaders and the governing body/trustees.

It will be taught by class teachers and delivered through the school curriculum and wider opportunities within the school.

The aims and intended outcomes of our approach are encompassed within the school visions and values to promote learning.

The RSE programme will be supported by additional staff in school, appropriate external visitors and developed through advice from professional associations.

A working party will be made up of governors/trustees, leader, teachers, support staff, parents and where appropriate members of the community

## **Governors or Trustees**

As well as fulfilling their legal obligations, the governing bodies or trustees should also make sure that:

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

## **Headteacher and PSHE Leader**

It is the responsibility of the Head Teacher/PSHE leader to ensure that:

- both staff and parents are informed about our RSE policy, and that the policy is implemented effectively.
- staff are given sufficient training, so that they can teach about relationship and sex education effectively, and handle any difficult issues with sensitivity.
- they liaise with external agencies regarding the school RSE programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework.
- monitoring of this policy on a regular basis, and report to governors/trustees, when requested, on the effectiveness of the policy.



**Adults working with children** are entitled to:

- Access to high quality, up-to-date, accurate information, resources and training
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of RSE
- Contribute their views and ideas in support of the development of RSE for children
- Professional guidance and support
- Opportunities to share good practice
- Be informed about issues of confidentiality and procedures to be followed.

### **External Visitors**

Working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people.

- School will ensure:
- Validity of the visitor or visiting organisation's credentials.
- Teaching delivered by the visitor fits with the planned programme and published policy.
- Discussion occurs in relation to the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils.
- Review the materials visitors will use as well as a lesson plan in advance, so that they can ensure it meets the full range of pupils' needs (e.g. special educational needs).
- Agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with school policy

Some of the most important messages to be learnt from what we have seen on the media

**Parents, carers and other adults in the community** are entitled to:

- Accessible, accurate, up-to-date, information delivered in a way which meets their needs ( needs to be repeated yearly)
- A safe and supportive environment for their children
- Information on how and when RSE is taught
- Understand their rights and responsibilities in relation to RSE policy and curriculum
- Be informed about issues of confidentiality and how it affects them and their children
- Have their views and ideas received in a respectful, non-judgemental manner.

Scan the remaining parts of the proposed policy.

Can this policy support schools in preparing for proposed changes?

**Our big questions as schools are:**

- How can we best answer parents questions?
- How do we consult, plan and introduce new requirements without straining relationships with parents and the community?

**What do you think will be parents worries or big questions?**

Our big questions as schools are:

How can we best answer parents questions?

How do we consult, plan and introduce new requirements without straining relationships with parents and the community?

# Getting ready for the difficult questions? How do we support each other in school and across schools?

But no children are gay here, why does it need to be mentioned?

Can I remove my child from these lessons?

But my religion says that gay is wrong

You are going to make my child gay! Are you putting thoughts in their minds

You are confusing my child because at home they are learning that being gay is wrong but at school you are telling them that being gay is OK.

# Duties of a School and Governing Body

- Schools will need to update their policy to reflect the new guidance. This should be done before September 2020
- Schools **must** consult with parents when developing this policy.
- The DfE advises that schools should ensure that the policy meets the needs of pupils and parent and reflects the community they serve.
- Schools can set up a working party to develop a policy, however this is not a requirement.
- The DfE draft guidance has defined what should be included in this policy.
- Schools must ensure that the resources they choose to use are laid out in their policy and are appropriate for the age and maturity of pupils.

# What Next?

**During the 2019 – 2020 academic year it is advised that schools:**

Begin consulting key stakeholders (parents, staff, governors, pupils) on RSE Proposal is to consult on policy presented – adapted to meet needs of your school

You may choose to set up an RSE working party to aid this process

Run parent workshops in Spring Term

Offer staff training

Ensure all stakeholders understand that new guidance wont come into effect until 2020

Consider as a school becoming a member of the PSHE Association

Continue with LA wide working group

Support for schools from Julie Eason commissioned by LCC Public Health

Healthy Schools Network

Consider exploring 'Everybody Welcome' whole school initiative