



Scholes (Elmet) Primary | St James' CE Primary | Moortown Primary

Relationships and Sex Education (RSE) policy

Adopted: Spring 2017

Next review: annually, unless any changes are required prior to this

Sex and Relationships Education (SRE) is the most commonly used term for this area of the curriculum. However, at Moortown Primary, Scholes (Elmet) Primary and St James' CE Primary, we use the term Relationships and Sex Education (RSE) as we feel this more accurately reflects the importance of relationships and the context in which we teach lots of subjects, including sex education. The abbreviation RSE will be used except when we refer to other publications and organisations which use SRE.

The law (Education Act 1996) states that 'All schools must provide an up to date policy that describes the content and organisation of the SRE provided outside the National Curriculum.' Our schools take its responsibility to provide relevant, effective and responsible RSE to all of its pupils as part of the school's personal, social, health education (PSHE) curriculum very seriously. The school wants parents/carers and pupils to feel assured that relationships and sex education will be delivered at a level appropriate to both the age and development of pupils, and safe to voice opinions and concerns relating to the relationships and sex education provision.

1. Development process

This policy is based on the model policy produced by the Health and Wellbeing Service for Leeds Children's Services. The model policy was created in consultation with a small number of schools around Leeds, including Moortown Primary. In school, the policy was drafted by Caroline Taylor, Health Leader, and David Roundtree, Head of Federation. Parents/carers are consulted through email and parent information sessions. Teaching and non-teaching staff were consulted through meetings, and pupils were consulted through discussion as part of SEAL (Social and Emotional Aspects of Learning) sessions. Governors were consulted through consultation in the Pupil Support sub-committee. This policy has been approved and adopted by the Head of Federation and governing body. It will be reviewed annually.

2. Location and dissemination

The full policy is available to download on the school websites; paper copies are available from the school office.

3. Policy relationship to other policies

This policy links to a variety of policies around the subject of safeguarding, health and spiritual, moral, social and cultural development (SMSC).

4. Definition

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

Sex and Relationship Education Guidance, DfEE (now Department for Education / DfE) 2000

The law (Learning and Skills Act, 2000) states that, 'Pupils should learn about the nature and importance of marriage for family life and the bringing up of children'. In 2000, the DfEE Sex and Relationship Education Guidance added 'and stable relationships'. Leaving aside political and faith based agendas, the key point here is that the guidance recognises the importance of stable relationships.

Key aspects of RSE are:

- **physical development** - how our reproductive systems work
- **emotional development** – our feelings and how they might change as we grow older; we consider how to manage feelings

- **social aspects** – the positive and negative influences from friends
- **healthy relationships** – the different types of relationships we experience, such as those with parents / carers, siblings, friends and – as we get older – with partners; we consider healthy and unhealthy relationships

Some aspects of RSE are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

RSE gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

Sex and relationships education (SRE) for the 21st century: Supplementary advice to the Sex and Relationship Education Guidance, Sex Education Forum, 2014

5. Context: why Relationships and Sex Education is important in our school

High quality RSE helps create a safe school community in which our pupils can grow, learn and develop positive, healthy behaviour for life. It is essential for the following reasons:

- Children have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Children want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that RSE was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 Not Yet Good Enough report.
- RSE plays a vital part in meeting our safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing and under the Education Act (1996) to prepare children for the challenges, opportunities and responsibilities of adult life. A comprehensive RSE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.
- The Department of Health set out its ambition for all children to receive high quality RSE in the Sexual Health Improvement Framework (2013), while the Department for Education's paper, The Importance of Teaching (2010), highlighted that 'Children need high quality sex and relationships education so they can make wise and informed choices'.

National Curriculum

RSE plays an important part in fulfilling the statutory duties the school has to meet.

Every state-funded school must offer a curriculum which is balanced and broadly based and which:

• promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society

• prepares pupils at the school for the opportunities, responsibilities and experiences of later life

Section 2.1, National Curriculum in England (DfE, 2013)

These duties are set out in the 2002 Education Act and the 2010 Academies Act. Whole school (Section 5) Ofsted inspections consider the extent to which a school provides such a curriculum.

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

6. Overall school aims for Relationships and Sex Education

Through the provision outlined in this policy, the school's overall aims of RSE are to teach and develop the following three main elements:

Attitudes and values:

- learn the importance of values and individual conscience and moral considerations
- learn the value of family life and stable and loving relationships for the nurture of children
- learn the value of respect, love and care
- explore, consider and understand moral dilemmas
- develop critical thinking as part of decision-making

Personal and social skills:

- learn to manage emotions and relationships confidently and sensitively
- develop self-respect and empathy for others

- learn to make choices based on an understanding of difference and with an absence of prejudice
- develop an appreciation of the consequences of choices made
- manage conflict
- learn how to recognise and avoid exploitation and abuse

Knowledge and understanding:

- learn and understand physical development at appropriate stages
- understand human sexuality, reproduction, sexual health, emotions and relationships
- be aware of contraception
- learn the reasons for delaying sexual activity, and the benefits to be gained from such delay, including the avoidance of unplanned pregnancy

(based closely on Sex and Relationship Education Guidance, DfEE 2000)

In addition to this, we also aim to:

- raise pupils' self-esteem and confidence
- develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media
- teach pupils to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them
- support pupils to lead a healthy and safe lifestyle, teaching them to care for, and respect, their bodies
- provide pupils with the right tools to enable them to seek information or support, should they need it
- teach pupils about consent and their right to say no, in an age appropriate manner
- teach lessons that are sensitive to a range of views, values and beliefs
- ensure that staff teaching RSE remain neutral in their delivery whilst ensuring that pupils always have access to the learning they need to stay safe, healthy and understand their rights as individuals

The aim of RSE is not to:

- encourage pupils to become sexually active at a young age
- promote a particular sexual orientation

7. The wider context of Relationships and Sex Education

The school's RSE programme will:

- be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life
- be an entitlement for all young people, including those with additional learning and language needs
- be set within the wider school context and support family commitment and love, respect and affection, knowledge and openness
- recognise that family is a broad concept; not just one model such as that of a nuclear family
- encourage pupils and teachers to share and respect each other's views with cultural awareness and sensitivity
- ensure pupils are aware of different approaches to sexual orientation, without promotion of any particular family structure
- recognise that parents/carers are the key people in teaching their children about relationships, sex and growing up
- work in partnership with parents/carers and pupils, consulting them about the content of RSE learning
- work in partnership with other health professionals and the wider community

8. Key rights and responsibilities for Relationships and Sex Education

The policy applies to:

- All school staff
- Pupils
- Parents/carers
- The governing body

Specific responsibilities	Who
Co-ordinating RSE provision, ensuring a spiral curriculum Policy development and review, including consultation Accessing and co-ordinating training and support for staff Establishing and maintaining links with external agencies/other health professionals Establishing and maintaining links with parents/carers	Moortown: Health and SMSC Leader: Caroline Taylor, Scholes (Elmet): Health and SMSC Leader: Lydia Wilkins, St James' CE: as above plus Head of School
Named governors responsible for RSE	Pupil Support sub-committee

Implementation of the policy; monitoring and assessing its effectiveness in practice	all staff
Managing child protection/safe guarding issues	Designated Child Protection Leads

All staff

All staff will:

- ensure that they are up to date with this RSE policy and curriculum requirements regarding relationships and sex education
- report back to Health and SMSC Leader/Head of School on any areas that they feel are not covered or inadequately provided for in the school's RSE provision
- attend and engage in professional development training around relationships and sex education provision, when appropriate
- encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence and listen to their needs and support them seriously
- follow the school's reporting systems if a pupil comes to a member of staff with an issue that they feel they are not able to deal with alone
- ensure that their personal beliefs and attitudes will not prevent them from providing balanced RSE in school
- tailor their lessons to suit all pupils in their class, across the whole range of abilities, faiths, beliefs and cultures, including those pupils with special educational needs, asking for support in this from the Inclusion Leader, should they need it

It is important that all school staff feel comfortable to take RSE classes. We will make available regular professional development training in how to deliver relationships and sex education. The continuing professional development (CPD) needs of staff, including non-teaching staff, are identified and met through the following ways:

- Training and support is organised by the Head of Federation who may choose to liaise with Health and SMSC Leader
- Staff will be offered generic RSE guidance; this includes guidance on handling controversial issues, responding to awkward questions, an introduction to the rationale of why teaching RSE is so important, current law and guidance, learning outcomes and school policy
- Staff involved in the delivery of RSE issues seen as potentially more sensitive will be offered appropriate training to encourage confidence in dealing with matters of confidentiality, child protection, sensitive issues, and with potentially difficult questions
- The Health and Wellbeing Service will support CPD needs through courses run each year
- The School Nurse will provide support and resources around aspects of RSE if needed

Lead members of staff (responsible for Health and SMSC)

The lead members of staff will:

- develop this school policy and ensure it is reviewed annually
- ensure all members of the governing body will be offered appropriate RSE training
- ensure that all staff are given regular and ongoing training on issues relating to RSE and how to deliver lessons on such issues
- ensure that all staff are up to date with resources (Appendix B), local support (Appendix C), policy changes, and familiar with school policy and guidance relating to RSE
- provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RSE to pupils
- ensure that RSE is age appropriate and needs-led across all year groups; this means ensuring that the curriculum develops as the pupils do and meets their needs
- ensure that the knowledge and information regarding RSE to which all pupils are entitled is provided in a comprehensive way
- support parent/carer involvement in the development of the RSE curriculum
- ensure that their personal beliefs, values and attitudes will not prevent them from providing balanced RSE in school
- communicate freely with staff, parents/carers and the governing body to ensure that everyone is in understanding of the school policy and curriculum for RSE, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as is appropriate
- ensure that provision of RSE at home is complementary to the provision the school provides and communicate to parents/carers any additional support available where necessary or requested

Pupils

All pupils:

- are expected to attend the statutory National Curriculum Science elements of the RSE curriculum
- should support one another with issues that arise through RSE
- will listen in class, be considerate of other people's feelings and beliefs, and comply with confidentiality rules that are set in class

- will be encouraged and supported to feel as comfortable as possible if they want to talk to a member of staff, in confidence, regarding any concerns they have in school related to RSE or otherwise
- will be asked for feedback on the school's RSE provision following RSE in Year 5 every year; they are expected to take this responsibility seriously; opinions on provision and comments will be reviewed by the lead member of staff for RSE and taken into consideration when the curriculum is prepared for the following year's pupils

The law states that, 'children and young people have the right to be heard and express their opinions.'
Human Rights Act 1998

Asking children their views on RSE gives them an opportunity to be active citizens and ensures that teaching can meet the specific needs of the children it is aimed at. Findings from consulting pupils are also a powerful tool for communicating the needs of children to parents/carers, school staff and governors. Ofsted seek the views of pupils as part of their inspections and rate PSHE as outstanding (2013) when there is bespoke support for RSE for pupils in challenging circumstances and for children with special educational needs. Pupil consultation is part of our school culture and provides ongoing evidence showing how pupils' needs are being identified and met.

The sorts of questions we ask pupils are:

- Where do you get information about your body, growing up, relationships and feelings?
- Does what is taught in school at the moment answer all of your questions?
- What would you like more information on?
- Do you feel able to ask for support and advice?
- Do you feel confident talking about feelings and emotions?
- Do you feel safe to learn in RSE lessons?
- Do the activities used in lessons help you to learn?
- What do you think would improve RSE in our school?

We will typically consult with pupils through:

- questionnaires/surveys (e.g. the My Health My School Survey)
- pupil focus groups formed specifically for RSE
- older pupils review the RSE programme for younger pupils
- pre and post assessment activities for RSE

We hope that pupils will feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to relationships and sex education. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

Parents/carers

The school will:

- keep parents/carers informed about all aspects of the RSE curriculum, including when specific, discrete lessons around sex education will be delivered, and advise them to read this policy (Appendix A)
- provide access to resources and information being used in class and do everything to ensure that parents/carers are comfortable with the education provided to their children in school by ensuring they are aware they can contact the Health and SMSC Leader
- expect parents/carers to share the responsibility of RSE and support their children's personal, social and emotional development
- encourage parents/carers to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through RSE
- encourage parents/carers to seek additional support in this from the school where they feel it is needed

Parents have a right to withdraw their children from any SRE that is provided outside the Statutory Science but schools must inform them of the effect such a decision might have on the child.
Education Act 1996 and Learning and Skills Act 2000

RSE is a vital part of the school curriculum and supports child development and we strongly advise parents/carers to carefully consider their decision before withdrawing their child from this aspect of school life. However, it is acknowledged that they do have a legal right to withdraw their children from the non-statutory elements; they cannot withdraw their child from the statutory content included in National Curriculum Science. Ofsted figures show that about

four children will be withdrawn in every ten thousand (0.04%). In light of this, it is important that the RSE programme is not significantly compromised to meet the wishes of a tiny minority.

Any parent/carer wishing to withdraw their child from RSE should firstly contact the Health and SMSC Leader, Head of School or Head of Federation to discuss the reasons why. They will be alerted to the possible consequences of doing so. Possible consequences could include the high likelihood that their child will hear about the content of lessons from other children and this is an inappropriate and possibly unsafe way for such information to be shared.

For parents/carers who do withdraw their children, we can provide information and other support for home use.

The child and family will not be stigmatised for the decision to withdraw. Pupils who are withdrawn from RSE are asked to attend learning in another class, or engage in other useful activity, depending on the needs of the individual.

Governors

There is a Sphere Federation Pupil Support Committee. Overseeing the provision around RSE is the responsibility of this committee, who will provide appropriate challenge and agree on the content of this policy.

The School Nurse

RSE includes learning about being healthy and seeking help from health services if needed. Due to limited capacity, the school nurse does not contribute to RSE. However, if necessary, the school nurse is available to:

- support teachers with suitable vocabulary and resources
- check sexual health information is up-to-date, medically accurate and comprehensive

9. Language

Anatomical terms

It is good practice to use anatomical terms for genitalia and sexual parts of the body. Having the right language to describe the private parts of their body, and knowing how to seek help if they are being abused, are vital for a child's safeguarding. Ofsted provides full support for this approach (2013) and have raised concerns that some primary schools fail to teach this vocabulary and this leaves children unable to describe abusive behaviours.

Most victims of abuse report or come to the attention of the authorities from the age of 12. Younger children disclose abuse less frequently, as they are less likely to have the words to describe their experiences and may have fewer opportunities to tell someone. Abuse may have started much earlier. The increase in numbers from age 12 may in part reflect more children coming forward to report abuse as their knowledge of sex and relationships develops, and they recognise that their experiences are abusive. In general, responses to the survivor survey suggest that abuse is most likely to be happening at the age of nine.

Protecting Children from harm, Children's Commissioner Report, November 2015

As a result, pupils will be taught the anatomical terms for body parts from Reception. Slang or everyday terms used in certain social circles will be discussed when appropriate; this will surround discussion about what is and isn't acceptable language to use.

In-line with the National Curriculum (Section 11), the agreed vocabulary used in school are listed below.

	Will be used The words and phrases below will be used by adults and children in the teaching and learning process.	Will be referred to Some vocabulary will be used to support teaching and learning, especially about the use of appropriate language.	May arise We do not plan to teach but it may be appropriate eg to re-visit some learning, to clarify or re-teach some aspects.
Reception			vagina, breasts, penis, testicles
Key Stage 1			vagina, breasts, penis, testicles, 'privates', willy, balls
Key Stage 1 lessons about living things (eg in the Life topic)	vagina, breasts, penis, testicles	'privates', willy, balls	other nicknames
Key Stage 2			vagina, breasts, penis, testicles; nicknames
Y5 discrete RSE lessons around changes	vagina, breasts, penis, testicles plus ovary, ovum, egg, fallopian tube, womb, uterus, menstruation, period	<i>nicknames for terms listed will be referred to support the teaching and learning process, especially to teach children about appropriate, respectful</i>	umbilical cord, epididymis, bisexual, transgender, biphobia(c), transphobia(c)

	foreskin, scrotum, sperm, ejaculation, erection, wet dream, love, relationship, family, marriage , support, caring , loving, consent, sexual intercourse, to make love, to conceive, conception, pregnancy, cells, embryo, foetus, birth, puberty, disease, infection heterosexual, straight, gay, lesbian, homophobia(c)*	<i>language</i>	
Y6			all of the above
*Some words may be used as and when they are appropriate, regardless of age.			

We will alert parents as to when anatomical terms are likely to be used in class. However, we might need to use the terms at other times, such as when dealing with incidents of misuse or disrespectful language.

We will consider how pupils who are new to English will be supported in accessing and understanding the language used in RSE lessons.

Respectful language

The use of respectful language which challenges sexism, homophobia and other forms of prejudice is established in our school rules, our ethos and our Positive Relationships Policy. This has benefits for the whole school community – both in and out of lessons, it helps to ensure we are a happy and healthy place to learn. Ofsted found that casual use of homophobic language in schools is often unchallenged (2013) – we always challenge it. We are committed to ensuring that children need to know that using the word ‘gay’ to mean something is rubbish is wrong. (To tackle this, staff might say: ‘You’ve used the word ‘gay’, but not in the right way.’)

As a result, pupils will hear references to ‘gay’ and ‘straight’ as part of teaching and assemblies, for example when we talk about rights, respect or relationships.

10. Dealing with difficult questions

We acknowledge that sensitive and potentially difficult issues will arise in RSE as pupils will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for RSE. As a first principle, we answer questions relating to the taught, planned curriculum for that age group to the whole class. We answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age appropriate way, only to the pupil or pupils who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHE leader or a Child Protection Officer. Questions may be referred to parents / carers if it is not appropriate to answer them in school.

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

Staff training will include sessions on how to deal with difficult questions. Agreed phrases, where appropriate, will be used in response to difficult questions:

- ‘That is something that may be covered later on, maybe at high school.’
- ‘I can’t answer that question, but you could ask your parents/carers.’

There may still be times when staff are faced with a difficult question in class that they feel uncomfortable about. In such situations, they may wish to put the question to one side and seek advice from the Child Protection Officer or another senior member of staff.

Ground rules in class are essential when discussing sensitive subject matters. A SEAL/Worry box, a question and comment box, is always available in all classrooms. This will enable pupils to feel more comfortable to ask questions without being identified – pupils can choose to remain anonymous. Pupils will be reminded of the SEAL box during RSE sessions.

Staff will establish clear parameters about what is appropriate and inappropriate in a whole-class setting by, for example:

- staff will set the tone by speaking in a matter-of-fact way

- pupils will be encouraged to write down questions, anonymously if desired, and post them in the SEAL/Worry box
- staff will have time to prepare answers to all questions before the next session, and will choose not to respond in a whole-class setting to any questions that are inappropriate or need one-to-one follow up
- if a verbal question is too personal, staff will remind the pupils of the ground rules
- if a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns, staff will acknowledge it and promise to attend to it later on an individual basis
- staff will not provide more information than is appropriate to the age of the pupil
- if staff are concerned that a pupil is at risk of abuse, the designated teacher will be informed and the usual child protection procedures followed

11. Provision for Relationships and Sex Education

Statutory aspects of RSE

The law states that ‘schools must teach the biological elements of the SRE in the National Curriculum.’
Education Act 1996

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

National Curriculum Science:

Key Stage 1:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of hygiene

Key Stage 2:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age

Non-statutory aspects of RSE

The law states that ‘children and young people have the right to access information which will allow the individual to make decisions about their health.’

Human Rights Act 1998

Ofsted states that:

- ‘pupils should be provided not only with the knowledge they need but also be allowed to tackle the issues of emotional development and self-esteem’
- ‘children in transition year should be taught about how a baby is conceived and born’
- ‘boys & girls need to be prepared for puberty’

Ofsted Sex and Relationship Guidance 2002

The following statements are offered by Ofsted as an illustration of learning outcomes for RSE for each key stage. They give a basis for planning work to develop knowledge and understanding, values and attitudes and personal skills in RSE. They draw on DfES and other guidance on RSE and they reflect elements of the non-statutory framework for PSHE. Whilst non-statutory, we have put in place clear learning outcomes for pupils taking part in our RSE programme. In 2017/2018, we will develop a new long term plan and review age related expectations.

Key Stage 1:

By the end of KS1:

Pupils will be able to:

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

Key Stage 2:

By the end of KS2:

Pupils will be able to:

- express opinions, for example, about relationships and bullying
- listen to, and support others
- respect other people’s viewpoints and beliefs
- recognise their changing emotions with friends and family and be able to express their feelings positively
- identify adults they can trust and who they can ask for help
- be self-confident in a wide range of new situations,

<p>Pupils will know and understand:</p> <ul style="list-style-type: none"> • the basic rules for keeping themselves safe and healthy • about safe places to play and safe people to be with • the needs of babies and young people • ways in which they are like others and different from others • that they have some control over their actions and bodies • the names of the main external parts of the body including agreed names for sexual parts • why families are special for caring and sharing <p>Pupils will have considered:</p> <ul style="list-style-type: none"> • why families are special • the similarities and differences between people • how their feelings and actions have an impact on other people 	<p>such as seeking new friends</p> <ul style="list-style-type: none"> • form opinions that they can articulate to a variety of audiences • recognise their own worth and identify positive things about themselves • balance the stresses of life in order to promote both their own mental health and well-being and that of others • see things from other people's viewpoints, for example their parents/carers and their carers • discuss moral questions • listen to, support their friends and manage friendship problems • recognise and challenge stereotypes, for example in relation to gender • recognise the pressure of unwanted physical contact, and know ways of resisting it <p>Pupils will know and understand:</p> <ul style="list-style-type: none"> • that safe routines can stop the spread of viruses including HIV • about the physical changes that take place at puberty, why they happen and how to manage them • the many relationships in which they are all involved • where individual families and groups can find help • how the media impact on forming attitudes • about keeping themselves safe when involved with risky activities • that their actions have consequences and be able to anticipate the results of them • about different forms of bullying people and the feelings of both bullies and victims • why being different can provoke bullying and know why this is unacceptable • about, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together <p>Pupils will have considered:</p> <ul style="list-style-type: none"> • the diversity of lifestyles • others' points of view, including their parents/carers' or carers • why being different can provoke bullying and why this is unacceptable • when it is appropriate to take a risk and when to say no and seek help • the diversity of values and customs in the school and in the community • the need for trust and love in established relationships
--	--

Topics to be covered

RSE needs to start early so that children learn about different kinds of relationships like families and friendships and so they can recognise if other people make them feel uncomfortable or unsafe. Lots of children start puberty before they leave primary school so it is important that all pupils know what to expect before it happens. It is good to have some RSE in every year of primary school as it helps pupils to learn progressively as they mature and revisit the subject on a regular basis, to reinforce learning and provide opportunities to ask further questions. In 2017/2018, we will develop a new long term plan and review age related expectations.

Delivery of RSE

The RSE curriculum is delivered in various ways:

- regular PSHE and SEAL sessions
- discrete RSE topic* or lessons

- cross-curricular links to other subjects (eg Science) or topics (eg 'Life')
- themed days / weeks and other themed events
- assemblies
- our school ethos, which promotes positive relationships and being happy and healthy
- activities and special events eg theatre in education performances to enhance learning

* The Year 5 mini-topic on Relationships and Sex Education is a discrete series of teaching and learning which takes place across two week period, typically in the Summer Term (parents will be advised in advance – Appendix A). This allows learning to be re-visited if necessary. This is a time of year which is unlikely to clash with events which mean pupils being absent from the lesson; if they are, provision made for them to access the content.

Learning environment and ground rules

Ofsted has identified that an emotionally safe and secure learning environment is a feature of outstanding PSHE (2013). Our learning environment is always positive, supportive and open. For RSE teaching and learning, we will develop an additional set of non-negotiable rules. Typically, these are around the following points:

- We will not gossip about the lesson.
- We will talk to someone we trust if we feel there's a need to get help.
- We can use our SEAL box/ask-it basket to ask questions.
- It's not OK to ask personal questions of each other or the teacher.
- We will try to only ask questions related to what we are learning in the lesson.
- We will use the anatomical terms for the body parts.
- It is ok to choose to pass / not join in.
- We will laugh with but not at others.
- We will be kind and supportive of each other, listening and not interrupting.
- We will respect different opinions, situations and backgrounds.

Use of a working agreement or ground rules is an essential technique to help create and maintain a safe learning environment, and can also be a useful activity in itself. Once the ground rules are agreed, they will be referred back to frequently.

Pupils may suggest confidentiality as part of the ground rules, proposing that 'what is said in the class should stay in the class'. In reality this is not feasible. If this suggested, we will talk to pupils about personal boundaries, what information is private and how to protect their own and others' privacy.

12. Assessment, recording and reporting in RSE

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

Assessment methods:

- baseline or pre-assessment (essential for needs-led RSE)
- needs assessment is used to identify existing knowledge and skills of pupils
- assessment is built into the RSE programme to inform planning
- pupil self-assessment is used where appropriate
- assessment focuses on knowledge as well as skill development and attitudes
- identify pupils who have exceeded or fallen short of the module objectives and those that have achieved it
- teachers will keep a note of pupils who have missed some or the entire module due to absence from school
- pupil progress and achievement is reported to parents/carers
- pupil achievement in RSE is celebrated and shared

The following are examples of questions that can be used with pupils to support the reflection stage and to develop pupil understanding of what they have learned and the progress they have made.

This is an extract from Assessment, Evaluation and RSE (2012):

- What do I know already?
- What new information have I learnt?
- What do I now think and believe?
- What feelings did I have during the session?
- How did I feel about what I found out?
- Has listening to the views of others changed my views and/or beliefs?
- Did it help me confirm what I really believe?

- Did I learn anything I did not expect to?
- What do I now think and believe?
- How will it change my behaviour in the future?
- What do I now need to learn?
- Is there anyone else I need to talk to about this?

13. Monitoring and evaluation

Monitoring is an ongoing process that checks the degree to which a programme or scheme of work is being effectively implemented. Monitoring answers questions such as is the programme effectively managed; are staff clear about their roles and responsibilities; and are pupils being taught the programme as planned? Monitoring activities which we will carry out may include:

- lesson observations
- regular review of the RSE policy and programme
- pupil and staff interviews/questionnaires
- pupil/staff/parent surveys
- scrutinising staff planning
- samples of children's work

Evaluation is the process that measures whether the lesson or unit of work is effective and worthwhile. It is a means of improving provision and raising standards. It helps to identify issues for development. Evaluation activities which we will carry out may include:

- teacher and pupil evaluations
- evidence from lesson observations
- feedback and evaluation by pupils

14. Inclusion, equality and diversity

All pupils, whatever their experience, background and identity, are entitled to quality RSE that helps them build confidence and a positive sense of self, and to stay healthy. All classes include pupils with different abilities and aptitudes, experiences, religious/cultural backgrounds, gender and sexual identities. To encourage pupils to participate in lessons, teachers will ensure content, approach and use of inclusive language reflects the diversity of the school community and helps each and every pupil to feel valued and included in the classroom.

We promote the needs and interest of all pupils. The school's approaches to teaching and learning take into account the ability, age, readiness and cultural backgrounds of the pupils to ensure all can access the full RSE provision. We promote social learning and expect our pupils to show a high regard for the needs of others. RSE is an important vehicle for addressing both multicultural and gender issues and ensuring equal opportunities for all.

There is a great need for sensitivity in the approach to RSE. Considerations will be made for:

- religious and cultural diversity
- differing needs of boys and girls
- diverse sexuality of children and young people
- homophobic/transphobic bullying and behaviour
- children's age and physical and emotional maturity
- pupils who are new to English

Ethnicity, religion and cultural diversity:

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

Single gender groups

Working in single gender groups can considerably ease concerns about RSE, and help to ensure that children and young people receive the RSE to which they are entitled. Single gender groups can also help boys and girls to feel safer and less embarrassed about airing issues and discussing relationships. Where single sex groups are used for pupils, they will typically be given time after the sessions to come together to reflect on their learning.

Special educational needs and learning difficulties

RSE should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives. We will ensure that provision is appropriate to the particular needs of our pupils, taking specialist advice where necessary. Staff will differentiate lessons (for example, by using different strategies) to ensure that the vast majority of children can access the information; we recognise that some aspects of RSE will not be accessible for individuals with very significant learning needs.

Some pupils will be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These children will need help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable.

Sexual identity and sexual orientation

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSE will foster good relations between pupils, tackle all types of prejudice, including homophobia, and promote understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010.

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Pupils, whatever their developing sexuality, need to feel that RSE is relevant to them. In teaching, reference may be made to LGBT people.

Pupils who are new to English

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

15. Safeguarding and child protection

RSE plays an important part in fulfilling the statutory duties all schools have to meet. The subject helps children understand the difference between safe and abusive relationships and equips them with the knowledge and skills to get help if they need it. Children have the right to:

- say no
- respect their own body
- speak out and know that someone can help

When teaching any sensitive issue young people may give cause for concern. All adults are aware of our pastoral system and safeguarding arrangements. If the school has any reason to believe a pupil is at risk, advice from Leeds Child Protection Team will be sought. We recognise that children are capable of abusing their peers and that peer on peer abuse can manifest in many different ways, including on-line bullying, sexting, initiation/hazing (an activity expected of someone joining or participating in a group that humiliates, degrades, abuses or endangers them, regardless of a person's willingness to participate) and inappropriate/harmful sexual behaviours.

Our use of the correct anatomical terms for body parts helps to ensure that children are able to describe abusive behaviours if they need to.

Ground rules at the start of sessions help to establish and maintain a safe learning environment; this is important for good learning to take place, and also contributes to effective safeguarding.

16. Confidentiality

No one working with children can agree confidentiality if a child is thought to be at risk. Teachers are aware of their responsibility to minimise the chance of pupils making disclosures in the class by using ground rules, distancing techniques and other recognised methods. When working on sensitive issues, distancing techniques can be used to protect pupils' privacy and avoid any possible embarrassment.

When children make disclosures, they are placing their trust in the member of staff's judgment and acknowledging that they need help. If a child makes a disclosure, it is not appropriate for a member of staff to offer complete confidentiality. Before allowing a child to make a full disclosure, therefore, it is essential that the member of staff should explain to the child that the information might need to be passed on to the designated teacher for child protection who may make a record and pursue child protection procedures if necessary. The pupil's right to privacy should be respected, regardless of the gravity of the incident, so sensitive information should only be shared with relevant staff/agencies. This follows procedures set out in our Child Protection Policy.

Techniques used in school to minimise the chance of pupils making a disclosure in class include:

- a practice of 'not naming names' as used in circle times
- depersonalising discussion
- appropriate DVDs and TV extracts
- case studies with invented characters

17. Complaints

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