SPHERE FEDERATION

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

Relationships and sex education policy

Date: September 2020

We take our responsibility around Relationships and Sex Education (RSE) very seriously. We teach RSE to all of our pupils as part of our personal, social, health, economic education curriculum (PSHE, or 'Living and Learning', as we call it). We want parents/carers and pupils to feel assured that RSE is delivered at a level appropriate to both the age and development of pupils, and to feel safe to voice opinions and concerns relating to the provision.

1. Context: why Relationships and Sex Education is important in our schools

We are required to teach Relationships Education as part of our Living and Learning curriculum. Current regulations and guidance from the Department for Education (DfE) state that from September 2020, all schools must deliver Relationships Education. High quality Relationships Education and RSE help 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:

- The DfE 2019 statutory guidance states that, from September 2020, all schools providing primary education must teach Relationships Education.
- RSE plays a vital part in meeting our safeguarding obligations as outlined in the updated Keeping children safe in education – Statutory guidance for schools and colleges (annually updated).
- 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, too biological'. Ofsted reinforced this in their 2013 Not Yet Good Enough report.
- 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 schools have 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.

2. Development process

The original version of this policy was based on the model policy produced by the Health and Wellbeing Service for Leeds Children's Services. It was created in consultation with a small number of schools around Leeds, including Moortown Primary, a Sphere Federation school. In school, the policy was drafted by Caroline Taylor, Health Leader, and David Roundtree, Head of Federation.

From September 2020, the law requires primary schools to consult on their Relationships and Sex Education policy. Parents/carers are consulted through annual email and parent information sessions. Teaching and non-teaching staff were consulted through meetings, and pupils were consulted through discussion as part of Living and Learning sessions. Governors were consulted and this policy has been approved and adopted by the Head of Federation and governing body. It is reviewed annually.

We are committed to the ongoing development of RSE in our schools. The content of the RSE curriculum is flexible and responsive to pupils' differing needs eg through the use of pupil perception data such as the My Health My School Survey.

3. Location and dissemination

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

4. 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).

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)
- Children and Social Work Act (2017)
- DfE: Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019)
- Keeping children safe in education – statutory safeguarding guidance (updated annually)
- United Nations Convention on the Rights of the Child

5. 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 explore 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 or others who care for us, 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

6. Overall school aims for Relationships and Sex Education

Through the provision outlined in this policy, the schools' 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, safe, stable and loving relationships (including marriage and civil partnerships) 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
- be aware of emotions and relationships
- be aware of contraception
- learn the reasons for delaying sexual activity, and the benefits to be gained from such delay, including being emotionally ready

(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, including online and via online networking
- teach pupils to be accepting of the different values, beliefs, cultures, religions, sexual orientations, gender identity, physical and mental abilities, backgrounds and other protected characteristics of those around them
- support pupils to lead a healthy and safe lifestyle, teaching them to care for, and respect, their bodies and those of others
- provide pupils with the right tools to enable them to seek information or support, should they need it
- teach pupils in an age appropriate manner about consent and their right to say no
- 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

It is not the aim of RSE to:
- encourage pupils to become sexually active at a young age
- promote a particular sexual orientation or gender identity (this is in line with DfE guidance: Plan your relationships, sex and health curriculum)
- sexualise children

7. The wider context of Relationships and Sex Education

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

RSE contributes to:
- safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school

- a better understanding of diversity and inclusion, a reduction in sex-based and homophobic, biphobic, transphobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships
- helping pupils keep themselves safe from harm, both online and offline, and enjoy their relationships

8. Key rights and responsibilities for Relationships and Sex Education

The policy applies to:

- school staff
- pupils
- parents/carers
- the governing body

Specific responsibilities	Who
Co-ordinating RSE provision, ensuring a sequenced, progressive curriculum Policy development and review, including consultation (see Section 2) 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	Sphere Federation overall: Caroline Taylor Health and SMSC Leaders: Moortown: Caroline Taylor Scholes (Elmet): Lydia Wilkins, Emma McCormick St James' CE: Natalie Beatson
Named governors responsible for RSE	Teaching, Learning and Children sub-committee of the Governing Body
Implementation of the policy; monitoring and assessing its effectiveness in practice	all teaching staff
Managing child protection / safeguarding issues	Designated Safeguarding Leads
Managing requests to withdraw pupils from non-statutory components of RSE	Heads of School

All teaching staff

All teaching staff:

- ensure that they are up to date with this RSE policy and curriculum requirements regarding RSE
- 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, including resources
- attend and engage in professional development training around RSE 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 do not prevent them from providing balanced RSE in school
- recognise that pupils in their class will have a wide range of abilities (including special educational need and disabilities) and identities (including those related faiths, beliefs, cultures and gender), asking for support from the Health and SMSC Leaders, Head of School or Head of Federation, should they need it

It is important that all school staff feel comfortable to take RSE classes. We make available regular professional development training in how to deliver RSE. 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 are 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 are 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 support CPD needs through courses run each year

Lead members of staff (responsible for Health and SMSC)

The lead members of staff:

- develop this school policy and ensure it is reviewed annually
- 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 relevant staff are kept up to date with resources (Appendices A(i) and A(ii)), local and national support (Appendix B), 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 do not prevent them from providing balanced RSE in school
- communicate freely with staff, parents/carers and the governing body to ensure that everyone is 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 communicates to parents/carers any additional support available where necessary or requested

Pupils
All pupils:
- are required to attend the statutory National Curriculum Science elements of the RSE curriculum and the statutory Relationships Education and Health Education curriculum
- should support one another with issues that arise through RSE by, for example, alerting relevant members of staff to any potential worries or issues
- should follow the ground rules that are set in class, including being considerate of other people's feelings and beliefs and their right to privacy
- are 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
- are 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 are 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. 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 typically consult with pupils through:
- questionnaires/surveys (eg 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 ensure, to the best of our ability, that pupils feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to RSE. We promote the school ethos as one of inclusion and acceptance throughout all areas of

school activity so that pupils can respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

Parents/carers
The role of parents/carers in the development of their children's understanding about relationships is vital. Parents/carers are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

We expect parents/carers to share the responsibility of RSE and support their children's personal, social and emotional development. To do this, we 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.

To support, we:

- 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
- clearly communicate the fact that parents/carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of RSE
- 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
- encourage parents/carers to seek additional support in this from the school where they feel it is needed

The right to withdraw
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.

Parents/carers cannot withdraw their child from the statutory sex education content included in the National Curriculum for Science which includes content on human development, including reproduction. Parents/carers also cannot withdraw their child from Relationships Education or Health Education because it is important that all children receive this content, covering topics such as friendships, how to stay safe and puberty. However, they do have the right to request that their child be withdrawn from some or all of sex education delivered as part of the non-statutory RSE, delivered as part of the Living and Learning curriculum. Ofsted figures show that about four children are 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 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 any social and emotional effects of the child being excluded from this learning as well as the high likelihood that their child will hear about the content of lessons from other children rather than what was said by the teacher. This is an inappropriate and possibly unsafe way for such information to be shared. Children may also seek out their own information via the internet, which may result in them finding out incorrect information and possibly put them in an unsafe situation.

For parents/carers who do withdraw their children, we can provide information and other support for home use. The child and family are not 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 Teaching, Learning and Children Committee. Overseeing the provision around RSE is the responsibility of this committee who provide appropriate challenge and agree on the content of this policy.

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 are taught the anatomical terms for body parts from Reception. Slang or everyday terms used in certain social circles are discussed when appropriate; this surrounds discussion about what is and is not acceptable language to use.

We 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.

Agreed vocabulary
The agreed vocabulary used in school is 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 biology lessons	vagina, breasts, penis, testicles	'privates', willy, balls	other nicknames
Key Stage 2	vagina, breasts, penis, testicles, male genital parts, female genital parts	'privates', willy, balls	other nicknames
Y5 discrete RSE lessons around biological changes	as KS2 (above), plus: vulva, ovary, ovum, egg, fallopian tube, womb, uterus, menstruation, period foreskin, scrotum, sperm, ejaculation, erection, wet dream, love, relationship, family, marriage, support, caring, loving, consent, puberty, disease, infection, heterosexual, straight, gay, lesbian, homophobia/ homophobic*	*nicknames for terms listed will be referred to in order to support the teaching and learning process, especially to teach children about appropriate, respectful language*	epididymis, bisexual, transgender, biphobia/biphobic, transphobia/transphobic, LGBT+
Y6	as KS2 (above), plus: sexual intercourse, to make love, to conceive, conception, pregnancy, cells, embryo, foetus, birth	*nicknames for terms listed will be referred to in order to support the teaching and learning process, especially to teach children about appropriate, respectful language*	all of the above, plus: umbilical cord
***Some words may be used as and when they are appropriate, regardless of age.**			

'Gender' refers to socially constructed roles of women and men and/or an individual's conception of their identity. The term is often used interchangeably with 'sex', partly in recognition that much of the inequality between women and men is driven by underlying social and power structures rather than by biological sex. Although the Equality Act protects people from discrimination because of their sex, other UK legislation (such as the regulations requiring employers to publish their gender pay gap) refers to gender. This may cause confusion in some circumstances. However, it is important to note that any mistaken or structural use of the term gender does not affect how the law works in practice.
Equality and Human Rights Commission, 2018

We consider how pupils who are new to English are 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, where appropriate, relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age-appropriate way. This might be to the whole class or 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 Head of School 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 pass this information to the designated person for safeguarding and child protection, in line with school policy and procedures.

Staff training includes sessions on how to deal with difficult questions. Agreed phrases, where appropriate, may 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 a trusted adult at home.'

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 Living and Learning box, a worry box, a question and comment box, are available around school. This enables pupils to feel more comfortable to ask questions without being identified – pupils can choose to remain anonymous. Pupils are reminded of the Living and Learning box during RSE sessions.

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

- staff set the tone by speaking in a matter-of-fact way
- pupils are encouraged to write down questions, anonymously if desired, and post them in the Living and Learning/Worry box
- staff have time to prepare answers to all questions before the next session, and 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 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 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/developmental level of the pupil
- if staff are concerned that a pupil is at risk of abuse, the designated Child Protection Officer is informed and the usual child protection procedures followed

11. Provision for Relationships and Sex Education

Statutory aspects of Sex Education with the National Curriculum Science

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:	**Key Stage 2:**
• 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	• 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

Statutory aspects of Relationships Education:

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.
Caring friendships	• how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	• that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.

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

Statutory aspects of Health Education (which apply to RSE):

Health and prevention	• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
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.

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

The needs of pupils

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

We recognise that an interactive approach to RSE better develops the skills of our pupils and also that it is more likely to meet their needs. We involve pupils in the planning, development and evaluation of their RSE in ways appropriate to their age, stage and development.

We may involve pupils through:
- discussions with small groups of pupils
- questionnaires/surveys (eg the My Health My School Survey)
- pupil focus groups formed specifically for RSE
- older pupils reviewing the RSE programme for younger pupils
- pre- and post- assessment activities for RSE
- school council meetings

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.

Living and Learning sessions promote social and emotional aspects of learning and other areas of Personal, Social and Health Education (PSHE). Relationships forms one of our Living and Learning half-termly themes as part of our long-term plan (see below).

Year group	Key objectives
Year 1	• Relationships with friends and family • Underwear Rule (Keeping myself safe)

Year 2	• Understand and respect the differences and similarities between people • Everybody needs to be cared for. How to care for others. • Different types of families
Year 3	• Biological differences between male and female animals and their role in the life-cycle • Biological differences between male and female children • Growing and how they change from young to old
Year 4	• Changes in the human life cycle • Feeling good about being different • Challenge stereotypes
Year 5	• Male and female parts of the reproductive system • How does the reproductive system work? • What happens during puberty? • What happens to girls during puberty? • What happens to boys during puberty? • Why is personal hygiene even more important? • How will emotions change? • What kind of relationships are there? • Why are families important? • Are all families like mine?
Year 6	• As Year 5 plus • What is reproduction? • How do babies grow? • Reference to STI and contraception

Delivery of RSE
Pupils receive their entitlement for RSE through a sequenced, progressive curriculum, in timetabled slots, which demonstrates progression. The RSE programme is delivered through a variety of opportunities including:

- regular Living and Learning sessions
- discrete RSE mini-topic* or lessons
- cross-curricular links to other subjects (eg Science) or topics
- 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
- use of external agencies/services

* The mini-topic on RSE is a discrete series of teaching and learning which normally takes place in the Autumn Term as part of an overall whole school Living and Learning relationships theme. (All parents are advised in advance, at the start of the school year.) This allows learning to be re-visited if necessary.

In all three schools of Sphere Federation, the RSE mini-topic is taught to Year 5 pupils and this is revisited in Year 6. Scholes (Elmet) Primary and St James' CE Primary have mixed aged classes. However, sufficient staffing allows the RSE mini-topic to be taught to Year 5 and Year 6 pupils separately.

Working with visitors and other external agencies
We may invite visitors or external agencies into school to talk on issues related to RSE. External visitors might include staff from Leeds Health and Wellbeing Service and theatre in education companies. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge pupil's perceptions. If this is the case, visitors are selected because they have the right skills and experience to make a unique contribution and add value. A teacher will always be present throughout these lessons in order for the pupils to value the lessons and to build on the pupils' learning after the session/s as well as answer any questions the pupils may subsequently have. Visitors are also expected to comply with the guidelines outlined within this policy. Teachers should ensure that the visitor understands the emotional, intellectual, cultural, religious, social and ability level of the children involved, including where there may be a specific issue relating to child protection.

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 with pupils 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 Living and Learning box and RSE '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 is suggested, we 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. 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 Living and Learning.

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 keep a note of pupils who have missed some or the entire module due to absence from school or withdrawal from RSE
- pupil progress and achievement are reported to parents/carers
- pupil achievement in RSE is celebrated and shared

The following are examples of questions which may 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 SRE (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 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 carry out may include:

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

14. Inclusion, equality and diversity

There is a great need for sensitivity in the approach to RSE. 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. Our school communities are diverse, and include pupils with different abilities and aptitudes, experiences, religious, cultural and socio-economic backgrounds, and sexual orientations.

To encourage pupils to participate in lessons, teachers ensure content, approach and use of inclusive language reflects the diversity of the school communities and helps each and every pupil to feel valued and included in the classroom. Teachers pay due regard to protected characteristics.

We promote the needs and interests of all pupils. The schools' 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 the protected characteristics as set out in the Equality Act (2010) and ensuring equal opportunities for all.

Pupils who have English as an additional language

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

In summary, those subject to the general equality duty must have due regard to the need to:

- **Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.**
- **Advance equality of opportunity between people who share a protected characteristic and those who do not.**
- **Foster good relations between people who share a protected characteristic and those who do not.**

These are sometimes referred to as the three aims of the general equality duty.
Equality and Human Rights Commission
https://www.equalityhumanrights.com/en/corporate-reporting/public-sector-equality-duty

We have a duty as a school under section 85 of the Equality Act to comply with the general equality duty.

- ***Ethnicity, religion and cultural diversity***

Race and religion/belief are two of the protected characteristics.
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 sex groups***

Sex is a protected characteristic.
Our policy is sensitive to the needs of different groups. For some pupils, it may be more appropriate for them to be taught particular topics in single sex groups. Working in single sex 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 sex 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, it is usual that time is provided after the sessions to come together to reflect on learning.

- ***Special educational needs and learning difficulties***

Disability is a protected characteristic.

RSE should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives. We ensure that provision is appropriate to the particular needs of our pupils, taking specialist advice where necessary. Teachers 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 may not be accessible for individuals with very significant learning needs.

Some pupils are more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These children 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 orientation***

Sexual orientation is a protected characteristic.
We 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 people who are, or think they may be, lesbian, gay or bisexual. We ensure that our teaching is sensitive and age appropriate in approach and content. Teachers never assume that all intimate relationships are between opposite sexes.

- ***Gender reassignment***

Gender reassignment is a protected characteristic.
We deal sensitively and honestly with issues of identity, answer appropriate questions and offer support. Whatever their developing identity, pupils need to feel that RSE is relevant to them. In teaching, reference may be made to gender reassignment and to people who feel they have a different gender identity. We ensure that our teaching is sensitive and age appropriate in approach and content.

- ***Pregnancy and maternity***

Pregnancy and maternity is a protected characteristic.
In our RSE lessons, we teach about reproduction and, to a lesser extent, contraception.

- ***Marriage and civil partnership***

Marriage and civil partnership is a protected characteristic.
In our RSE lessons, we promote the importance of safe, stable and loving relationships (including marriage and civil partnerships).

- ***Age***

Age is a protected characteristic.
In our RSE lessons, we teach about the human life cycle and growing older.

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. This also includes understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

Children have the right to:

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

Pupils are taught how to report concerns and seek advice when they suspect or know that something is wrong. At all stages, it is important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education.

When teaching any sensitive issue, young people may give cause for concern. All adults are aware of our pastoral system and safeguarding arrangements. If we have any reason to believe a pupil is at risk, we always follow safeguarding procedures and this includes seeking advice from the Leeds Education and Early Years Safeguarding Team. 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, sharing inappropriate images, 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. It is essential that the member of staff should explain to the child that the information might need to be passed on to a designated Child Protection Officer who may make a record and follow 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 Safeguarding 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 school and follow our complaints policy.

The following extract relates to St James' CE Primary.

ST JAMES'
Church of England
Primary School

18. Christian values

'Do everything in love.' (1 Corinthians 16:14)

Love is the key Christian value as it lies at the root of all other values. It means respect, affection, benevolence, goodwill and concern for the welfare of the one loved. It is selfless and means putting others first.

'We love because He first loved us.' (1 John 4:19)

St James' CE Primary is proud to be a Church of England school with a distinctive ethos that promotes Christian values whilst being inclusive to people of all faiths and those who choose to have no faith at all.

Although we follow the same agreed principles and practices that are set out in this policy, St James' CE Primary maintains its distinctive Christian ethos. To support this, we have six core Christian values:

- forgiveness
- friendship
- honesty
- love
- peace
- perseverance

As you would expect, these values are fundamental to positive, happy and healthy relationships and so they play a significant part in how we approach Relationships and Sex Education in our school. Examples of the relevance of our Christian values are:

- forgiveness *(in families, we live with others who can sometimes make bad choices – we encourage understanding and forgiveness and this promotes happy relationships)*
- friendship *(promoting friendship is a way to enjoy being with others with positive choices being made)*
- honesty *(honesty helps us to be true to ourselves as well as to others, and this can help us understand our feelings as we grow up and within different relationships)*
- love *(we promote the importance of love and respect as a fundamental element of sexual relationships)*
- peace *(a sense of peace helps us to remain calm and this in turn promotes happy and healthy relationships)*
- perseverance *(sometimes, relationships can be difficult and we can't expect to get on well with everyone else at the same level, but we should persevere to manage our relationships so we can at least co-operate with some whilst enjoying happy relationships with others)*

Appendix A(i):
Resources

We evaluate carefully teacher resources, leaflets, online resources and videos before using them. We focus on the needs of the pupils and our planned learning objectives. **Teachers are clear they must not use resources without the prior approval of Caroline Taylor, the Sphere Federation Health Leader with responsibility for RSE.**

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

Key texts and resources include:

- Channel 4 - Living & Growing series
- BBC Active. Sex and Relationship Education New Edition (Ages 10-12) (Interactive Whiteboard programme) http://www.pearsonschoolsandfecolleges.co.uk/Primary/ArtsandHumanities/PSHE/BBCActiveWhiteboardActivePSHE/ISBN/InteractiveCD-ROMs/SexandRelationshipEducationNewEditionAges1012.aspx
- SENSE DVD "Making sense of growing up and keeping safe" http://www.sensecds.com/SENSE/2_sensegrow.htm
- Life Support Productions DVD http://www.lifesupportproductions.co.uk/
- FPA – Growing up with Yasmine and Tom http://www.fpa.org.uk/schools-and-teachers/online-sre-and-pshe-primary-schools
- NSPCC PANTS (Underwear rule) https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/
- All About Periods Betty for Schools Programme https://bettyforschools.co.uk/
- 4Boys4Girls resource leaflets
- Puberty bag
- You, Me, PSHE RSE plans and resources
- PSHE Association resources (membership 2020-2021)

RSE is taught using a range of resources, which may vary depending on the needs of the pupils at the time. Ofsted identifies a feature of outstanding PSHE as the use of a 'range of well-chosen and imaginative resources to support learning, such as case studies, scenarios, visual images and video clips with thought-provoking messages'.

Local support available to schools
The Health and Wellbeing Service (Leeds City Council) can offer support through training, bespoke lessons and in school advisory sessions.

Appendix A(ii):
Additional resources

Teachers are clear they must not use resources without the prior approval of Caroline Taylor, the Sphere Federation Health Leader with responsibility for RSE.
Inclusion in the lists below does not mean that Sphere Federation schools endorse the materials and content.

Healthy relationships, sexual consent, exploitation and abuse:

- Information about FGM can be found at: www.forwarduk.org.uk
- Good practice examples and guidance on consent: www.pshe-association.org.uk/consent
- Child Exploitation and Online Protection (CEOP) has produced a series of resources which are available at: www.ceop.police.uk and www.thinkuknow.co.uk
- e-magazine to help teachers teach about consent, available free to Sex Ed Forum members: http://www.sexeducationforum.org.uk/resources/sex-educational-supplement.aspx
- Ask Brook about relationships, safety and risks, available at: www.brook.org.uk/shop
- Alright Charlie - Blast have designed this CSE resource in consultation with CSE professionals, primary schools teachers and children in years 5 and 6 in primary schools. This resource is designed for use with children aged 9-11 in primary schools and aims to highlight the warning signs of grooming in an age appropriate way. https://basisyorkshire.org.uk/resource/alright-charlie-cse-primary-school-resource/

Violence within relationships:

- The Against Violence and Abuse Project provides further information, advice and guidance: www.avaproject.org.uk
- Rape Crisis provides help and advice to those affected by rape, sexual violence and child sexual abuse: www.rapecrisis.org.uk

- Providing support to people in the Leeds District whose lives have been affected by domestic violence and abuse: http://www.behind-closed-doors.org.uk/

Teaching about pornography:

- Growing Up Safe, from Big Talk Education, for primary schools: http://www.bigtalkeducation.co.uk/resources-for-primaries.html

Teaching about sexting:

- The NSPCC has produced resources to make it easier for children to get help about sexting: http://www.childline.org.uk/explore/onlinesafety/pages/sexting.aspx
- Big Talk has produced resources to help primary school teachers discuss a range of difficult issues – including sexting and explicit images – with children: http://www.bigtalkeducation.co.uk/resources-for-primaries.html
- CEOP (Child Exploitation and Online Protection) has developed www.thinkuknow.co.uk, which contains a number of resources exploring the risks children face online, including two films that address sexting issues: Exposed and First to a Million.

Inclusive SRE:

- Stonewall has produced a series of packs and information for schools. Details are available at: www.stonewall.org.uk
- The Sex Education Forum has produced a factsheet on SRE for children with learning difficulties: https://www.sexeducationforum.org.uk/news/news/making-relationships-and-sex-education-work-children-send

Local sources of support:
www.schoolwellbeing.co.uk
www.healthyschools.org.uk
http://www.leeds.gov.uk/phrc/Pages/default.aspx
www.leeds.gov.uk/phrc/Pages/public-health-training.aspx
https://www.leedsscp.org.uk/Home
http://leedssexualhealth.com
http://www.themarketplaceleeds.org.uk/
http://mesmac.co.uk/
https://www.mindmate.org.uk/
https://www.schoolwellbeing.co.uk/pages/relationships-and-sex-education-rse
http://www.leedsforlearning.co.uk/

National sources of support:
https://www.sexeducationforum.org.uk/
https://www.brook.org.uk/
http://www.fpa.org.uk/
https://www.pshe-association.org.uk/
http://www.stonewall.org.uk/
http://www.bodysense.org.uk/
www.riseabove.org.uk
http://www.nat.org.uk/
https://www.womensaid.org.uk/
https://www.nspcc.org.uk/
https://www.childline.org.uk

Appendix B:
Local and national references

Statutory guidance: Relationships education, relationships and sex education (RSE) and health education
Keeping children safe in Education
Respectful School Communities: Self Review and Signposting Tool
Behaviour and Discipline in Schools
Equality Act 2010: advice for schools
SEND Code of Practice: 0-25 years
Alternative Provision
Mental Health & Behaviour in Schools
Preventing Bullying (including cyberbullying)
Sexual violence and sexual harassment between children in schools
The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)

Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)
SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
National Citizen Service guidance for schools
Brook, the PSHE Association and the RSE Forum (2014) RSE (RSE) for the 21st Century; Supplementary advice to the RSE Guidance DfEE (0116/2000)
National curriculum in England: framework for key stages 1 to 4
National Curriculum in England: Science programmes of study key stages 1 - 4
Education Act (1996) Crown copyright
Education Act (2002) Crown copyright
Education and Inspections Act (2006), Section 38, Crown copyright
HM government (2016) Multi-agency practice guidelines: Female Genital Mutilation, Crown copyright
Learning and Skills Act (2000), Section 148, Crown copyright
NCB: Assessment, Evaluation and Sex and Relationships Education
Ofsted (2013) 'Not yet good enough; personal, social, health and economic education in schools'
Optimus Education - Sex and relationship education policy
Writing your RSE policy: guidance from the PSHE Association
Sex Education Forum (2013b): Let's get it right; a toolkit for involving primary school children in reviewing their RSE, NCB
Sex Education Forum (2010) Curriculum design tool – Let's Work Together
Statutory Instrument 2012 No. 1124, Education, England, The School Information (England) (Amendment) Regulations 2012, Crown copyright.

Appendix C:
Parent information leaflet from the government

This information is available in other languages:
https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools

Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further detail by searching **'relationships and health education'** on GOV.UK.

Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

You can find further detail by searching **'relationships and health education'** on GOV.UK.

Your rights as a parent

The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

Your child's school is required to consult with you when developing and renewing their policies on Relationships Education. These policies must be published online and be available to anybody free of charge.

You can express your opinion, and this will help your child's school decide how and when to cover the content of the statutory guidance. It may also help them decide whether to teach additional non-statutory content. Schools are required to ensure their teaching reflects the age and religious background of their pupils.

Some schools will start to teach these subjects from September 2019 – if you'd like to know more, please speak to your child's school about what they plan to teach.

Right to withdraw your child

You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Your child's primary school can choose to teach Sex Education. If you'd like to know more about this, we recommend speaking to the school to understand what will be taught and when. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary level, the head teacher must grant this request.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

Department for Education

If you want to know more about what will be taught as part of the new subjects, the best thing to do is speak to your child's school.