



Kirkstall St Stephen's

*Relationship and Sex
Education Policy
(RSE)*

May 2021

KSS School Mission Statement

We are cherished, we are challenged, we are children of God

Our Vision

We are cherished – we aim to create a caring environment where all children and staff feel welcome, valued, supported and respected.

We are challenged- through a stimulating and challenging learning environment, where achievements are recognised but it is also safe to fail, increasing our resilience.

We are children of God – we recognise the value of each and every individual, encouraging everyone's unique spiritual development and potential.

Our Ethos Statement

Our school ethos is represented by the KSS Values Tree; showing children's growth as a tree planted firmly into God's sustaining love and rooted in our school values of: trust, justice, perseverance, respect, thankfulness and forgiveness.

This is based on Psalm 1:1-3.

Happy are those

who reject the advice of evil people,
who do not follow the example of sinners
or join those who have no use for God.

² Instead, they find joy in obeying the Law of the LORD,
and they study it day and night.

³ They are like trees that grow beside a stream,
that bear fruit at the right time,
and whose leaves do not dry up.

They succeed in everything they do.

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Rationale

Kirkstall St Stephen's Church of England Primary School was founded over 175 years ago to provide an education for local children. The school is part of the Inner North West Hub and is very much part of the community; it is regarded as a friendly and welcoming place.

We strive to maintain a Christian ethos where each individual is valued and where education of the whole child – spiritual, moral, mental, physical, social and emotional is catered for. It is our aim to bring out the best in every child we teach.

Description of Policy Formation and Consultation Process

The policy has been drawn up by in line with national and local recommendations and in consultation with these people :	Person	date
Leeds Healthy Schools and Wellbeing/PSHCE Consultant	Sophie O'Connor	
Teacher Adviser for Drug Education, Education Leeds	All teachers	
Teacher Adviser for RSE, Education Leeds	Year 4 5 6 teachers	
Member of Governing Body	Steven Viles	
Member of teaching staff	Year 4 5 6 teachers	
School Council	Y6 children	
Parents	All parents	

Staff with key responsibilities for Relationships & Sex Education

Member of staff	Specific responsibilities
Miss S O'Connor	<ul style="list-style-type: none"><input type="checkbox"/> Co-ordinating the RSE programme<input type="checkbox"/> Establishing and maintaining links with parents<input type="checkbox"/> Establishing and maintaining links with external agencies<input type="checkbox"/> Accessing and co-ordinating training and support for staff<input type="checkbox"/> Liaising with link schools to ensure a smooth transition<input type="checkbox"/> Policy development and review, including consultation with staff, pupils, parents & carers and local agencies<input type="checkbox"/> Implementing the policy; monitoring and assessing its effectiveness in practice<input type="checkbox"/> Organising consultation with parents

Relationships and Sex education definition

What is relationships and sex education (RSE)?

Relationships and sex education is learning about the emotional, social and physical aspects of growing up, relationships, sex, sexuality and sexual health. It should support pupils gain accurate information, develop skills and form positive beliefs, values and attitudes. It also gives pupils essential skills for building positive, enjoyable, respectful, loving and non-exploitative relationships, staying safe both on and offline. Enabling them to take responsibility for their body, relationships, reproduction, sexual health and wellbeing.

Why is sex and relationships education in schools important?

High quality RSE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life, and for the following reasons:

- ❑ RSE plays a vital part in schools fulfilling their statutory duties to protect and safeguard their pupils.
- ❑ 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 and young people 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.
- ❑ Children and young people 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 sex and relationships education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 *Not Yet Good Enough* report.
- ❑ Technology is evolving at a tremendous pace. The need to protect children and young people from inappropriate online content, cyber-bullying and exploitation is a growing concern. A comprehensive RSE programme can support in addressing these issues.

Government requirements and statutory guidance

Status of sex and relationships education in school and guidance

The RSE policy and RSE taught as part of the school's curriculum is the statutory responsibility of the school's governing body. School governors are in law expected to give 'due regard' to the Sex and Relationship Education Guidance (DfE 0116/2000) which is the guidance for schools. Further supplementary guidance has been produced 'Sex and Relationships Education for the 21 Century' (March 2014).

Both primary and secondary schools are legally obliged to have an up-to-date RSE policy that defines RSE and describes the content and organisation of RSE taught in and outside of the Science Curriculum. In primary schools if the decision is taken not to teach RSE outside the Science Curriculum this should also be documented in the policy and governors need to keep a written record of their decision. The policy needs to state how RSE is monitored and evaluated.

It is the statutory responsibility of the school's governing body to ensure that the policy is developed and is made available to parents. Parents have a right to withdraw their children from any RSE taught outside the Science Curriculum.

Alongside this guidance there are a number of requirements that all schools must adhere to when providing sex and relationships education;

1) The 2002 Education Act and the 2010 Academies Act sets out the following duties and whole school Ofsted inspections consider the extent to which a school provides such a curriculum:

- ❑ which is balanced and broadly based
- ❑ 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

2) The sex education elements of the National Curriculum Science order are mandatory for all pupils of primary and secondary school age. In primary school this includes pupils learning about parts of the body, growth, reproduction, life cycles and ageing; they should also learn about the changes experienced in puberty. In secondary schools this includes pupils learning about the structure and function of the male and female reproduction system including menstrual cycle.

Though not explicitly referred to there is an expectation that teachers will cover sexual health when they teach about reproduction. (See appendix 4 for Sex Education in the National Curriculum for Science).

3) Governing bodies have a wider responsibility under the equalities legislation (Equalities Act 2010) and should ensure that the school strives to do the best for all pupils regardless of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion, sexual orientation and looked after children. This means that RSE must be sensitive to the different needs of individual pupils and ensure pupils are able to live in a modern 21 Century Britain.

4) The new National Curriculum in England, DfE 2013, clearly states that schools, 'should make provision for personal, social, health and economic education (PSHE), drawing on good practice' and that 'RSE is an important part of the PSHE education' (Guidance -PSHE education, DfE 2013). In April 2014 the mandatory timeline was updated, 'All schools must publish their school curriculum by subject and academic year, including their provision of

PSHE. Academies and free schools are also required to publish information similar to that required by the regulations relating to their curriculum through their funding arrangements.'

5) In 2015 the DfE updated 'Keeping children safe in education – statutory guidance for schools and colleges' which continues to state that governing bodies and proprietors should consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through PSHE, and /or for maintained school through RSE. Specific issues referred to in the document include sexual exploitation, domestic violence, bullying including cyber bullying, sexting and teenage relationship abuse.

6) In June 2019, the DfE published "Relationships education, relationships and sex education (RSE) and health education" (June 2019). This guidance:

- a. Makes it compulsory for all schools to have an RSE Policy and to consult parents and carers in the development of that policy;
- b. Sets out the topics that need to be taught to students by the end of secondary schools; and
- c. Makes changes to the right of parents or carers to withdraw their child from the elements of sex education that are not taught as part of the compulsory national science curriculum.

Any school that provides RSE has a statutory duty to have 'due regard' to the Secretary of State's Sex and Relationship Education Guidance (DfE, 2000)

National Curriculum

Statutory sex education in science programmes of study at Key Stages 1 to 3

RSE Policy

The Secretary of State's 2000 guidance states that all schools should have an up to date policy for RSE, which must be available for inspection and to parents/carers on request.

Quality Relationship and sex education

What is high quality sex and relationships education?

The principles of high quality RSE in all schools – including those with a religious character – are set out below as stated in the Sex and Relationships Education for the 21st Century guidance.

Sex and relationships education:

- ❑ is a partnership between home and school
- ❑ ensures children and young people's views are actively sought to influence lesson planning and teaching
- ❑ ensures a safe learning environment is established
- ❑ starts early and is relevant to pupils at each stage in their development and maturity
- ❑ is taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, respect, abuse, sexuality, gender identity, sex and consent
- ❑ includes the acquisition of knowledge, the development of life skills and respectful attitudes and values
- ❑ has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills, and accessing services
- ❑ helps pupils understand on and offline safety, consent, violence and exploitation
- ❑ is both medically and factually correct and treats sex as a normal part of life
- ❑ is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience
- ❑ uses active learning methods, and is rigorously planned, assessed and evaluated
- ❑ helps pupils understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media
- ❑ teaches pupils about the law and their rights to confidentiality even if they are under 16, and is linked to school-based and community health services and organisations
- ❑ promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs
- ❑ teaches about social norms and that the majority of young people do not have sexual relationships before the age of 16
- ❑ support pupils to manage the pressures to become sexually active until they are ready to enjoy and take full responsibility for a sexual relationship through delay sexual health messages

It contributes to:

- ❑ positive ethos and environment for learning
- ❑ 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 gender-based and homophobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships
- ❑ helping pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice
- ❑ reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying

Relationships and Sex education Curriculum

Key Features to consider for the development of an effective RSE policy

What is sex and relationships education (RSE)?

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

What will be the aims, objectives and outcomes of RSE?

Attitudes and Values

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

Personal and Social Skills

- ❑ learning to manage emotions and relationships confidentially and sensitively
- ❑ developing self-respect and empathy for others
- ❑ equipped with the information, skills and values to have safe, fulfilling and enjoyable relationships
- ❑ learning to make choices based on an understanding of difference and with an absence of prejudice
- ❑ explore and develop the social and personal skills needed to make informed choices with an appreciation of the consequences of choices made
- ❑ develop assertiveness skills to managing negotiation and conflict
- ❑ learning how to recognise and avoid abuse, control and exploitation, and how to seek help if they are being abused / exploited
- ❑ learning how to recognise pressure and ways of dealing with it
- ❑ understand a range of 'different families' and sexualities: Lesbian, Gay, Bisexual and Transgender (LGBT) and able to challenge transphobic and homophobic
- ❑ able to take responsibility and have respect for their bodies, wellbeing and sexual health
- ❑ develop the knowledge and skills to be able to seek appropriate help

Knowledge and Understanding

- ❑ learning and understanding physical and emotional development at appropriate stages, including the appropriate terminology to describe the names for their genitalia and reproductive organs

- ❑ learn that their body belongs to them and they can say who has access to it
- ❑ learn and implement strategies to keep safe both on and offline
- ❑ consider the impact of the media on body image and portrayal of all genders
- ❑ understanding human sexuality, reproduction, sexual health, emotions and healthy relationships
- ❑ learning the reasons for delaying sexual activity, and the benefits to be gained from such a delay
- ❑ learn about the law and sexual consent

Delivery of RSE and the Curriculum

At Kirkstall St Stephens we use The Islington Primary RSE scheme of work will be delivered in years 2 4 5 and 6.

- ❑ Class teachers will deliver RSE lessons using the 'You Me and Pshce' scheme of work
- ❑ Each class will be taught the RSE lessons in the Summer term parents will be informed before the teaching commences in year 4,5 and 6.
- ❑ The RSE Curriculum overview and lessons can be found on the school website under RSE
- ❑ The RSE outcomes can be found in appendix A
- ❑ Resource list can be found in appendix B
- ❑
- ❑ We use a set of ground rules for each PSHE lesson. The children go through these before each lesson:

Giggling is okay (just a little giggle and be respectful)

Respect what other say

Outside – please be sensible if discussing lessons

Understand other people may have different thoughts and feelings to you

No personal questions or stories in class (please use the 'ask it basket')

Don't shout out, please raise your hand to speak

Remeber to ask sensible questions if you are unsure of something

Use the correct terminology/names

Let the teacher know if you would like to speak in private

Encourage everyone to take part and have an equal say

Silence – it's okay to pass on something sensitive, just let your teacher know!

- ❑ **Taking care of me, taking care of you, having an equal say and learning as we go.**

Assessing, monitoring, evaluating and reviewing RSE

RSE will be assessed using the evaluation Islington scheme of work sheets:

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

The school's Curriculum lead will be responsible for monitoring the provision of RSE and for reporting the results to the Senior Leadership Team, and via the Headteacher to the Governors' Curriculum Committee. The PSHEE co-ordinator is responsible for evaluating the programme of work, reporting the findings on an annual basis, and for making recommendations for changes to the programme.

Monitoring and Evaluation

The RSE programme is regularly monitored and evaluated within the schools framework for teaching and learning and delivery of the curriculum. The views of pupils, parents/carers and teachers are used to make changes and improvements to the programme on an ongoing basis. The policy will be formally reviewed every three years for the following purposes:

- ❑ To review and plan the content and delivery of the programme of study for RSE
- ❑ To review resources and renew as appropriate (see further guidance in appendix 3)
- ❑ To update training in line with current guidance and staff identified needs

Female Genital Mutilation (FGM)

All staff at Kirkstall St Stephens have had training on FGM and understand the process and the signs to look out for. This will not be included in the scheme of work for children.

Roles and Responsibilities:

The Governing Body

The governing body has the responsibility to ensure a school has an up-to-date RSE policy that describes the content and organisation of RSE through the national curriculum science

and other curriculum areas like PSHE. The governing body, in co-operation with the Headteacher, is expected to involve families, pupils, and the wider school community to ensure that RSE addresses the needs of pupils, local issues and trends. The governing body need to ensure pupils are protected from teaching and materials which are inappropriate, having regard to the age, religious and cultural background of the pupils. They will ensure that the policy is available to parents and that parents know of their right to withdraw their children.

Governors will ensure that the programme and the resources are monitored and evaluated. This monitoring applies to both the taught curriculum and the wider areas of school life eg school nurse. Review the policy on a three year cycle or sooner if necessary. It is good practice to identify a link governor for RSE

The governing body has the responsibility to ensure the school is meeting requirements under the equalities legislation (Equalities Act 2010) so they need to ensure the curriculum reflects the diversity of modern Britain including representing a range of families and sexualities in both primary and secondary schools.

The governing body has the responsibility through the statutory guidance 'Keeping children safe in education' (March 2015) to consider how pupils may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through PSHE, and /or for maintained school through RSE. Specific issues referred to in the document include sexual exploitation, domestic violence, bullying including cyber bullying, sexting and teenage relationship abuse.

The Headteacher

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

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

The PSHE Co-ordinator

The school has a co-ordinator for PSHE who is responsible for all aspects of the subject including RSE.

In respect of RSE, responsibilities are to:

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

Special educational needs and diversity:

Special educational needs:

All children have the right to RSE and are included in the teaching and learning. Differentiated teaching and resources will be available. This will be discussed with parents before any teaching.

Diversity

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

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

All families are different so it is important to avoid using language which focuses on the conventional mum and dad family structure and instead talks about families more broadly.

Pupils should be provided with the opportunities to learn about different family structures. Supporting resources have been developed to enable primary schools to introduce the topic of 'different families – same love'.

It is also important when teaching RSE not to just refer to the two genders of boys and girls but to take the time to explore the spectrum of gender identity.

The 2010 Equalities Act sets out that schools are required to eliminate discrimination, advance equality and foster good relations, so the curriculum should cater for LGB, Trans and heterosexual pupils. This also means schools have to be proactive in preventing and tackling homophobic, biphobic and transphobic bullying and make all children and young people feel included. Guidance for Church of England schools 'valuing all God's children' sets out why homophobia is an issue and ways to tackle it in schools.

This section will be taught as part of the 'Identity, society and equality: Stereotypes, discrimination and prejudice' area in PSHCE in year 5. The learning objectives will be for children to:

- identify some discriminatory language (homophobic, sexist, disablist, racist and transphobic)
- know what to do if they experience discriminatory language at school
- understand how discriminatory language can make people feel and that this is unacceptable

The terminology used in this section will be:

- bisexual describes somebody who is attracted to either men or women
- gay describes a man or woman who is attracted to people of the same sex
- lesbian describes a woman who is attracted to other women
- transgender describes somebody who doesn't feel like the sex they were born with
- heterosexual describes somebody who is attracted to the opposite sex

Parents / Carers:

Consultation

A school should aim to work in active partnership with families, value their views and keep them informed of the RSE provision. If a parent/carer has any concerns about the RSE provision then time should be taken to address their concerns. Families will be invited to review the resources for years 4,5 and 6. The whole school overview and planning is available for parents to review on the school website.

From (date to be added) parents will be able to fill in a questionnaire about RSE and the policy with space to ask any questions. Their questions will be considered and a response will be published on the website.

Parents are able to contact the school by email with any queries or concerns. These will be passed on to the RSE leader and teacher who will address these and contact the parent. Families could be signposted to the family planning association website which has a specific section for parents/carers on how to discuss these issues with their children
<http://www.fpa.org.uk/help-and-advice/advice-for-parents-carers>

Withdrawal

Under section 405 of the Education Act 1996, parents of primary age children may opt to withdraw their children from RSE lessons. Parents have the right to withdraw their children from all, or part, of sex education, which is not part of the National Curriculum (the science of body changes and reproduction). Parents will be notified in writing of the programme and the content for RSE and reminded of their right to withdraw their children. Parents wanting to exercise this right are invited to see the Headteacher or PSHE Co-ordinator who will explore their concerns.

If a child is withdrawn they will be provided with alternative work for the duration of the lessons they should not be removed from school for the duration of the lesson and consideration will be given on how to protect a pupil from the possible reaction of their peers to this withdrawal.

Concerns

Parental or public concerns and complaints about a school's sex and relationships education provision should be addressed through the school's complaints procedure. Parents should report any concerns to the school addressed to the PSHE coordinator or the headteacher. The parent can expect to hear back within 7 working days. For any complaints parents should follow the complaints procedure outline the in the complaints policy.

Safeguarding and Confidentiality

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

If pupils ask particularly sensitive questions that appear to be inappropriate in the circumstances, teachers will deal with this outside of the lesson but an agreed holding statement will be used for example, 'that is a really interesting question and I need time to think because I want to give you a really good answer' this then allows the teacher to follow a number of options. These include: further questioning of the pupil with another member of staff present asking them for interpretation of the question they asked. Time to consult with colleagues to construct an appropriate answer, or liaise with the pupil's family, and obtain information about where to get further help or, if the matter is considered a potential Safeguarding issue, the staff member responsible for this will be notified.

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

‘Taking care of me, taking care of you, having an equal
say and learning as we go’.

Appendix A

RSE statutory topic required by the government 2020

Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers

By the end of primary school:

Families and people who care for me

Pupils should know

- ☐ 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 Respectful relationships

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

Pupils should know

- ☐ 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.

Pupils should know

- ▣ 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.

Online relationships

- ▣ 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.

Pupils should know

- ▣ 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

Pupils should know

- ▣ 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.

This guidance incorporates advice from the Department of Education and supplementary advice:

Sex and Relationship Education Guidance DfE 2000

Sex and Relationships Education for the 21st Century May 2014

Relationships Education, Relationships and sex education (rse) and health education June 2019

Appendix B

RSE resource list 2020-2021

Channel 4 living and growing dvd

Tampons /Sanitary pads

Islington scheme of work 'you me and pshe' assessment and work sheets