



Ireby Church of England Primary School

Vision – ‘Created to do good’ – Ephesians 2:10

Relationships Education; Sex Education; and Health Education Policy

Approved by: ¹

Michael John
Head Teacher:

Date: 01/04/2024

Philippa Irving
Chair of Governors:

Date: 01/04/2024

Next review date: ² 31/03/2025

¹ This policy requires approval from the Full Governing Body.

² This document must be reviewed annually, or sooner if legislation/statutory guidance changes.
It is a requirement for this policy to be published on the school website.

KEY ROLES

The following key roles were held as at the date of publication:

Head teacher	Michael John – Head teacher
Designated Safeguarding Lead	Michael John – Head teacher
Deputy Designated Safeguarding Lead	Frankie Hartwell – Senior teacher
Relationships Education, Sex Education & Health Education lead	Frankie Hartwell – Senior teacher
PSHE lead	Frankie Hartwell – Senior teacher

REVIEW SHEET

Each entry in the table below summarises the changes made to this document since the last review.

Version Number	Version Description	Date of Revision
01	Original	Oct 2020
02	Updated and personalised for Ireby School, to ensure compliance with DfE Relationships Education, Relationships and Sex Education (RSE), and Health Education	27/04/2023
03	Policy checked – DfE guidance remains the same, policy re-dated, but content remains unaltered.	01/04/2024

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POLICY

1. Definitions

For the purposes of this Policy and procedures a child, young person, pupil or student is referred to as a ‘child’ or a ‘pupil’ and they are normally under 18 years of age.

Wherever the term ‘parent’ is used this includes any person with parental authority over the child concerned e.g. carers, legal guardians etc.

Wherever the term ‘Head teacher’ is used this also refers to any Manager with the equivalent responsibility for children.

The term ‘school’ refers to Ireby Church of England Primary School. The term ‘school’ also includes wrap around care, such as Breakfast Clubs and After School Clubs.

‘RSE’ stands for ‘relationships and sex education’ – this is a term used in statute, and it relates to curriculum content that is delivered in Secondary Schools. The term ‘RSE’ is not therefore used within this Policy, other than when referring to that later Secondary School phase of a child’s education.

‘Relationships education’ in primary school focuses on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships; family relationships; and relationships with other children and with adults.

‘Sex education’ is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the national curriculum for science. For the purposes of this Policy, we specifically identify any non-statutory sex education that falls outside of science and those related elements (the physical changes associated with puberty) within statutory health education.

‘Health education’ is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

‘PSHE Education’ stands for Personal, Social, Health and Economic Education. Please see the curriculum area of our school website for more information: <https://www.irebycofeschool.co.uk/curriculum>.

2. Statutory requirements

The statutory guidance '[Relationships Education, Relationships and Sex Education \(RSE\), and Health Education](#)' made under sections 34 and 35 of the '[Children and Social Work Act 2017](#)', makes relationships education compulsory for all pupils receiving primary education, and also makes health education compulsory in all schools except independent schools.

The teaching of sex education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum: including knowledge of the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for health education, such as puberty and menstrual wellbeing, will be included within PSHE lessons.

Within the statutory guidance mentioned above, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this information. It states:

"It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement."

"It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born."

The DfE requires that teaching should reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

The DfE also expects all pupils to be taught about Lesbian, Gay, Bisexual and Transgender (LGBT) content at a timely point as part of this area of the curriculum, and for schools to fully integrate this into their programmes of study for this area of the curriculum, rather than it be delivered as a stand-alone unit/lesson.

3. Policy Aims

This Policy sets out to:

- Define the [statutory relationships education](#); [statutory science curriculum](#) and [statutory health education](#) that we teach, and clarify why parents **do not** have a right to withdraw their child from these lessons;
- Define the [non-statutory sex education](#) that our school chooses to teach (over & above the content in the statutory science curriculum), and outline a parent's right to request that their child be excused from this non-statutory education;
- Outline the subject content; how this is taught; who is responsible for teaching it; how the subject is monitored and evaluated; how delivery of the content will be made accessible to all pupils – including those with SEND; how the policy has been produced, and how it will be kept under review, in both cases working with parents; and the requirements on schools in law e.g. the Equality Act.

4. Introduction

An age-appropriate and developmentally appropriate relationships education, sex education, and health education programme which meet the needs of pupils in our school will be developed by the Head teacher and class teachers, in accordance with DfE recommendations, and in consultation with parents/governors.

- The aim is for these subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.

- This will sit alongside the essential understanding of how to be healthy.
- Teaching about mental wellbeing is central to these subjects, and aims provide children with the knowledge and capability to take care of themselves & access support where this is needed.

At our school, the majority of the relationships education, sex education and health education programme is taught through: PSHE, science, computing, and physical education. The aims are to:

- provide a consistent standard of relationships, sex and health education across the school;
- help pupils develop feelings of self-respect, confidence and empathy;
- promote responsible behaviour;
- create a positive culture of communication around issues of relationships;
- teach pupils the correct vocabulary to describe themselves and their bodies;
- provide a framework in which sensitive discussions can take place;
- prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene;
- give pupils an understanding of reproduction and sexual development;
- ensure that all pupils, by the time they reach secondary school age, are well equipped and on an equal footing, to deal with the secondary RSE and health education curriculum;
- provide all pupils with knowledge, skills, and attitudes that will enable them to make positive and healthy choices concerning relationships as they grow up and deal with risk; and
- combat exploitation.

Key aspects of relationships education, sex education and health education are in scope for Ofsted inspection; for example, through inspectors' consideration of pupils' personal development, behaviour and welfare; and pupils' spiritual, moral, social and cultural development.

5. Roles and responsibilities

5.1 The Governing Body

DfE statutory guidance [‘Relationships Education, Relationships and Sex Education \(RSE\), and Health Education’](#) requires the Governing Body to ensure that:

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

5.2 The Head teacher

The Head teacher is responsible for:

- ensuring that relationships education, sex education and health education are taught consistently across the school, and in accordance with this Policy;
- managing requests to withdraw pupils from non-statutory lessons;
- ensuring that members of staff are given sufficient training to be able to teach these subjects effectively and handle any difficult issues with sensitivity;
- monitoring this policy on a regular basis; and
- reporting to the Governing Body on the effectiveness of the Policy.

5.3 Teachers and all other staff

Teachers are responsible for teaching relationships education, sex education and health education at our school, and do not have the right to opt out of teaching these subjects. Any staff member who has concern about this should discuss the issue with the Head teacher.

Teachers will:

- plan relationships education, sex education and health education lessons to ensure that pupils of differing abilities, including the most able, are suitably challenged;
- assess their teaching, and use assessments, to identify where pupils need extra support or intervention; and
- have the same high expectations of the quality of pupils' work in relationships education, sex education and health education as for other curriculum areas.

All staff are responsible for:

- delivering relationships education, sex education and health education in a sensitive way;
- modelling positive attitudes to relationships education, sex education and health education;
- respond to questions and issues in the ways that are outlined in the section below titled [Dealing with routine questions, sensitive issues, and difficult questions](#);
- responding to the needs of individual pupils;
- responding appropriately to pupils whose parents wish them to be withdrawn from non-statutory lessons; and
- monitoring progress.

Note: Since relationships education, sex education and health education incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum, but through all aspects of school life including in the playground. It is important therefore that ALL staff understand they have a responsibility to implement this Policy, and promote the aims of the school, at all times when they are dealing with children.

6. Working with parents

The DfE is clear that parents are the prime educators for children on many of these matters. Within school we aim to complement and reinforce this role, and build on what pupils learn at home.

We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we will:

- carry out our statutory duty to consult with parents/governors on the contents of this policy and practice;
- inform parents about the school's relationships education, sex education and health education Policy;
- provide parents with every opportunity to understand the purpose and content of relationships education, sex education and health education, and ask questions about the school's approach to help increase confidence in the curriculum; and
- work closely with parents when planning and delivering relationships education, sex education and health education in school;
- ensure that parents know what will be taught and when;
- clearly communicate the fact that parents have the right to request that their child be withdrawn from non-statutory sex education; (however, this rarely happens as, by working in partnership with parents, they recognise the importance of this aspect of their child's education);
- provide opportunities for parents to view the resources that are used in lessons;
- answer any questions that parents may have & address any concerns;
- help support parents in managing conversations with their children on these issues;

- keep a written record of any pupils who are withdrawn, and ensure this information is distributed to relevant members of staff;
- take seriously any issue that parents raise with teachers or governors about this Policy or the arrangements for relationships education, sex education and health education in the school.

6.1 Right to be excused from sex education (commonly referred to as ‘the right to withdraw’)

There is no right to withdraw from Relationships Education, Health Education, or the Science Curriculum.

However, Parents do have the right to request that their child be withdrawn from some or all of sex education delivered in primary schools, other than as part of the Science Curriculum.

A Parent wishing to lodge any such request should speak to the Head teacher, and confirm their request to withdraw their child in writing. The school will adopt the following process:

- The Head teacher will discuss the request with parent to:
 - ensure that their wishes are understood;
 - clarify the nature and purpose of the curriculum; and
 - discuss the benefits of receiving this education, and any detrimental effects that withdrawal might have on the child. (This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers’ version of what was said in the classes, rather than what was directly said by the teacher – although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead.
- The school will document this process to ensure a record is kept;
- The Head teacher will automatically grant a request to withdraw a pupil from any sex education delivered in a primary school, other than as part of the science curriculum; and
- If a pupil is excused from sex education, the class teacher will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal, and that child will go to another class for the duration of the lesson.

7. Statutory relationships education

Relationships education in primary school focuses on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

By the end of primary school pupils will have learnt about the following topics:

- Families and people who care for me;
- Caring friendships;
- Respectful relationships;
- Online relationships; and
- Being safe.

Each of these is expanded upon further in the table below.

By the end of primary school:

Families and people who care for me	<p>Pupils should know:</p> <ul style="list-style-type: none">• 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
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	<p>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.</p> <ul style="list-style-type: none"> • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none">• 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.
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8. Statutory science curriculum

The statutory science curriculum is compulsory for all children.

Early Years Foundation Stage children learn:

- about life cycles as well as watching chicks hatch. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 (years 1 – 2) children learn to:

- identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense;
- notice that animals, including humans, have offspring which grow into adults;
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air); and
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

In Key Stage 2 (years 3 – 6) children learn to:

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat;
- identify that humans and some other animals have skeletons and muscles for support, protection and movement;
- describe the simple functions of the basic parts of the digestive system in humans;
- identify the different types of teeth in humans and their simple functions;
- describe the life process of reproduction in some plants and animals;
- describe the changes, as humans develop to old age;
- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood;
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function;
- describe the way nutrients and water are transported within animals, including humans; and
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

9. Non-statutory sex education

As part of **statutory** health education, children are taught in an age-appropriate way about puberty and the associated physical and emotional changes from Year 4 onwards.

As part of the **statutory** science curriculum, children learn in Year 2 that animals, including humans, have offspring which grow into adults. In Year 5, they describe the changes as humans develop to old age and about how reproduction occurs in some plants and animals.

Alongside this, children in Year 4 are taught to recognise the signs and changes that may occur during the onset of puberty, in preparation for further lessons on this subject which also focus on emotional changes and menstruation in Year 4. These lessons form part of the **statutory** requirements for health education.

The DfE guidance 2019 also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born.

Although sex education is not compulsory in primary schools, at our school we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some **non-statutory** sex education, covering how human reproduction and conception occurs. This is taught in Years 4, 5 and 6.

Children are taught:

- that for a baby to begin to grow, part comes from a mother and part comes from a father;
- that in most animals including humans the baby grows inside the mother;
- that when a sperm and egg meet, this is called conception;
- that conception usually occurs as a result of sexual intercourse, and what sexual intercourse means; and
- how a baby develops in the womb and how babies are born.

We believe that teaching this additional content to pupils will ensure that they are better prepared for transition to secondary school and also support their personal and social development as they grow into young adults. As is legally prescribed, parents have a right to withdraw their children from these additional non-statutory sex education lessons – please see the section titled [Right to be excused from sex education \(commonly referred to as 'the right to withdraw'\)](#).

The resources we use when teaching the non-statutory sex education units are available for parents to view on request to the class teacher.

10. Statutory health education (physical health & mental wellbeing)

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

By the end of primary school pupils will have learnt about the following topics:

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

Each of these is expanded upon further in the table below.

By the end of primary school:

Mental wellbeing	<p>Pupils should know:</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	<p>Pupils should know:</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
Physical health and fitness	<p>Pupils should know:</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating	<p>Pupils should know:</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<p>Pupils should know:</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing. • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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 including what is an average period, range of menstrual products and the implications for emotional and physical health

11. Delivery of relationships education, sex education and health education

11.1 The school environment

The school environment will support the key messages from the relationships education, sex education and health education programme. We will:

- Ensure that posters and displays use positive images and celebrate difference and diversity;
- Ensure that communication between staff and pupils is welcomed and encouraged, and children know how to access members of staff;
- Use anonymous question boxes or similar items enabling children to have questions and concerns answered privately where needed;
- Ensure that discriminatory behaviour is always challenged in any context; and
- Make adequate and sensitive arrangements to help girls prepare for and manage menstruation including sanitary ware and free of charge period products.

11.2 Materials

School will only follow an approved scheme of lessons, at present the school uses Kapow.

The Head teacher and class teachers will determine appropriate resources/materials which will be used to deliver these subjects. Teachers will assess each resource that they propose to use to ensure that it is appropriate for the age and maturity of pupils, and sensitive to their needs.

School will make examples available to parents of the resources which will be used – in order to provide reassurance to parents, and to enable them to continue the conversations started in class at home.

11.3 Teaching & the agreement of ground rules

Our relationships education, sex education and health education programme will be delivered in a sensitive and age appropriate manner by class teachers.

Teaching is normally conducted in mixed gender groups, though some content is covered in single sex groups e.g. menstrual hygiene, single sex question sessions, etc.

We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes.

Pupils are expected to engage fully in relationships education, sex education and health education and, when discussing issues related to these topics, treat others with respect and sensitivity.

Ground rules in class and across the school are essential and will be established in partnership with the class, and then reinforced at the start of each relevant lesson. As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other;
- Everyone gets a turn to speak, if they want to;
- Everyone has a right not to speak;
- Everyone's contribution is respected;
- We don't ask or have to answer any personal questions; and
- We use anatomically correct language when we have learnt it.

The religious background of pupils will be taken into account when planning teaching. The DfE allows schools to teach about faith perspectives, and in particular, schools with a religious character may teach the distinctive faith perspective on relationships, and balanced debate may take place about issues that are seen as contentious.

Delivery methods will be adjusted should the need for remote learning occur.

11.4 Accessibility for pupils with special educational needs and disabilities (SEND)

Relationships education, sex education and health education will be accessible for all pupils, including any pupils with special educational needs and disabilities, and where necessary differentiated/personalised content and teaching will be provided, to ensure accessibility and meet the specific needs of pupils at different developmental stages.

As with all teaching for these subjects, we will ensure that our teaching is sensitive, age-appropriate, developmentally appropriate, and delivered with reference to the law.

Teachers will be mindful that some pupils can be more vulnerable to exploitation, bullying and other issues due to their special educational needs and disabilities, and that relationships education, sex education and health education can also be particularly important subjects for some pupils – for example those with social, emotional and mental health needs or learning disabilities. Such factors will be taken into consideration in designing and teaching these subjects.

11.5 Dealing with routine questions, sensitive issues, and difficult questions

Teachers and other staff will:

- Provide opportunities for pupils to ask questions; (and where appropriate will provide a 'questions box' for pupils to ask anonymous questions);
- reply to and answer children's questions sensitively, honestly, openly, within a general context, and in an age appropriate way;
- ensure that balanced information is provided;
- give consideration to religious/faith/cultural factors, and to parents' wishes before questions are answered,
- avoid any negative impressions; and
- answer questions that may arise through the direct teaching of relationships education, sex education and health education, as well as those that may be asked at other times.

If staff are faced with a question they do not feel comfortable answering within the classroom, techniques such as distancing, the use of a question box, or creating a time to talk to a child individually will be used. Any such question should be discussed with the Head teacher, and will be answered at a later point.

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. The school's Policy on this is for teachers to respond in an age-appropriate manner so the pupil is fully informed and does not seek answers online.

Children may also be signposted back to parents, and the teacher will contact the parents to give a context to the conversations that have been held in class.

If any questions raise safeguarding concerns, staff will refer to the Designated Safeguarding Lead (DSL) or in their absence to the Deputy DSL, in accordance with the school's Child Protection Policy and procedures. See also the section titled [Safeguarding, reports of abuse and confidentiality](#).

11.6 Use of external experts

External experts may be invited to assist teachers with the delivery of the relationships education, sex education and health education programme. In any such situation the class teacher will:

- check the visitor's credentials (and the credentials of any organisation that the visitor represents);
- ensure that any teaching delivered by the visitor fits with the school's planned relationships education, sex education and health education programme, and meets the requirements of this Policy;
- discuss the detail of how the visitor will deliver their sessions;
- ensure that the content is age-appropriate and accessible for all pupils (including any with SEND);
- ask to see all of the materials/resources that the visitor will use (as well as a lesson plan) in advance;
- agree how confidentiality will work in any lesson;
- ensure that the visitor understands how safeguarding reports should be dealt with in line with school policy; and
- remain with the visitor during the lesson.

11.7 Equality

The school has a Single Equity Scheme and complies with relevant requirements of the Equality Act 2010, and the Public sector equality duty (PSED). We will approach our relationship education, sex education, and health education programme with sensitivity and respect, and will:

- show due regard to equality issues;
- present children with accurate information based on the law;

- celebrate difference and diversity;
- model and encourage positive behaviours;
- foster healthy and respectful communication;
- encourage pupils to form their own, informed opinions, whilst also respecting others opinions;
- examine and challenge stereotyping; and
- ensure we deliver a programme that is relevant, and appropriate.

We will avoid:

- any derogatory or prejudicial terms which could cause offence;
- bias;
- any personal beliefs or attitudes of staff influencing the teaching of relationships education, sex education and health education;
- using relationships education, sex education and health education as a means of promoting any form of sexual orientation; and
- discrimination because of any protected characteristics which a person may have: [age](#); [disability](#); [gender reassignment](#); [marriage and civil partnership](#); [pregnancy and maternity](#); [race](#); [religion or belief](#); [sex](#); & [sexual orientation](#).

12. Safeguarding, reports of abuse and confidentiality

At the heart of these subjects there is a focus on keeping children safe, and good practice allows children an open forum to discuss potentially sensitive issues.

Our school has a comprehensive Child Protection Policy and procedures, which covers safeguarding and child protection, and in which all staff are trained. (A copy of the Policy can be found on the school website, or be obtained on request from the school office.)

The content of Child Protection Policy and procedures will be followed in the event of any safeguarding or child protection issue, or suspected issue, arising in connection with relationships education, sex education, or health education. (Please see the contents summary below.)

Note also: The Child Protection Policy specifies the school's protocols for confidentiality and states:

"All staff are made aware that they cannot keep 'secrets' and absolute confidentiality with children, and that if a child reports abuse or gives information that suggests they may be at risk, this MUST be passed on to the DSL as soon as possible. The child should be told who their report will be shared with and what will happen next. If the child does not give their consent to share information, staff may still lawfully share it and advice MUST be sought from the DSL in all cases."

The Child Protection Policy and procedures should be referred to for further detail. It covers the following:

KEY ROLES

REVIEW SHEET

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13. Monitoring and review

Pupils' development in relationships education, sex education and health education is monitored by class teachers and the Headteacher in accordance with the school's Curriculum, Teaching and Learning Policy. Parents will also monitor their child's development in this area of the curriculum.

A copy of this Policy will be published on the school website, (with paper copies also being available on request from the school office), and as such the content of the Policy will always be freely available for Parents to read and discuss with us, and Parent's comments on this aspect of their child's education & this Policy will always welcome.

In addition to all of the Governors scrutinising the Policy – and any revisions to it – our Parent Governors will also be asked to take a lead role in considering the content of this policy from a Parent's perspective. Where necessary, wider collaboration with other parents will also place, and the Head teacher will be responsible for determining where this is needed.

14. Concerns or complaints

Parents are encouraged to raise any concern or complaint which they have about the school's relationships education, sex education and health education programme, as early as possible, so that steps can be taken to discuss and allay any issues.

- 'A concern' may be defined as '*an expression of worry or doubt over an issue considered to be important for which reassurances are sought*'.
- 'A complaint' may be defined as '*an expression of dissatisfaction however made, about actions taken or a lack of action*'.

Please see the school's 'Concerns and Complaints Policy and Procedures' which can be downloaded from the school website, or obtained on request from the school office.

15. Related guidance

This Policy should be read in conjunction with other school Policies and procedures, including the following:

- Behaviour Policy and procedures (which also includes the schools anti-bullying policy & procedures);
- Child protection Policy and procedures;
- Online Safety Policy; and
- Single Equity Scheme.

The DfE outlines that their statutory guidance '[Relationships Education, Relationships and Sex Education \(RSE\), and Health Education](#)' should be read in conjunction with:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#) (advice for schools)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying)
- [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))