



## LINCOLN GARDENS PRIMARY SCHOOL



### Relationships Education and Relationships and Sex Education (RSE) Policy

The Government have announced that Relationships and Sex Education and Health Education will be statutory for all schools in September 2020. For primary schools, this means that Relationships Education will be compulsory and although sex education is not, it is recommended that 'all primary schools should have a sex education programme tailored to the age and physical and emotional maturity of the pupils'. A primary school can determine whether they need to cover any additional content on sex education to meet the needs of their pupils' Health Education.

Our RSE Policy is informed by the following documents and guidance:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (Department for Education)
- Sex and Relationships Education Guidance DfEE 0116/2000
- Sex and Relationships Education for the 21<sup>st</sup> Century (March 2014)

#### **Definition of 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 to 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.

#### **Our Intent for the teaching of Relationships, RSE and Health Education**

We believe that pupils should be taught about the characteristics of positive relationships with particular reference to friendships, family relationships and relationships with other children and adults. In school, this begins in Nursery and Reception where children learn how to take turns and how to be kind. They learn to develop **caring friendships** and **respectful relationships** throughout their primary school years. From an early age, children are encouraged to talk about their **families and people who care for them** and to recognise that there are differences in family life amongst their friends. Pupils learn to challenge stereotypes and how to deal with bullying. They learn about **online relationships**, appropriate behaviour and boundaries and **being safe**.

At Lincoln Gardens we strongly believe in the importance of supporting pupils to develop positive personal attributes such as self-confidence, honesty and courage. We recognise the importance of nurturing these characteristics and how they contribute to a child's health and mental wellbeing. We know that supporting pupils to develop these characteristics will support their ability to form strong and positive relationships both now and in the future.

With regard to Sex Education, it is our aim to prepare pupils as much as possible for their transition to secondary school and eventually, their adult life. We therefore believe it is important to teach our pupils about Human Reproduction in age appropriate, carefully planned lessons delivered through the 'Jigsaw' scheme of work with additional support from 'Big Talk' Education facilitators.

#### **Coverage and progression**

We have recently revised our curriculum to ensure we have good progression of skills and knowledge throughout the school. We are currently using a scheme of work called 'Jigsaw' which is a whole school approach to PSHE (Personal, Social, Health and Economic) learning. Relationships and Health Education is very much embedded in this scheme and every year group follows the same theme each term but in ever growing depth.

The 'Jigsaw' units taught across the year are;

- Autumn 1 – Being Me in My World
- Autumn 2 – Celebrating Difference (including anti-bullying)
- Spring 1 – Dreams and Goals
- Spring 2 – Healthy Me
- Summer 1 – Relationships
- Summer 2 – Changing Me (including sex education)

**By teaching pupils about Relationships we aim to develop their understanding of:**

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

By the end of primary school pupils should know:

<p>Families and people who care for me</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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.</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.</li> </ul>
<p>Caring friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure and how people choose and make friends.</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• That healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• 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.</li> </ul>

Respectful relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• The conventions of courtesy and manners.</li> <li>• The importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> <li>• 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.</li> <li>• What a stereotype is and how stereotypes can be unfair, negative or destructive.</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met,</li> <li>• How information and data is shared and used online.</li> </ul>
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical and other, contact.</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• Where to get advice e.g. family, school and/or other sources.</li> </ul>

## Health Education

In primary school, children are taught about the characteristics of good physical health and mental wellbeing through the following areas:

- 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

By the end of primary school, pupils should know:

Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• 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.</li> <li>• How to recognise and talk about their emotions, including having varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• That bullying (including cyber-bullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• 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).</li> <li>• 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.</li> </ul>
Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• That for most people the internet is an integral part of life and has many benefits.</li> <li>• About the benefits of rationing time spent online, the risks of</li> </ul>

	<p>excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• 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.</li> <li>• How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• Where and how to report concerns and get support with issues online.</li> </ul>
Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• The characteristics and mental and physical benefits of an active lifestyle.</li> <li>• 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.</li> <li>• The risks associated with an inactive lifestyle (including obesity).</li> <li>• How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• What constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• The principles of planning and preparing a range of healthy meals.</li> <li>• 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)</li> </ul>
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.</li> <li>• About safe and unsafe exposure to the sun and how to reduce the risk of sun damage, including skin cancer.</li> <li>• The importance of sufficient good quality sleep for good health and that lack of sleep can affect weight, mood and ability to learn.</li> <li>• About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• About personal hygiene and germs including bacteria, viruses and how they are spread and treated and the importance of handwashing.</li> <li>• The facts about science relating to allergies, immunization and vaccination.</li> </ul>

Basic first aid	Pupils should know <ul style="list-style-type: none"> <li>• How to make a clear and efficient call to emergency services if necessary.</li> <li>• Concepts of basic first aid, for example dealing with common injuries, including head injuries.</li> </ul>
Changing adolescent body	Pupils should know <ul style="list-style-type: none"> <li>• Key facts about puberty and the changing adolescent body, particularly from age 9 through to 11, including physical and emotional changes.</li> <li>• About menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

### Teaching and Learning

We teach children about relationships sensitively and in age appropriate ways on a daily basis. Good role-modelling and values linked to our school ethos are embedded in our daily routines and celebrations. Through our 'Jigsaw' scheme of work we teach specific lessons about Relationships and Health Education and there is much emphasis on teaching pupils about the two-way relationship between good physical health and good mental wellbeing.

Ground rules are established early on as recommended by the 'Jigsaw' scheme of work to help create; *'a safe, open and positive learning environment based on trusting relationships between all members of the class/setting, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every Piece – by using The Jigsaw Charter. (Ideally, teachers and children will devise their own Jigsaw Charter at the beginning of the year so that they have ownership of it.) It needs to include the aspects below:*

### The Jigsaw Charter

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

The teaching of RSE is embedded within our framework for PSHE. Jigsaw lessons are taught for one hour a week and include activities such as group discussion, songs, circle time, power point, stories, role-play and written work. These lessons help teachers to further support their pupils' understanding and can be followed up and re-visited throughout the week.

Through Jigsaw lessons, the science curriculum and statutory elements of Health Education, pupils are taught about body changes, puberty, reproduction and life cycles, diet and healthy lifestyle choices. Cross curricular links are made between PSHE/Jigsaw lessons and what children may be learning in science.

Teaching pupils about online safety and relationships is taught within the Jigsaw scheme but we also have access to 'Digital Citizenship' resources.

Emotional literacy is taught through Jigsaw and can also be explored in literacy lessons when pupils explore themes, feelings and characters when studying texts.

The teaching of PE also promotes Health and Wellbeing and helps pupils put into practice what they have learnt about the importance of exercise during PSHE/Jigsaw and science lessons.

<https://www.jigsawpshe.com/>

### **Differentiation, pupils with special educational needs and disabilities**

Relationships Education, RSE and Health Education must be accessible for all pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Teaching will link with particular targets pupils are working towards as set out in Educational and Health Care (EHC) planning and will also be mindful of preparing for adulthood outcomes (PfA outcomes).

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is a key part of its philosophy. Teachers understand the need for differentiation and tailor each lesson to meet the needs of the children in their class. To support this differentiation many Jigsaw lessons suggest creative learning activities allowing children to choose the media they work with and give them scope to work to their full potential. Jigsaw provides a wide range of additional support materials and guidance to ensure the needs of all children are met. These principles also apply to other linked subjects to ensure that all pupils can access an engaging curriculum and make good levels of progress.

### **Confidentiality, Safeguarding and Dealing with Sensitive Questions**

All staff members have up-to date training with regard to Safeguarding and online safety. RSE can be a sensitive issue and staff are aware that pupils of the same age may be developmentally at different stages leading to differing types of questions or behaviours. If a pupil asks a particularly sensitive question, staff 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 staff 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 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.

Teachers are aware that sometimes disclosures may be made during these sessions, in which case Safeguarding procedures will be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after a Jigsaw session. We recognise the importance of allowing the time and appropriate staff for this to happen.

### **Working with external agencies**

Working with external contributors can enhance teaching and provide additional skills and knowledge. This is prepared for carefully in advance to ensure planning and delivery of sessions is age appropriate and to discuss any materials which may be used. A teacher will always be present during these sessions. 'The Partners in School' form can be used when planning and evaluating the input of an external contributor.

We have a very effective partnership with 'Big Talk' who visit once a year to support our pupils' developing awareness of their own bodies and how to keep themselves safe. 'Big Talk Education' is a leading UK sex education social enterprise working with schools across the UK. The 'Big Talk' facilitators work with parents and teaching staff to ensure that children receive high quality sex education which is taught in an age appropriate way to help keep them safe, healthy and happy.

<https://www.bigtalkeducation.co.uk/bigtalk-education/>

### **Involvement of Parents/Carers and Consultation**

The involvement of parents/carers in their child's 'Relationships and Relationships and Sex Education

(RSE) and Health Education' is considered to be of immense value. We believe that that we should work in partnership with parents/carers in order to provide them with clear information. A range of methods will be used to consult with parents/carers and to engage them in their child's 'Relationships and Relationships and Sex Education (RSE) and Health Education':

- Details regarding PSHE and RSE will be regularly disseminated to parents/carers
- Materials used for RSE will be available for parents/carers to review
- Parents of Year 5 and 6 pupils are invited to preview the RSE resources used and discuss any issues and concerns with staff
- Parents/carers are invited to a 'Big Talk' presentation before any sessions are delivered in school

### **Parents/Carers Right to Withdraw**

The school is committed to working with parents. Children will learn about puberty and aspects of animal reproduction through the science curriculum and statutory elements of Health Education. Parents do not have the right to withdraw their child from this or from the 'Relationships' elements of RSE. Parents do have the right to withdraw their child from sex education taught outside the National Curriculum for Science and the statutory elements of Health Education (puberty).

Parents/carers considering withdrawing their child from sex education will be advised to discuss their concerns with the class teacher who will:

- Clarify content of the programme
- Discuss the issues thoroughly to alleviate their concerns
- Highlight the advantages of receiving information and understanding from teachers and other professionals as opposed to other less reliable resources (e.g. other pupils, media images)

If the class teacher is unable to address the issues as fully as is felt to be necessary or to alleviate concerns, they will refer parents/carers to the member of staff who has specific responsibility for co-ordinating PSHE/RSE.

Parents who then wish to exercise this right are invited to see the Headteacher, who will further discuss their concerns and explore ways of minimising the effects of exclusion upon the child. Where pupils are withdrawn from sex education they will be supervised elsewhere in the school.

### **Enrichment within the teaching of Relationships and Health Education**

We have assemblies and celebrations throughout the year which bring the whole school together to explore different aspects of Relationships and Health Education. Alongside our half-termly Jigsaw assemblies, we also engage pupils in; 'Internet Safety Week, Anti-Bullying Week, International Kindness Day, Walk to School Week together with fundraising events for Children in Need, Sport Relief and MacMillan Support. Our weekly themed assemblies often include learning about inspirational role models and how they overcame adversity through applying positive personal attributes to difficult situations. Our 'Out of this World' assemblies celebrate behaviours for learning and encourage children to see the value in being resilient, motivated and determined.

### **Relationships Education, RSE and Health Education curriculum planning**

#### **Foundation Stage**

The statutory framework for the Early Years Foundation Stage (EYFS DfE 2017, England) rests on four guiding principles:

1. Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
2. Children learn to be strong and independent through positive relationships;
3. Children learn and develop well in enabling environments, in which their experiences respond to their individual needs.
4. Children develop and learn in different ways and at different rates.

Jigsaw PSHE in the EYFS can contribute to most areas of learning but perhaps most significantly to:

- Personal, social and emotional development,
- Understanding the world
- Physical development

**During the EYFS** pupils gain confidence in trying new activities, saying why they like some activities more than others. They grow in confidence to speak in a familiar group and can identify a safe person to talk to in school if they are worried or upset. They will talk about their ideas, and will choose the resources they need for their chosen activities. They develop independent skills, say when they do or don't need help and start to understand how to lead a healthy lifestyle regarding food. They notice and can talk about the effect that exercise has on their body.

Pupils explore and talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They develop skills to work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Pupils spend time playing co-operatively, taking turns with others. They begin to learn to take account of one another's ideas about how to organise their activity. They start to show sensitivity to others' needs and feelings, and start to form positive relationships with adults and other children.

### **Key Stage 1**

During key stage 1 pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.

### **Key Stage 2**

During key stage 2 pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from their school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

### **Sex Education**

The DFE statutory guidance (England 2019) expects schools to deliver work on puberty. This sits under the Health Education statutory expectations. Lessons on human reproduction are left to the discretion of the school. However, Jigsaw believes children need to understand this before they leave primary school so that:

- a) They see that puberty needs to happen to enable them to have babies in adulthood.
- b) This knowledge helps to safeguard them.

The specific sex education content (puberty and human reproduction) is taught through the Changing Me Unit (delivered in the last term of the academic year). All the teaching resources are original to Jigsaw; - picture cards, resource sheets and animations that are used to enhance teaching and learning.

The specially-commissioned animations of the female reproductive system and the male reproductive system provide a visual resource to enable children to understand how the body changes and develops

in puberty.

The 'Big Talk' facilitators work with parents and teaching staff to ensure that children receive high quality sex education which is taught in an age appropriate way to help keep them safe, healthy and happy and compliments what is taught through the Jigsaw 'Changing Me' unit.

### **Religion and belief**

When planning to teach Relationships, RSE and Health Education, teachers will take into account the religious background of all pupils so that the topics included are appropriately handled.

### **Equality**

The teaching of RSE and Health Education through our Jigsaw lessons promotes the needs and interests of all pupils irrespective of gender / sexual orientation, culture, ability or aptitude. Good quality work to the best of their ability is the target for everyone. We promote social learning and expect our pupils to show a high regard for the needs of others. PSHE is a good vehicle for addressing both diversity and gender issues and ensuring equal opportunities for all.

### **Lesbian, Gay, Bisexual and Trans (LGBT) and learning about different families**

The 2010 Equalities Act sets out that schools are required to eliminate discrimination, advance equality and foster good relations and have to be proactive in preventing and tackling homophobic, biphobic and transphobic bullying and make all children and young people feel included. Teaching of LGBT will not be delivered as a stand-alone lesson. It will be integrated into wider teaching about challenging gender stereotypes, valuing and respecting each other and learning about different family structures. All teaching will be sensitive and age appropriate with teaching resources available for parents and carers to preview.

### **Resources**

Our main teaching resource is 'Jigsaw' which provides a range of resources including lesson plans, photographs, power point slides, music and songs and on-going online support through 'the Jigsaw Community' section on their website.

### **Assessment, recording and reporting**

Each lesson contains a formative assessment activity for teachers to assess children's current level of understanding. At the end of each unit, teachers will use summative assessment to determine whether children are 'working towards/working at/working beyond'. This will be based on the formative assessment activities, written work in journals and the assessment activities in the final lesson of each unit.

### **Monitoring and Review**

The PSHE lead will be responsible for regularly monitoring the provision of RSE and for reporting the outcomes to the Senior Leadership Team and governing body as well as evaluating the programme of work and recommending any changes.

It is important that our policy meets the needs of our pupils and is tailored to support them in the best way we can. To help us monitor and review RSE we will;

- Tri-annually complete the North Lincolnshire Lifestyle Survey to support the monitoring and evaluation of RSE provision and to identify any emerging issues for pupils
- Consult teachers to identify training needs and reflect on the Jigsaw scheme
- Consult pupils through 'Pupil Voice' and school council activities
- Consult parents on policy and provide information on the Jigsaw scheme
- Review resources and renew as appropriate

## **Roles and Responsibilities**

### **The Governing Body will ensure that:**

- School has an up-to-date RSE policy
- In co-operation with the Headteacher, they will involve families, pupils and the wider school community to ensure that RSE addresses the needs of pupils, local issues and trends.
- Teaching materials are age appropriate and have regard to religious and cultural background of pupils.
- The policy is available to parents/carers and that they know of their right to withdraw.
- The programme and resources are monitored and evaluated, including the wider areas of school e.g. assemblies
- School is meeting requirements under the equality's legislation (Equalities Act 2010).
- A link governor is assigned
- That all pupils make progress in achieving the expected educational outcomes
- 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 subject content and the right to request that their child is withdrawn
- Subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations

### **The Headteacher will:**

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

### **The PSHE Co-ordinator will:**

- Ensure the implementation and quality of long term and medium term RSE schemes of work
- Ensure all staff are confident in the skills to teach and discuss RSE issues
- Consider the needs of all pupils and to achieve this, recognise that the school might need to address some specific issue
- Consult with pupils to inform provision around RSE and use the schools' Lifestyle survey results to inform planning (where applicable)
- Access appropriate training
- Monitor and advise on RSE organisation, planning and resource issues around the school
- Ensure procedures for assessment, monitoring and evaluation are included
- Liaise with the named governor for RSE
- 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 child will be taught RSE to support a partnership approach and that they have the right to withdraw from any Sex Education that is not part of the National Curriculum Science programme

## **Related Policies and Guidance**

- Safeguarding/child protection Policy
- Confidentiality Policy
- Anti-bullying Policy
- PSHE Policy
- Inclusion Policy
- Online Safety
- Teaching and Learning
- Assessment
- Science
- PE
- Equalities Duty
- SEND Code of Practice:0-25 years (Statutory Guidance)
- The Equality Act 2010 and Schools

S.Salmon PSHE Subject Coordinator

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