Shakespeare

Primary School

Shakespeare Primary School and Nursery

Relationships and Sex Education Policy

2026 2028

Consultation process

This policy was drafted by Louise Elger in consultation with Sheryll Carter, Healthy Schools. Teaching and nonteaching staff were consulted, and pupils will be consulted through pupil voice. Governors were consulted through a Governors meeting. This policy has been approved and adopted by the Head Teacher and Governing Body.

The member of staff responsible for overseeing and reviewing this policy is: Louise Elger. It will be reviewed in full every 2 years.

Links to Other Relevant Policies

This policy links to these other following policies:

PSHE Policy, SEN/Inclusion Policy, SEL and Behaviour Policy, E-Safety Policy and Safeguarding and Child Protection Policy.

INTENT

Definition of RSE

Relationships and Sex Education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

At Shakespeare Primary School and Nursery, we are committed to providing a safe and supportive environment where all pupils can develop the knowledge, understanding and skills relevant to life in modern Britain. Through our Relationships and Sex Education curriculum, children learn to build healthy relationships, appreciate diversity, value equality, show honesty and respect towards others, and understand how to keep themselves safe. We empower pupils to become confident, independent learners who are prepared for the opportunities and challenges of the world around them.

We want parents/carers and pupils to feel assured that RSE is delivered at a level appropriate to both the age and development of pupils, and to feel safe to voice opinions and concerns relating to the provision.

At Shakespeare Primary School, our RSE curriculum covers:

• physical development - how our reproductive systems work

• emotional development – our feelings and how they might change as we grow older; we explore how to manage feelings

• social aspects – the positive and negative influences from friends

• healthy relationships – the different types of relationships we experience, such as those with parents or others who care for us, siblings, friends and – as we get older – with partners; we consider healthy and unhealthy relationships

Some aspects of RSE are taught in science, and others are taught as part of personal, social, health and economic education (PSHE). RSE gives children and young people essential skills for building positive, enjoyable, respectful and non- exploitative relationships and staying safe both on and offline.

Why?

We are required to teach Relationships Education as part of our curriculum. Current regulations and guidance from the Department for Education (DfE) state that from September 2020, all schools must deliver Relationships Education. High quality Relationships Education and RSE help create a safe school community in which our pupils can grow, learn and develop positive, healthy behaviour for life.

Our approach to RSE consists of a comprehensive and developmental programme of teaching and learning, which is delivered in the context of a Healthy School where the health and wellbeing of

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pupils and the whole school community are actively promoted. Our RSE programme has a positive influence on the ethos, learning and relationships throughout the school. It is central to our values and to achieving our school's stated aims and objectives.
Our RSE programme helps pupils to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives now and in the future.
Children want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships.

We believe that RSE:

• is a partnership between home and school
• ensures pupils' views are actively sought to influence lesson planning and teaching
• 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, pleasure, respect, abuse, sexuality, gender identity, sex and consent
• 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
• teach pupils to be accepting of the different values, beliefs, cultures, religions, sexual orientations, gender identity, physical and mental abilities, backgrounds and other protected characteristics of those around them
• support pupils to lead a healthy and safe lifestyle, teaching them to care for, and respect, their bodies and those of others
• provide pupils with the right tools to enable them to seek information or support, should they need it
• teach lessons that are sensitive to a range of views, values and beliefs
• promote choice (and corresponding acceptance) that is based on a person's views, values and beliefs, including those based on a particular faith

The aim of RSE is NOT to:

• encourage pupils to become sexually active at a young age
• promote a particular sexual orientation or gender identity
• sexualise children

The right to withdraw

Parents/carers cannot withdraw their child from the statutory sex education content included in National Curriculum for Science which includes content on human development, including reproduction. This includes naming 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. Parents/carers also cannot withdraw their child from Relationships Education or Health Education because it is important that all children receive this content, covering topics such as friendships, how to stay safe and puberty. Parents / carers also cannot withdraw their child from the statutory Relationships Education or Health Education.
However, they do have the right to request that their child be withdrawn from some or all of sex education delivered as part of the non-statutory RSE. The government guidance recommends that all primary schools should have a sex education programme 'tailored to the age and physical and emotional maturity of the pupils. For our schools, this includes lessons in Year 6 on what is human reproduction and how do babies grow.
Any parent / carer wishing to withdraw their child should firstly contact a Deputy Head Teacher or Head Teacher discuss the reasons why. They will be alerted to the possible consequences of doing so. Possible consequences could include any social and emotional effects of the child being excluded from this learning as well as the high likelihood that their child will hear about the content of lessons from other children rather than what was said by the teacher. This is an inappropriate

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and possibly unsafe way for such information to be shared. Children may also seek out their own information via the internet, which may result in them finding out incorrect information and possibly put them in an unsafe situation.
For parents/carers who do withdraw their children, we can provide information and other support for home use. Pupils who are withdrawn from RSE are asked to attend learning in another class, or engage in other useful activity, depending on the needs of the individual.
The school will provide an annual link to the PSHE page on the school website. This page contains the long term plans which inform parents which RSE topics are to be taught. As well as this, letters are sent out to parents in the half term when it is taught, outlining the key knowledge and vocabulary that will be used. If parents have any queries regarding RSE Education, they are asked to contact their child's class teacher in the first instance, who will be happy to discuss and share relevant materials. The PSHE Lead will also answer any queries should this be needed.

IMPLEMENTATION

Key rights and responsibilities

The policy applies to:

- school staff
- pupils
- parents/ carers
- Governing Body

All teaching staff:

- ensure that they are up to date with this RSE policy and curriculum requirements regarding RSE
- report back to PSHE Leads on any areas that they feel are not covered or inadequately provided for in the school's RSE provision, including resources
- attend and engage in professional development training around RSE provision, when appropriate
- encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence and listen to their needs and support them seriously
- follow the school's reporting systems if a pupil comes to a member of staff with an issue that they feel they are not able to deal with alone
- recognise that pupils in their class will have a wide range of abilities (including special educational need and disabilities) and identities (including those related faiths, beliefs, cultures and gender), asking for support from senior staff should they need it

Inclusion, equality and diversity

At Shakespeare Primary School and Nursery, we are committed to providing an inclusive, respectful and accessible Relationships and Sex Education (RSE) curriculum for all pupils. Our approach reflects our school aims of promoting respect for others, providing equal opportunities for everybody within our school community and helping pupils understand the diverse world in which they live.
We recognise that every child is unique and that pupils come from a wide range of backgrounds, experiences and family circumstances. Our RSE curriculum promotes respect, kindness, understanding and equality, helping pupils to develop positive relationships and prepare for life in modern Britain. Teaching reflects the diverse nature of society and encourages pupils to appreciate and value differences while recognising the things we share in common.
To encourage pupils to participate in lessons, teachers ensure content, approach and use of inclusive language reflects the diversity of the school communities and helps each and every pupil to feel valued and included in the classroom. The schools' approaches to teaching and learning take into account the ability, age, readiness and cultural backgrounds of the pupils to ensure all can access the full RSE provision.

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In accordance with the Equality Act 2010, we aim to:

- eliminate discrimination, harassment and victimisation;
- advance equality of opportunity between individuals and groups;
- foster good relations between people who share a protected characteristic and those who do not.

The protected characteristics identified within the Equality Act 2010 are:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

Teaching and learning will be inclusive and age-appropriate, ensuring that all pupils feel valued, represented and respected. Lessons will be carefully planned and delivered to reflect the needs, maturity and understanding of pupils and will include positive representations of different families, cultures, religions, beliefs and backgrounds. We will challenge stereotypes, prejudice and discrimination whenever they arise and promote respect for all members of our school community.

Responding to Pupils' Diverse Needs

When planning and delivering RSE, consideration will be given to:

- pupils' age and stage of development;
- physical, emotional and social maturity;
- religious and cultural backgrounds;
- different family structures and experiences;
- pupils with English as an Additional Language (EAL);
- pupils with Special Educational Needs and Disabilities (SEND);
- the need to prevent and challenge homophobic, biphobic and transphobic bullying and language.

Pupils who have English as an additional language

We take into account the language skills of individual pupils, ensuring that all pupils have equal access to the RSE provision and resources. This is done on an individual basis in partnership with parents and senior staff. In summary, those subject to the general equality duty must have due regard to the need to:

• Eliminate unlawful discrimination, harassment and victimisation

• Ethnicity, religion and cultural diversity

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

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Gender groups

Pupils are taught RSE in a mixed gender cohort. This enables pupils to be aware of the physical and emotional changes that may happen to their peers. Mixed gender cohorts also enable pupils to discuss issues such as consent, the term abuse and the right to say no as well as to discuss safe, healthy relationships with each other.

Religion, Culture and Belief

We value and respect the diverse religious, cultural and ethnic backgrounds represented within our school community. RSE is taught in a way that acknowledges and respects different beliefs and viewpoints while ensuring that all pupils receive accurate, balanced and age-appropriate information. We encourage respectful discussion and help pupils understand that people may hold different views and beliefs. Pupils will never be expected to represent or speak on behalf of a particular faith, culture or community unless they choose to do so.

Special Educational Needs and Disabilities (SEND)

We believe that all pupils are entitled to high-quality RSE. Teaching will be adapted where necessary to ensure all pupils can access learning and make progress. Staff may use differentiated resources, additional visual supports, adapted activities and specialist advice to meet individual needs.

We recognise that some pupils with SEND may be more vulnerable to exploitation, abuse or misunderstanding of social situations and relationships. Our curriculum therefore aims to equip all pupils with the knowledge, skills and confidence needed to develop healthy relationships, understand personal boundaries, recognise unsafe situations and seek help when required.

Sexual Orientation

Sexual orientation is a protected characteristic. We deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Pupils, whatever their developing sexuality, need to feel that RSE is relevant to them. In teaching, reference may be made to people who are, or think they may be, lesbian, gay or bisexual. We ensure that our teaching is sensitive and age appropriate in approach and content. Teachers never assume that all intimate relationships are between opposite sexes.

LGBT+ Inclusion

We are committed to creating an environment where all pupils and families feel welcome, respected and included. In line with the Equality Act 2010, our curriculum promotes understanding and respect for all people and challenges prejudice, discrimination and bullying, including homophobic, biphobic and transphobic behaviour.

Where appropriate, teaching materials, stories, examples and discussions will reflect the diversity of modern society, including different family structures and families that include LGBT+ people. This helps pupils develop respect, empathy and understanding while recognising that all families are unique and equally valued. Teaching will always be age-appropriate, sensitive and delivered in a way that meets the needs of primary-aged children.

Through our inclusive approach to RSE, we aim to ensure that every pupil feels safe, respected and valued, enabling them to develop the knowledge, understanding and skills needed to build positive relationships and participate successfully in an increasingly diverse society.

Gender Reassignment

Gender reassignment is a protected characteristic. We deal sensitively and honestly with issues of identity, answer appropriate questions and offer support. Whatever their developing identity, pupils need to feel that RSE is relevant to them. Reference may be made to gender reassignment and to people who feel they have a different gender identity if dealing with an incident inappropriate use of vocabulary or targeted comments. However, this is not taught explicitly. We ensure that our discussions are sensitive and age appropriate in approach and content.

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Pregnancy and maternity
Pregnancy and maternity is a protected characteristic. In our RSE lessons, we teach about sexual reproduction in Year 6.

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

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

WHAT WE TEACH:
Through the provision outlined in this policy, the schools' overall aims of RSE are to teach and develop the following three main elements:

- Attitudes and values
- Personal and social skills
- Knowledge and understanding

Sex Education
It is not compulsory to teach Sex Education in primary schools nut it is recommended by the DfE to teach it in Years 5 and/or 6, in line with content about conception and birth, which forms part of the National Curriculum for science.
The National Curriculum for science includes subject content in related areas, such as 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.
We will consult parents about the content of anything that will be taught within sex education. This will include offering parents support in talking to their children about sex education and how to link this with what is being taught in school as well as advice about parents' right to request withdrawal from sex education (as specified previously).

National Curriculum Science:
Key Stage 1:
• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
• notice that animals, including humans, have offspring which grow into adults
• describe the importance for humans of hygiene

Key Stage 2:
• describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
• describe the life process of reproduction in some plants and animals
• describe the changes as humans develop to old age
RSE needs to start early so that children learn about different kinds of relationships like families and friendships and so they can recognise if other people make them feel uncomfortable or unsafe.
Lots of children start puberty before they leave primary school so it is important that all pupils know what to expect before it happens. It is good to have some RSE in every year of primary school as it helps pupils to learn progressively as they mature and revisit the subject on a regular basis, to reinforce learning and provide opportunities to ask further questions.

Language used
- Anatomical terms

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It is good practice to use anatomical terms for genitalia and sexual parts of the body. Having the right language to describe the private parts of their body, and knowing how to seek help if they are being abused, are vital for a child's safeguarding. We alert parents as to when anatomical terms are likely to be used in class. However, we might need to use the terms at other times, such as when dealing with incidents of misuse or disrespectful language.
Most victims of abuse report or come to the attention of the authorities from the age of 12. Younger children disclose abuse less frequently, as they are less likely to have the words to describe their experiences and may have fewer opportunities to tell someone.

Agreed Vocabulary

Key Stage 1

- Will use the word: privates.
- Will refer to: vulva, vagina, nipples, penis, testicles, scrotum

Lower Key Stage 2

- Will use - female - uterus, ovaries, fallopian tubes, vagina, vulva, breasts, female genital parts
- Will use – male – penis, testicles, scrotum, vas deferens, male genital parts
- Will refer to: privates

Y5 discrete

Will use the words: female - vagina, vulva, breasts, female genital parts, vulva, ovary, ovum, egg, fallopian tube, womb, uterus, menstruation, period
Will use the words: male - penis, testicles, male genital parts, foreskin, scrotum, sperm, ejaculation, erection, wet dream,
Will use the word: relationships - love, family, marriage, civil partnership, support, caring, loving, permission giving, puberty
Will refer to: any nicknames for terms listed in order to support the teaching and learning process, especially to teach children about appropriate, respectful language, as well as heterosexual, straight, gay, lesbian, homophobia/ homophobic

Y6 discrete

Will use the words: vagina, breasts, penis, testicles, male genital parts, female genital parts, vulva, ovary, ovum, egg, fallopian tube, womb, uterus, menstruation, period, foreskin, scrotum, sperm, ejaculation, erection, wet dream, love, relationship, family, marriage, support, caring, loving, permission giving, puberty, disease, infection, sexual intercourse, to conceive, conception, implantation, fertilisation, pregnancy, cells, embryo, foetus, birth, contraception, consent/permission giving
Will refer to: any nicknames for terms listed will be referred to in order to make appropriate reference *Some words may be used as and when they are appropriate, regardless of age.

Statutory aspects of Relationships Education:

Families and people who care for me

- That families are important
- The characteristics of safe and happy family life
- That the families of other children, either in school or in the wider world, sometimes look different from their family
- That stable, caring relationships are at the heart of safe and happy families
- That marriage and civil partnerships represent a formal and legally recognised commitment of two people
- 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

- How important friendships are in making us feel happy and secure

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- That healthy friendships are positive and do not make others feel lonely or excluded.
- How to manage conflict, and that resorting to violence is never right.
- How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

- How to pay attention to the needs and preferences of others, including in families and friendships.
- The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
- How to communicate effectively and manage conflict with kindness and respect
- The importance of self-respect and how this links to their own happiness.
- The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
- What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
- How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness

- That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships,
- How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met.
- That there is a minimum age for joining social media sites
- The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
- Online risks
- That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being safe

- What sorts of boundaries are appropriate in friendships with peers and others
- The concept of privacy and its implications for both children and adults
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
- How to respond safely and appropriately to adults they may encounter
- How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
- How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Statutory aspects of Health and Wellbeing Education
RSE SPECIFIC

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Health prevention and protection

- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

Developing bodies

- About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
- The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
- The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress
- The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils

HOW WE TEACH IT

Delivery of RSE

Pupils receive their entitlement for RSE through a sequenced, progressive curriculum, in timetabled slots, which demonstrates progression. Specific lesson content is taught from myHappymind Plus, which is delivered in conjunction with the wellbeing curriculum myHappymind.

The RSE programme is delivered through a variety of opportunities including:

- discrete RSE mini-topic* or lessons
- cross-curricular links to other subjects (eg Science) or topics
- themed days/weeks and other themed events
- assemblies
- our school ethos, which promotes positive relationships and being happy and healthy
- activities and special events eg theatre in education performances to enhance learning
- use of external agencies/services

We involve pupils in the planning, development and evaluation of their RSE in ways appropriate to their age, stage and development.

We may involve pupils through:

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

Long term plan

Year 1

- Learn about how we grow and change as we age
- Learn about families and how they can differ from others. We will be thinking about what they do to help us feel loved and cared for.
- Underwear Rule (Keeping myself safe)

Year 2

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- Learn that some parts of the body are private and have correct names – learn the words vulva, vagina, nipples for girls and penis, testicles and scrotum for boys.
- Learn how to recognise safe and unsafe touch and who we can talk to if something feels worrying, uncomfortable or unsafe
- Different types of change and how to change can affect us - grief, loss, death
- Underwear Rule (Keeping myself safe)

Year 3

- We are learning the correct names for external genitalia and internal reproductive organs – female is uterus, ovaries and fallopian tubes and male is testicles, scrotum and vas deferens.
- Learn how to recognise safe and unsafe touch. We are learning what to do and who to tell if something feels wrong
- How to identify acceptable/appropriate physical contact, and how to tell if physical contact is inappropriate (e.g. contact or touch that makes them feel uncomfortable, worried, confused, embarrassed, hurt or unsafe); how to respond to inappropriate or unwanted physical contact, including who to tell

Year 4

- The emotional and physical changes that occur during puberty in both males and females (e.g. mood swings, wet dreams, periods, body hair); strategies to prepare for and manage these changes
- We are learning that periods are a normal and healthy part of growing up for bodies with female reproductive systems. We are learning what happens during the menstrual cycle and why periods occur. We are learning ways to manage periods and look after ourselves during puberty.

Year 5

- The emotional and physical changes that occur during puberty in both males and females (e.g. mood swings, wet dreams, periods, body hair); strategies to prepare for and manage these changes. The facts about the menstrual cycle and menstrual wellbeing, including what period products are available; where to get help and advice for menstrual wellbeing
- We are learning that everybody experiences puberty differently and that these changes are a normal part of growing up.
- We are learning strategies that can help us look after our physical and emotional wellbeing during puberty.
- Consent

Year 6

- Sex education: about the processes of reproduction and birth as part of the human lifecycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for.
- The external genitalia and internal reproductive organs in males and females.
- children learn about the human lifecycle and how reproduction enables new life to begin. They revisit the reproductive systems and explore the roles of eggs, sperm and fertilisation.
- Children learn the stages from sexual intercourse and conception through to implantation and pregnancy, using accurate scientific vocabulary throughout.
- The lesson also introduces the concept of consent, including the importance of choice, respect and personal boundaries, and explains the age of consent in an age-appropriate way.

- About seeking and giving/not giving permission(consent) in different situations with friends, peers and adults.
- Female Genital Mutilation
- Alright Charlie (Grooming)
- children explore growing feelings, including crushes, attraction and belonging.
- They learn that people may experience attraction in different ways and that feelings can develop as part of growing up.
- People may be attracted to someone of the same sex, a different sex, or may not experience romantic attraction at all.
- Children explore the importance of kindness, respect and inclusion, recognising that everyone deserves to feel safe, valued and accepted for who they are. Some children may find these topics new or sensitive.

ROLES AND RESPONSIBILITES

Governing Body:

The Governing Body as a whole plays an active role in monitoring, developing and reviewing the policy and its implementation in school. The Governing body works with, and in support of, the lead member of staff (Louise Elger). When aspects of RSE appear in the School Improvement Plan, a governor will be assigned to reflect on, monitor and review the work as appropriate.

As well as fulfilling their legal obligations, the Governing Body will also 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 from appropriate areas
• the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

Pupils

- Listen respectfully and value the views, beliefs and experiences of others.
- Follow the class ground rules to help create a safe and supportive learning environment.
- Respect the privacy of others and understand that staff cannot keep information confidential if they have safeguarding concerns.
- Participate positively in lessons and share their views through pupil voice opportunities.
- Seek support from a trusted adult if they have any worries or concerns.

We typically consult with pupils through

- Questionnaires/surveys (eg the My Health, My School Survey)
- Older pupils review the RSE programme for younger pupils
- Pre- and post- assessment activities for RSE
- myHappymind journals
- myHappymind Happiness Heroes pupil voice group

All staff

- Attend relevant RSE training and access support where needed.
- Deliver RSE in a balanced, inclusive and age-appropriate way, ensuring lessons meet the needs of all pupils.
- Encourage pupils to share concerns and provide appropriate support.

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- Follow the school's safeguarding and reporting procedures, referring concerns when necessary.
- Seek advice from the RSE Lead or SENDCo to ensure effective provision and to address any gaps in resources or curriculum delivery.
- Ensure personal beliefs and attitudes do not influence the delivery of the curriculum.

Lead member/s of staff

- Oversee the planning, delivery and assessment of RSE across the school.
- Ensure the curriculum is compliant with statutory guidance and reflects the school's values and ethos.
- Support and advise staff in the teaching of RSE, including managing sensitive issues and questions.
- Provide or coordinate appropriate staff training and resources.
- Monitor and evaluate the quality and effectiveness of provision, including gathering pupil, staff and parent/carer feedback.
- Ensure appropriate resources are available and up to date.
- Work closely with the Designated Safeguarding Lead (DSL) to ensure safeguarding procedures are followed.
- Review and update the Relationships Education Policy in consultation with pupils, staff, parents/carers and governors.

Governors:

- Ensure the school meets its statutory requirements for Relationships and Health Education.
- Review, approve and monitor the implementation of the RSE Policy.
- Support the school in providing a high-quality curriculum that reflects the school's values and promotes respect, inclusion and equality.

Parents/carers:

- Familiarise themselves with the school's Relationships Education Policy and curriculum.
- Work in partnership with the school and raise any questions or concerns through appropriate channels.
- Inform the school of any circumstances that may affect their child's learning or wellbeing.

We ask all members of the school community to respect the diverse families, backgrounds, beliefs and experiences represented within our school and taught through the curriculum.

Answering questions:

We acknowledge that sensitive and potentially difficult issues will arise in RSE as pupils will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for RSE. As a first principle, we answer questions relating to the taught, planned curriculum for that age group to the whole class.

If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from Senior Leaders. Questions may be referred to parents/carers if it is not appropriate to answer them in school. When answering questions, we ensure that sharing

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personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibilities of abuse or risk of harm, teachers pass this information to the designated person for safeguarding and child protection, in line with school policy and procedures. Staff training includes sessions on how to deal with difficult questions.

Agreed phrases

Where appropriate, these may be used in response to difficult questions:

- 'That is something that may be covered later on, maybe at high school.'
- 'I can't answer that question, but you could ask a trusted adult at home.'

Set ground rules for each RSE lesson:

Ground rules in class are essential when discussing sensitive subject matters.

These include:

- To be kind to and supportive of each other
- To laugh with but not at each other
- To listen by looking at each other and not interrupting
- To respect other people's views and feelings
- To not ask off topic questions (out loud)
- We will not gossip about the lesson
- It's ok to say pass / not join in
- Not to use judging questions – respect others

Work with visitors and other external agencies

We may invite visitors or external agencies into school to talk on issues related to RSE. External visitors might include staff from Leeds Health and Wellbeing Service and theatre in education companies. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge pupil's perceptions. If this is the case, visitors are selected because they have the right skills and experience to make a unique contribution and add value.

A teacher will always be present throughout these lessons in order for the pupils to value the lessons and to build on the pupils' learning after the session/s as well as answer any questions the pupils may subsequently have. Visitors are also expected to comply with the guidelines outlined within this policy. Teachers should ensure that the visitor understands the emotional, intellectual, cultural, religious, social and ability level of the children involved, including where there may be a specific issue relating to child protection. Use of a working agreement or ground rules is an essential technique to help create and maintain a safe learning environment, and can also be a useful activity in itself. Once the ground rules are agreed, they will be referred back to frequently. Pupils may suggest confidentiality as part of the ground rules, proposing that 'what is said in the class should stay in the class'. In reality this is not feasible. If this is suggested, we talk to pupils about personal boundaries, what information is private and how to protect their own and others' privacy.

IMPACT

Assessment, recording and reporting in RSE

Our RSHE curriculum is a spiral curriculum, linked to other subjects at key points of the year. Pupils revisit key themes and ideas across the Key Stages in an age-appropriate manner. This allows any gaps in learning to be addressed. Lessons are planned starting with establishing what pupils already know. In this way, teachers can also address any misconceptions that pupils may have.

How do teachers do this?

- Brainstorms and discussions
- The use or pre and post assessment materials within the scheme of work
- Draw and write activities to find out what pupils already know
- Continuums/diamond nine and other activities to find out what pupils feel is important to them

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Assessment is the process where each pupil's learning and achievement are measured against the lesson objectives

Pupil progress is assessed through a range of methods which can include:

• Pupil reflective assessment sheets at the end of each topic to enable them to reflect on their own learning, progress and next steps
• Written or oral assignments
• Quadrants
• Pupil self-evaluation
• One to one discussion

Monitoring and evaluation

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

The delivery of RSHE is monitored by Louise Elger through:
• Regular work scrutinies
• Lesson observations
• Analysis of survey results
• Pupil interviews
• Planning scrutiny
• Feedback is presented to staff, the learning mentor and the Head Teacher
The RSHE Subject Leader also monitors the impact of staff CPD ensuring that the desired outcomes in terms of improved provision for PSHE are met. Where possible practice is shared, disseminated and developed.

Safeguarding and Child Protection

RSE plays an important part in fulfilling the statutory duties all schools have to meet. The subject helps children understand the difference between safe and abusive relationships and equips them with the knowledge and skills to get help if they need it. This also includes understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.
Children have the right to:
• say no
• respect their own body
• speak out and know that someone can help

Pupils are taught how to report concerns and seek advice when they suspect or know that something is wrong. At all stages, it is important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education. When teaching any sensitive issue, young people may give cause for concern. All adults are aware of our pastoral system and safeguarding arrangements.

If we have any reason to believe a pupil is at risk, we always follow safeguarding procedures and this includes seeking advice from the Leeds Education and Early Years Safeguarding Team. We recognise that children are capable of abusing their peers and that child-on-child abuse can manifest in many different ways, including on-line bullying, sexting, sharing inappropriate images, initiation/hazing (an activity expected of someone joining or participating in a group that humiliates, degrades, abuses or endangers them, regardless of a person's willingness to participate) and inappropriate/harmful sexual behaviours. Our use of the correct anatomical terms for body parts helps to ensure that children are able to describe abusive behaviours if they need to. Ground rules

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

Everything is taught in line with the most current 'Keeping Children Safe in Education 2026' https://assets.publishing.service.gov.uk/media/6ac3c09c11ed58342ad8e4ac/Keeping_children_safe_in_education_2026.pdf

Confidentiality

No one working with children can agree confidentiality if a child is thought to be at risk. Teachers are aware of their responsibility to minimise the chance of pupils making disclosures in the class by using ground rules, distancing techniques and other recognised methods. When working on sensitive issues, distancing techniques can be used to protect pupils' privacy and avoid any possible embarrassment. When children make disclosures, they are placing their trust in the member of staff's judgment and acknowledging that they need help. If a child makes a disclosure, it is not appropriate for a member of staff to offer complete confidentiality. It is essential that the member of staff should explain to the child that the information might need to be passed on to a designated Child Protection Officer who may make a record and follow child protection procedures if necessary. The pupil's right to privacy should be respected, regardless of the gravity of the incident, so sensitive information should only be shared with relevant staff/agencies. This follows procedures set out in our Safeguarding Policy. Techniques used in school to minimise the chance of pupils making a disclosure in class include: depersonalising discussion appropriate DVDs and TV extracts case studies with invented characters

Complaints

Parents or carers who have complaints or concerns regarding the RSE provision should contact school and follow our Complaints Policy.

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