

Lawns Park Primary School takes its responsibility to provide relevant, effective and responsible Relationship and Sex Education (RSE) to all of its pupils as part of the school's personal, social, health education (PSHE) curriculum very seriously. The school wants parents/carers and pupils to feel assured that RSE will be delivered at a level appropriate to both the age and development of pupils, and safe to voice opinions and concerns relating to the RSE provision.

## **1. Context – why RSE is important in our school**

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

It is essential for the following reasons:

- RSE plays a vital part in meeting the schools' safeguarding obligations as outlined in the updated Keeping Children Safe in Education – Statutory guidance for schools and colleges.
- The DfE 2019 statutory guidance states that, from September 2020, all schools providing primary education, including all-through schools and middle schools must teach Relationships Education.
- Children have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Children want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that relationships and sex education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 Not Yet Good Enough report.
- RSE as a vital part of meeting schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' emotional wellbeing, and improving their ability to achieve in school and under the Education Act (1996) to prepare children for the challenges, opportunities and responsibilities of adult life. A comprehensive RSE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

The Department of Health set out its ambition for all children to receive high quality relationships and sex education in the Sexual Health Improvement Framework (2013), while the Department for Education's paper, The Importance of Teaching (2010) highlighted that 'Children need high quality relationships and sex education so they can make wise and informed choices.

## National Curriculum

RSE plays an important part in fulfilling the statutory duties the school has to meet. [As section 2.1 of the National Curriculum framework \(DfE, 2013\) states:](#)

‘Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life’

These duties are set out in the 2002 Education Act and the 2010 Academies Act. Whole school (Section 5) Ofsted inspections consider the extent to which a school provides such a curriculum.

The government has made it clear that all state schools ‘should make provision for personal, social, health and economic education (PSHE), drawing on good practice’. (National Curriculum in England, DfE, 2013) and that ‘RSE is an important part of PSHE education’ (Guidance – PSHE education, DfE, 2013).

## 2. Development process

We are committed to the ongoing development of RSE in our school. We will use the following indicators to monitor and evaluate our progress:

- a coordinated and consistent approach to curriculum delivery has been adopted, with support from the Health & Wellbeing Service
- the content of the RSE curriculum is flexible and responsive to pupils’ differing needs which are gathered at least annually through the use of pupil perception data such as the My Health My School Survey
- children are receiving an RSE curriculum in line with DfE national statutory guidance and local guidance
- there are clearly identified learning objectives for all RSE activities and pupils’ learning is assessed using both formative and summative approaches
- opportunities for cross-curricular approaches are being used where appropriate
- the impact of training for staff and governors on practice is evaluated
- policy and practice are revised regularly and involves staff, governors, parents/carers and, where appropriate, pupils
- opportunities are provided for parents/carers and members of our community to consider the purpose and nature of our RSE, for example, through parent/carers information sessions/workshops
- a variety of methods are employed to communicate the key points of the policy and curriculum to the community e.g. through the school website

From September 2020, the law requires primary schools to consult on their Relationships Education policy.

The PSHE leaders in consultation with the Headteacher drafted this policy. Parents/Carers were consulted through the school website.

Teaching and non-teaching staff were consulted through staff meetings. Governors were consulted through the Pupil Support committee. This policy has been approved and adopted by the Headteacher and Governing Body. The member of staff responsible for overseeing and reviewing this policy is Lindsey Dean. It will be reviewed in full every 2 years.

### **3. Location and dissemination**

This policy document is freely available on request to the whole school community. The policy is referred to in relevant areas of the curriculum. A copy of the policy can be found on the school website. A physical copy of the policy is available free of charge from the school office.

### **4. Definition**

Relationships and Sex Education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

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.

**Sex and relationships education (SRE) for the 21st century (2014)**

### **5. Relationship to other policies**

This policy links to:

- Anti-bullying
- Assessment
- Attendance (in particular in relation to FGM)
- Behaviour
- Child Protection/Safeguarding Children (including FGM)
- Drug Education
- Equality
- Online-safety
- First Aid
- Health & Safety

- PSHE
- Science
- SEN/Inclusion
- Teaching and Learning

## **6. To whom the policy applies**

The policy applies to:

- The head teacher
- All staff
- The governing body
- Pupils
- Parents/carers
- School nurse and other health professionals
- Partner agencies working in or with the school

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

## **SRE and the 3I's**

### **Intent**

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 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 ensuring that all children grow to become confident individuals and responsible citizens. 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.

Through the provision outlined in this policy, the school's overall aims of RSE are to teach and develop the following three main elements:

#### Attitudes and values:

- learn the importance of values and individual conscience and moral considerations
- learn the value of family life, marriage, and stable and loving relationships for the nurture of children
- learn the value of respect, love and care
- explore, consider and understand moral dilemmas
- develop critical thinking as part of decision-making

#### Personal and social skills:

- learn to manage emotions and relationships confidently and sensitively
- develop self-respect and empathy for others
- learn to make choices based on an understanding of difference and with an absence of prejudice
- develop an appreciation of the consequences of choices made
- manage conflict
- learn how to recognise and avoid exploitation and abuse

#### Knowledge and understanding:

- learn and understand physical development at appropriate stages
- understand human sexuality, reproduction, sexual health, emotions and relationships
- learn about contraception and the range of local and national sexual health advice, contraception and support services
- learn the reasons for delaying sexual activity, and the benefits to be gained from such delay, including the avoidance of unplanned pregnancy

### **SRE Guidance DfE 2000**

In addition to this, we also aim to:

- raise pupils' self-esteem and confidence
- develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media

- teach pupils to be accepting of the different beliefs, cultures, religions, sexual orientations, gender identity, physical and mental abilities, backgrounds and values of those around them
- support pupils to lead a healthy and safe lifestyle, teaching them to care for, and respect, their bodies
- provide pupils with the right tools to enable them to seek information or support, should they need it
- teach pupils about consent and their right to say no, in an age-appropriate manner
- to teach lessons that are sensitive to a range of views, values and beliefs
- ensure that staff teaching RSE remain neutral in their delivery whilst ensuring that pupils always have access to the learning they need to stay safe, healthy and understand their rights as individuals

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

## **7. The wider context of RSE**

The school's RSE programme will:

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

RSE contributes to:

- a positive ethos and environment for learning
- safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school

- a better understanding of diversity and inclusion, a reduction in gender-based and homophobic, biphobic, transphobic (HBT) prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships
- helping pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice
- reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying

## Implementation

### 8. Language

Pupils will be taught the anatomical terms for body parts. Slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.

Although words may be used lower in younger years, the concept of the words will be taught in agreed year groups. E.g. a child may discuss that a parent is pregnant in reception, however the concept of human reproduction is not taught until Year 6.

Agreed list of vocabulary used in school:

Foundation Stage	Love, Relationship, Family, Marriage, Support, Caring, Loving, Penis, Vagina
Years 1/ 2 Years 3/ 4	Penis, Vagina, Genitals, Love, Relationship, Family, Gay, Lesbian, Heterosexual, Marriage, Support, Caring, Loving, consent, testicles, breasts
Year 5/ 6	Wet dream, Ovum, Cervix, Labia, Oestrogen, Foreskin, Masturbation, Sperm ducts, Prostate gland, Urethra, Ejaculation
Year 6	Conception, Pregnancy, Birth, Erection, Testosterone, Sexual intercourse, Penetration, Make Love, Pleasure, Egg, Ovum, Foetus, Embryo, Umbilical cord, Amniotic fluid, Placenta, Amniotic sac, Cells, Contractions, Disease, Infection, Contraception

**Throughout school, children will hear age-appropriate inclusive language through assemblies and in lessons. This may include language such as LGBTQ+, gay, lesbian, heterosexual, homophobia, transgender, bisexual, homosexual. This is supported by our Protected Characteristics.**

## Respectful Language

The use of respectful language which challenges sexism, homophobia and other forms of prejudice will be established in RSE but will have benefits for the whole school community, both in and out of lessons; it helps to ensure we are a happy and healthy place to learn.

Ofsted found that casual use of homophobic language in schools is often unchallenged (2013) – we always challenge it. The casual use of homophobic, biphobic and transphobic language in school will be challenged and pupils will be made aware that using the word ‘gay’ to mean something is rubbish is wrong and will not be tolerated. To tackle this, staff might say: ‘you have used the word ‘gay’, but not in the right way.’

As a result, pupils will hear references to, for example, ‘gay,’ ‘straight’ and different kinds of relationships as part of teaching and assemblies, for example when we talk about rights, respect or relationships.

## 9. Answering questions

We acknowledge that sensitive and potentially difficult issues will arise in RSE as pupils will naturally share information and ask questions. ‘They will often ask their teachers or other adults questions relating to sex or sexuality which go beyond what’s set of for Relationships Education. We also acknowledge that children of the same age may be developmentally at different stages leading to differing types of questions or behaviours.’

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 taught, planned curriculum for that age group to the whole class. We answer questions, where appropriate relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age-appropriate way. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHE leader/ Designated Safeguarding Staff. Questions may be referred to parents/carers if it is not appropriate to answer them in school. We may use a question box where questions may be asked anonymously.

When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibilities of abuse or risk of harm, teachers will pass this information to the designated person for safeguarding and child protection, in line with school policy and procedures.

Staff training will include sessions on how to deal with difficult questions. Agreed phrases, where appropriate, will be used in response to difficult questions *for example, ‘I can only answer question on the content of this lesson’ or ‘That is something that may be covered later on’ or ‘I can’t answer that question, but you could ask your parents/carers’*



Ground rules are essential when discussing sensitive subject matters. Staff will establish clear parameters about what is appropriate and inappropriate in a whole-class setting by for example:

- staff will set the tone by speaking in a matter-of-fact way
- pupils will be encouraged to write down questions, anonymously if desired, and post them in a question box or ask-it basket
- staff will have time to prepare answers to all questions before the next session, and will choose not to respond in a whole-class setting to any questions that are inappropriate or need one-to-one follow up
- if a verbal question is too personal, staff will remind the pupils of the ground rules
- if a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns, staff will acknowledge it and promise to attend to it later on an individual basis
- staff will not provide more information than is appropriate to the age/developmental level of the pupil
- if staff are concerned that a pupil is at risk of abuse, the designated teacher will be informed and the usual child protection procedures followed.

## **10. Key responsibilities for RSE**

### **i) All staff**

All staff will:

- ensure that they are up to date with school policy and curriculum requirements regarding RSE
- attend and engage in professional development training around RSE provision, including individual and whole staff training/inset, where appropriate
- attend staff meetings to be introduced to any new areas of work and review the effectiveness of the approaches used
- report back to the PSHE Leader on any areas that they feel are not covered or inadequately provided for in the school's RSE provision, including resources
- encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence and listen to their needs and support them
- follow the school's reporting systems if a pupil comes to a member of staff with an issue that they feel they are not able to deal with alone
- ensure that their personal beliefs and attitudes will not prevent them from providing balanced RSE in school
- tailor their lessons to suit all pupils in their class, across the whole range of abilities, faiths, beliefs, culture, gender identity and sexual orientations, including those pupils with special educational needs
- ask for support in this from the school SEND coordinator or the PSHE Coordinator, should they need it

## ii) Lead member/s of staff

The lead member/s of staff will receive training in their role and responsibilities. This supports them to lead on the development of the school's policy and practice and to monitor its implementation. This practice includes the curriculum and approaches to teaching and learning, as well as whole school approaches to health and wellbeing.

<b>Specific responsibilities</b>	<b>Who – role?</b> <i>E.g. PSHE lead, head teacher, CP designated teacher</i>
Co-ordinating the RSE provision, ensuring a spiral curriculum	PSHE Lead
Accessing and coordinating training and support for staff	PSHE Lead/Headteacher
Establishing and maintaining links with external agencies/other health professionals	PSHE Lead/ Headteacher/ Designated Safeguarding Lead
Policy development and review, including consultation and dissemination	PSHE Lead
Implementation of the policy; monitoring and assessing its effectiveness in practice	PSHE Lead
Managing child protection/safe guarding issues	Designated Safeguarding lead
Establishing and maintaining links with parents/carers	PSHE Lead/Headteacher
Liaising with link schools to ensure a smooth transition	SENCo Designated Safeguarding Lead
Liaising with the media	Head teacher

The lead member/s of staff will:

- develop the school policy and review it on a two-yearly basis
- ensure that all staff are given regular and ongoing training on issues relating to RSE as well as how to deliver lessons on such issues
- ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RSE including new staff or supply staff
- provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RSE to pupils,
- ensure that RSE is age appropriate and needs-led across all year groups; this means ensuring that the curriculum develops as the pupils do and meets their needs
- ensure that the knowledge and information regarding RSE to which all pupils are entitled is provided in a comprehensive way
- support parent/carer involvement in the development of the RSE curriculum
- ensure that their personal beliefs, values and attitudes will not prevent them from providing balanced RSE in school
- communicate freely with staff, parents/carers and the governing body to ensure that everyone is in understanding of the school policy and curriculum for RSE, and that any concerns or opinions regarding the provision at the school are listened to, considered and acted on as appropriate.
- share the school's provision for RSE with parents/carers in order to ensure they can support this at home

- communicate to parents/carers any additional support that is available from the school to support them with RSE at home.

### **iii) Governors**

The governing body as a whole play an active role in monitoring, developing and reviewing the policy and its implementation in school. There is a named link governor, Jane Turner for RSE who works closely with, and in support of, the lead members of staff. 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.

### **iv) Pupils**

All pupils:

- are expected to attend the statutory National Curriculum Science elements of the RSE curriculum and the statutory Relationships Education and Health Education curriculum
- should support one another with issues that arise through RSE for example, alerting relevant members of staff to any potential worries or issues
- will listen in class, be considerate of other people's feelings and beliefs and comply with the ground rules that are set in class
- will have the opportunity to talk to a member of staff, in confidence, regarding any concerns they have in school related to RSE or otherwise
- will be asked for feedback on the school's RSE provision and be expected to take this responsibility seriously; opinions on provision and comments will be reviewed by the lead member/s of staff for RSE and taken into consideration when the curriculum is prepared for the following year's pupils

### **v) Parents/carers**

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

At Lawns Park, we aim to make our RSE curriculum transparent for parents and therefore have created a Parents' Guide to more explicitly explain what is being taught. Parents also have the opportunity, should they wish to, to view materials and resources which may be used to aid the delivery of these lessons.

The school will:

- work closely with parents/carers when planning and delivering RSE
- ensure that parents/carers know what will be taught and when, and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of RSE
- give parents/carers every opportunity to understand the purpose and content of Relationships Education and RSE
- communicate and give opportunities for parents/carers to understand and ask questions about the school's approach help increase confidence in the curriculum

- build a good relationship with parents/carers on these subjects over time by inviting parents into school, where possible, to discuss what will be taught, address any concerns and help support them in managing conversations with their children on these issues
- encourage parents/carers to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through RSE
- will reach out to all parents, including those who are hard to engage, recognising that a range of approaches may be needed for doing so.

### **The right to withdraw**

- Parents/carers cannot withdraw their child from the statutory RSE education content included in National Curriculum for Science which includes content on human development, including reproduction.
- Parents/carers also cannot withdraw their child from Relationships Education or Health Education because it is important that all children receive this content, covering topics such as friendships, how to stay safe and puberty.
- Parents do have the right to request that their child be withdrawn from some or all of sex education delivered as part of the non-statutory RSE, delivered as part of the PSHE curriculum.

For further clarification on curriculum content, please see RSE Parents' Guide (appendix 1)

Any parent/carer wishing to withdraw their child from RSE should firstly contact the class teacher to discuss the reasons why. If parents still wish to withdraw, requests should be made in writing to the headteacher.

RSE is a vital part of the school curriculum and supports child development and we strongly advise parents/carers to carefully consider their decision before withdrawing their child from this aspect of school life. It is acknowledged however that the final decision on the issue is for the parents/carers to take and the child and family should not be stigmatised for the decision.

The school provides information to parents/carers who do withdraw their children. Support materials for home use will also be provided. Parents/carers who do withdraw their children will be alerted to the possible consequences of doing so during the discussion between the school and the parents/carers. Possible consequences could include, for example, 'If a pupil is withdrawn from the RSE sessions, they will no doubt hear about the content of sessions from other pupils and this may not be in a supportive, controlled or safe environment, like the classroom would be. They 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. Pupils may also be stigmatised for not being included in these sessions.

Ofsted figures show that about only four children will be withdrawn in every ten thousand (0.04%). Parents/carers must stipulate how their child will receive this content. The school's

arrangements for pupils withdrawn from RSE are that they will attend lessons with additional work in another classroom, this may be different from their own year group.

## **11. Staff Support & CPD**

It is important that all staff feel comfortable to deliver RSE lessons. The school provides professional development training in how to deliver RSE.

Staff, including non-teaching staff, CPD needs are identified and met through the following ways:

- an audit of staff CPD needs will be completed each year or at appropriate times throughout the year as part of the performance management cycle
- training and support for RSE is organised by the PSHE lead in liaison with the headteacher
- staff will be offered generic RSE training which includes sessions on confidentiality, setting ground rules, handling controversial issues, responding to awkward questions, an introduction to the rationale of why teaching RSE is so important, current law and guidance, learning outcomes and school policy
- teaching and non-teaching staff involved in the delivery of issues seen as potentially more sensitive will be offered appropriate training to encourage confidence in dealing with matters of confidentiality, child protection, sensitive issues and potentially difficult questions
- the Health and Wellbeing Service will support in meeting staff CPD needs through training disseminated by the PSHE Leader.

## **12. RSE Provision**

RSE provision comprises both statutory and non-statutory aspects of Science, Relationships and Health education as well as specific RSE lessons for each year group from our PSHE scheme of work.

Please see appendix 2 for a concise overview of the learning objectives for each year group.

## **13. RSE Delivery**

### **i) The needs of pupils**

We recognise that an interactive approach to RSE will better develop the skills of our pupils and also that it is more likely to meet their needs. We involve pupils in the evaluation and development 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 (e.g. the My Health My School Survey)
- older pupils reviewing the RSE programme for younger pupils

- use of the RSE consultation toolkit
- pre and post assessment activities for RSE
- full class consultation activities which ensure all pupils have a voice in the process

## **ii) Curriculum organisation**

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

- designated RSE time
- school ethos
- small group work
- cross curricular links e.g. science
- assemblies
- enrichment days / weeks

## **iii) Working with visitors and other external agencies**

Where appropriate, we may use visits and visitors from external agencies or members of the community to support RSE. This is an enrichment of our programme and not a substitute for our core provision, which is based upon the strong relationships between teachers and pupils. 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. When visitors are used to support the programme, a teacher will be present throughout these lessons. Visitors will be given a copy of the Visitor's Handbook, and any other relevant policies, and expected to comply with the guidelines outlined within it. Our partnership with the local community is also a priority and we recognise and value its contribution to the RSE programme.

Before involving visitors in any aspect of RSE, teachers should ensure that:

- the visitor understands the school's confidentiality policy, values and approach to the educational programme
- there is appropriate planning, preparatory and follow up work for the sessions
- the visitor understands the emotional, intellectual, cultural, religious, social and ability level of the pupils involved, including where there may be a specific issue relating to child protection
- the teacher needs to be part of the experience 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

## **iv) Inclusion, equality and diversity**

We are required by law to comply with relevant requirements of the Equality Act 2010. All pupils are entitled to quality RSE that helps them build confidence and a positive sense of

self, and to stay healthy. We include all pupils regardless of their age, sex, race, disability, religion or belief, gender reassignment, or sexual orientation.

To encourage pupils to participate in lessons, teachers will ensure content, approach and use of inclusive language reflects the diversity of the school community and helps each and every pupil to feel valued and included in the classroom.

We promote the needs and interest of all pupils. The school's approaches to teaching and learning consider the ability, age, readiness and cultural backgrounds of the pupils to ensure all can access the full RSE provision. We promote social learning and expect our pupils to show a high regard for the needs of others. RSE is an important vehicle for addressing controversial and sensitive issues and ensuring equal opportunities for all.

### **Responding to pupils' diverse learning needs:**

Considerations will be made for:

- religious and cultural diversity
- differing gender needs and abilities, including SEND
- diverse sexuality of pupils
- homophobic/transphobic/biphobic bullying and behaviour
- pupil's age and physical and emotional maturity
- pupils who are new to English

### **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.

### **Special educational needs and disabilities (SEND):**

RSE helps all pupils understand their physical and emotional development and enable them to make positive decisions in their lives. We ensure that all pupils receive RSE and we offer provision appropriate to the particular needs of our pupils, taking specialist advice where necessary. Staff will differentiate lessons to ensure that all members of the class can access the information fully. The school will use a variety of different strategies to ensure that all pupils have access to the same information.

Some pupils will be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These pupils will need help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable.

### **Lesbian, Gay, Bisexual, Transgender and Plus (LGBT+):**

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils, including those who are lesbian, gay, bisexual, transgender or + (LGBT+).

Inclusive RSE will foster good relations between pupils, tackle all types of prejudice,



including homophobia, and promote understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010.

We will deal sensitively and honestly with issues of sexual orientation and identity, answer appropriate questions and offer support. Pupils, whatever their developing sexuality or identity, need to feel that RSE is relevant to them. Teachers will never assume that all intimate relationships are between opposite sexes. All sexual health information will be inclusive and may include LGBT people in case studies, scenarios and role-plays. We will ensure boys and girls can explore topics from a different gender's point of view, and a variety of activities, including practical tasks, discussions, group activities and competitions. We will also ensure that our teaching is sensitive and age appropriate in approach and content.

Lawns Park works hard to foster a culture of acceptance through providing the children with access to LGBT friendly lessons over the course of the year and will endeavour to support children where appropriate in accessing the RSE curriculum. The school also teach core LGBT+ friendly values through the 'Different Families, Same Love' scheme in association with Stonewall. The school takes a zero-tolerance stance on the use of homophobic and transphobic vocabulary as highlighted in the behaviour policy.

#### **v) Resources**

We use primarily 'Kapow' and the resources recommended within it. We will focus on the needs of the pupils and our planned learning objectives. We select carefully resources, which meet these objectives. We evaluate carefully teacher resources, leaflets, online resources and videos before using them.

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

Key texts and resources we will use for RSE are:

- Kapow! Videos and resources
- Resources as identified in the medium-term plans for the RSE modules
- Leeds PSHE Scheme of Work RSE modules (available from the Health and Wellbeing Service)



## **vi) Learning environment and additional non-negotiable ground rules**

Staff are careful to ensure their personal beliefs and attitudes do not influence the teaching of RSE. To this end, ground rules have been agreed to provide a framework of common values within which to teach. There are clear parameters as to what will be taught in a whole-class setting, and what will be dealt with on an individual basis.

In addition to the ground rules used in PSHE, we will develop a set of non-negotiable rules for lessons and discussions related to RSE. If pupils are to benefit fully from an RSE programme, they need to be confident speakers, good listeners and effective, sensitive communicators. When the needs of pupils are analysed, of overriding importance are two key areas: they need to feel safe and be safe. A set of additional, non-negotiable ground rules will help staff to create a safe and relaxed environment in which they do not feel embarrassed or anxious about unexpected questions or comments from the pupils. They also reduce the possibility of inappropriate behaviour and the disclosure of inappropriate personal information.

Our additional, non-negotiable ground rules are:

- Confidentiality: 'what is said in the room, stays in the room' except if anyone mentions something which could be harmful or put them at risk – then will have to pass the information on to help keep them safe
- It's not OK to ask personal questions of each other or the teacher but we can put questions in the box for later.
- Don't name names: if you want to ask about or share a personal story or experience, you can speak in the third person about 'someone I know', 'a friend', 'a situation I've heard about/read about'
- We will try to only ask questions related to what we are learning in the lesson.
- We will use the anatomical terms for the sexual body parts.
- It is ok to say pass / not join in.
- We will respect different opinions, situations & backgrounds.

## **Impact**

## **vii) Assessment, recording and reporting in RSE**

We assess pupils' learning in RSE in line with approaches used in the rest of the curriculum (including assessment for learning).

Assessment methods:

- baseline or pre-assessment (essential for needs-led RSE)
- needs assessment is used to identify existing knowledge and skills of pupils

- assessment is built into the RSE programme to inform planning
- pupil self-assessment is used where appropriate
- assessment focuses on knowledge as well as skill development and attitudes
- teachers will keep a note of pupils who have missed some or the entire lessons due to absence from school
- pupil achievement in RSE is celebrated and shared

### **Monitoring and evaluation**

We use a range of monitoring and evaluation activities such as pupil and staff surveys, observations, pupils' work, scrutinising planning, pupil and staff interviews etc.

## **14. Safeguarding and Child Protection**

Through Relationships Education (and RSE), we will teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This will be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This will also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

Pupils will be taught how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be 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 and as part of a comprehensive programme and whole.

Children have the right to:

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

When teaching any sensitive issue young people may give cause for concern. All adults are aware of our safeguarding arrangements and procedures. If the school has any reason to believe a pupil is at risk, advice from Designated Safeguarding Lead will be sought.

We recognise that children are capable of abusing their peers and that peer on peer abuse can manifest in many different ways, including on-line bullying, 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 anatomical terms for body parts helps to ensure that children are able to describe abusive behaviours if they need to.

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

## **15. Confidentiality in the context of RSE lessons**

The nature of RSE means that pupils may disclose personal information that staff will respond to appropriately. The classroom is never a confidential place to talk, and that remains true in RSE. Pupils will be reminded that lessons are not a place to discuss their personal experiences and issues, or to ask others to do so, through the establishment of ground rules. Any visitor to the classroom will be bound by the school's policy on confidentiality as outlined in the visitor handbook, regardless of whether they have, or their organisation has, a different policy. We will make sure visitors are aware of this, and make sure there are enough opportunities for pupils to access confidential support after the lesson if they need it.

Any information disclosed to a staff member or other responsible adult, which causes concern about the child's safety, will be communicated to the designated person as soon as possible and always within 24 hours, in line with our safeguarding and child protection policy.

If a pupil tells a health professional, such as the school nurse, something personal on a one- to-one basis outside of the classroom, our school's confidentiality policy as outlined in the visitor handbook will help us to decide whether that person can keep that information confidential, or whether they need to seek help, advice, or refer to someone else. We will also signpost pupils and their families, where appropriate, to on and offline community, health and counselling services so pupils know where to go for confidential help and advice.

Techniques used in school to minimise the chance of pupils making a disclosure in an RSE lesson include:

- depersonalising discussion
- puppets
- using role play to 'act out' scenarios
- appropriate DVDs and TV extracts
- case studies with invented characters

## **16. Support**

We hope that pupils will feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to RSE. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

The school will endeavour to reach out to parents in order to create transparency around the RSE curriculum and how it is delivered in school. Annual RSE parents'/carers' evenings may be run to help relate issues around RSE and the methods in which the subject is delivered. Information about RSE lessons will always be sent to parents prior to content being taught. Parents'/carers' can access the RSE and PSHE policies (along with other related policies) on request from the school office and can also access the PSHE long term plans on the school website in order to support their children externally and in partnership with the school.

## **17. Advice and treatment**

There is no reason for staff to expect to be made aware of a pupil or colleague's HIV or hepatitis status, and no person will be discriminated against because of this if there is a disclosure of this type of information.

The school's first aid policy covers protection for all school members against infection from blood-borne viruses.

## **18. Complaints**

Parents/carers who have complaints or concerns regarding the RSE provision should contact the school and follow the school's complaints policy.

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## **Appendices**

Appendix 1 – RSE Parents' Guide

Appendix 2 – RSE long term planning