



Hopping Hill Primary School

Relationships and Sex Education
Policy

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Relationship and Sex Education Policy

Introduction

We recognise that as a school we have a legal responsibility under The Relationships Education, Relationship & Sex Education (RSE) and Health Education (England) Regulations 2019, made under sections 34 & 35 of the Children & Social Work Act 2017, to provide comprehensive Relationship Education (RSE) and Health Education for all pupils receiving primary education.

We recognise that we have a responsibility under the Equality Act 2010 to ensure the best for all pupils. RSE needs to be sensitive to the diverse needs of individual pupils and may need to adapt and change as the school's cohorts vary and change. Not only does the teaching need to be sensitive of these needs, but also it needs to help the pupils realise the nature and consequences of discrimination, unkindness, bullying and aggressive behaviours or prejudice-based language.

We acknowledge that in order for children to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health, and relationships and to build their self-efficacy. We understand that high quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils to develop resilience, to know how and when to ask for help.

Whilst as a school we are aware we need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive, equally it is essential that young people still have access to the learning they need to stay safe and healthy and understand their rights as individuals. This must include clear, impartial scientific and factual information on matters such as naming their body parts, puberty, and menstruation, the variety of family structures, gender identity, gender equality, and sexuality. All teaching should reflect the law as it applies to relationships, marriage, adoption, and care.

We acknowledge that all young people deserve the right to honest, open, and factual information to help better form their own beliefs and values, free from bias, judgement, or subjective personal beliefs of those who teach them.

Aims

Through a planned programme of education which is developmental and appropriate to the age and maturity of the child, Hopping Hill aims to:

- Teach children correct scientific vocabulary linked to human reproduction, themselves, and their bodies.
- Teach children about the human reproductive cycle.
- Help children understand that they have rights over their bodies.
- Help children develop feelings of self-respect, confidence, and empathy.
- Help children understand and talk about emotions.
- Provide a framework in which sensitive discussions can take place and one in which children can expect answers (age appropriate) to their questions and concerns.
- Create a positive culture around the issues of sexuality and relationships.
- Help children to develop an understanding of positive, healthy relationships.
- Help children understand that families and relationships are diverse.
- Prepare children for puberty and give them an understanding of sexual development and the importance of health and hygiene.

Defining Sex Education at Primary School:

Although The Relationships Education, Relationship & Sex Education (RSE) and Health Education (England) Regulations 2019, made Relationship Education compulsory in all primary schools from 2020, sex education beyond that set out in the science curriculum, is not compulsory. However, the Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and maturity of the pupils.

As set out in the guidance, it is up to individual schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. We, like many other schools already choose to teach some aspects of sex education and will continue to do so.

It is completely natural for children to have questions about sex, their bodies and to be curious about where they came from. In the age of information where children in primary school have access to the internet through mobile technology, we believe it is better that children receive age-appropriate answers from trusted adults in school, than it being left to their peers or the internet.

In our school, sex education is an opportunity to answer children's questions about where they came from, an opportunity to explore their own stories and to be clear about how a baby is conceived and formed as set out in the national curriculum for science. Furthermore, it should ensure that all children are prepared for both the physical and emotional changes of puberty, including menstruation. Children need to understand how bodies function and change as they grow into adults. Under no circumstance is RSE a means of promoting sexual activity or any form of sexual orientation or gender. We aim to work closely with parents, carers, and governors to create an ethos that ensures all pupils receive appropriate, accurate and honest age-appropriate answers to their questions about RSE.

A graduated age-appropriate curriculum is the best way of preventing the topic of sex, reproduction, and private body parts from becoming taboo, and children from becoming embarrassed by the topic.

Defining Relationship Education at Primary School:

The Department for Education defines relationships education as *teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults.*

We believe comprehensive relationship education is designed to help children to develop the skills to recognise and manage healthy relationships both online and in the real world.

It is about helping children understand and make sense of the world they are growing up in, to recognise the differences and similarities between their peers and their families, and to understand the fact every human being is unique and has the right to be respected. There are many different family structures, and all children have the right to feel safe.

Comprehensive relationship education has been shown to help keep children safe by allowing them to understand appropriate and inappropriate touching, to realise that their body belongs to them. It is about building the foundations of an understanding of consent and personal boundaries, in that no one has the right to touch you in a way you do not like.

It is important for children to know the names and functions of their bodies and to be reassured it is natural to be curious about them. Indeed, by teaching children the correct terms for their 'private parts,' children are proven to be safer from abuse.

In addition, we believe comprehensive relationships education helps children to develop their vocabulary and emotional literacy to enable them to talk about and manage their feelings. It helps children build their own support networks and the confidence to ask for help when they feel unsafe. This is a required element of Health Education Guidance.

Responsibilities

Role of the Governing Body

The Governing Body has:

- Ratified this policy that outlines the rationale and organisation of the RSE programme.
- Delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy.
- Responsibility for ensuring that the school complies with all equalities' legislation.
- Nominated a Designated Governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy.
- Responsibility for ensuring funding is in place to support this policy.
- Responsibility for ensuring this policy is reviewed annually.

- Responsibility for the effective implementation, monitoring, and evaluation of this policy.

Role of the headteacher

The Headteacher will:

- Implement the policy.
- Ensure all school personnel, pupils and parents are aware of, and comply with, this policy.
- Work closely with the Personal Social Health and Economic (PSHE) Subject Leader and the Designated Safeguarding Lead to ensure effective staff training so that they can manage any difficult issues with sensitivity.
- Provide leadership and vision in respect of equality.
- Work closely with the PSHE lead and DSL to monitor the effectiveness of this policy.
- Manage requests to withdraw pupils from non-statutory elements of RSE.

Role of the PSHE Lead alongside the Designated Safeguarding Lead (DSL)

The PSHE Lead and DSL will:

- Work closely with the Headteacher in implementing this policy across school.
- Provide training for staff and ensure this policy is shared on induction of new staff.
- Provide guidance and support to all staff in the teaching and learning of RSE.
- Keep up to date with new developments and resources.
- Review and monitor the teaching and learning of RSE.
- Ensure staff teaching RSE are informed and prepared for potential difficulties specific children might face in RSE lessons.
- Report annually to the Governing Body on the success and development of this policy.
- Consult with parents annually in line with policy review.

Role of School Staff

School Staff will:

- Comply with all aspects of this policy.
- Deliver RSE in a sensitive way.
- Ensure there is a culture in classes that encourages children to ask questions and be respectful of each other.
- Respond to the needs of individual pupils including those whose parents wish them to be withdrawn from the non-statutory (non-Science) elements of RSE.
- Model positive attitudes to RSE.
- Monitor the progress of pupils.

Staff will respect a child's confidence, unless it is considered that the child might be at risk. School staff cannot promise a child that they will 'keep a secret.' If a member of staff believes that a child might be at risk, the school safeguarding policy will be followed.

Role of Pupils

Pupils are expected to engage fully in their RSE and when discussing issues related to this, treat each other with respect and sensitivity. Pupils are expected to understand and be considerate that their peers will have varying starting points in their understanding.

Role of Parents and Carers

Hopping Hill recognise that RSE will raise questions for children that they might feel more confident asking at home. We also recognise that some parents may be uncomfortable with their children receiving relationship and sex education in primary school. We do however ask that parents and carers support their children's learning by being open and honest if this arises.

We recognise, when teaching these subjects, the religious background of all pupils should be taken into account when planning teaching, so that the topics that are included are appropriately managed. We believe in working alongside parents and carers, and request that should they have any questions or concerns regarding RSE, that they approach the class teacher, PSHE Lead or DSL who can address these issues. We also ask that parents/carers access any information that is provided by school so that they feel confident in what their children will be learning. It is also important that parents make school aware of any current or past family circumstances that might impact on their child's access to, or reaction to their RSE in school. All information shared by parents will be treated confidentially and only shared with those staff who need to know. This is unless there is a safeguarding issue in which instance further discussion might need to be held with parents and in some circumstances other agencies such as children's social care.

Parents Right to Withdraw

We believe that successful teaching around RSE can only take place when parents and schoolwork together. Especially, considering we have a common aim for children to grow up safe and happy in healthy relationships, with the ability to manage their emotions and speak up when they feel unsafe. Therefore, we are committed to working together with parents. We recognise under the *Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers 2019* parents retain the right to request their child is withdrawn from non-statutory sex education that is taught in primary schools. They cannot withdraw from statutory aspects.

Parents/carers do not have the right to request their child is withdrawn from the science national curriculum which includes:

- Basic biology of human reproduction as part of human life cycles. This is that reproduction in humans is sexual and involves the joining of a male and female cell and that the stages of human life cycles include birth, growth, puberty, reproduction old age and death.
- Changes experienced during puberty.

Parents/carers do not have the right to request that their child is withdrawn from relationship and health education which includes learning about:

- Families
- Caring friendships and respectful relationships
- Online relationships
- Safety including online and personal boundaries.
- Mental health and wellbeing.
- Physical health and fitness
- Healthy eating
- Health and prevention including hygiene.
- Changing adolescent body
- Basic first aid
- Drugs, alcohol, and tobacco

More detailed information on statutory content can be found by following the links below.

[Science programmes of study: key stages 1 and 2](#)

[Relationships and sex education \(RSE\) and health education - GOV.UK](#)

Requests for withdrawal from non-statutory learning should be put in writing and addressed to the headteacher (If a written request is not possible parents/carers should in the first instance arrange to speak to the head teacher) A copy of withdrawal requests will be placed in the child's educational record. The head teacher will work alongside parents /carers to take appropriate action in the best interests of the children.

Delivery of RSE

At Hopping Hill, we carry out the main RSE teaching in our PSHE and Science curriculum. We also teach some RSE through other subject areas (for example, computing and PE). Wherever possible, RSE will be taught by a child's class teacher. In some circumstances it might be a different member of staff, for example a member of the Senior Leadership Team who teaches PSHE to a class regularly. In all instances the adult will have an established relationship with the class and know them as individuals in order that they can discuss the issues raised within the context of this trusted relationship.

We recognise that for some children the teaching and learning of RSE might cause additional stress, anxiety, and difficulties. This group of children might include children who are:

- Suffering or have suffered abuse including sexual abuse.

- Have witnessed, or who are witnessing, domestic abuse.
- Previously looked after and looked after children.
- Pupils with special educational needs and disabilities
- Transgender pupils

The delivery of RSE will be flexible but will mainly be carried out through:

- Planned progressive, age appropriate and specific programmes of study including:
 - Protective Behaviours
 - Real Love Rocks Year 6 Barnados educational resources
 - Online safety aspect of the computing curriculum
 - The PSHE Association Resources and recommended resources (Medway Primary PSHE)
 - Resources from the school's education psychology providers
 - Red Cross
 - Young Citizens
 - -Brake Road Safety Charity
 - School developed units
 - Class discussions or circle time.
 - Stories and books.
 - Assemblies and class work on school values.
- Occasional visits from the appropriate outside agencies such as the school nurse and charities such as Solve it.

Protective Behaviours (PB):

Hopping Hill is a Protective Behaviours School. PB is a practical approach to personal safety. It is a process which encourages self-empowerment and brings with it the skills to avoid being victimised. This is achieved by helping children recognise and trust their intuitive feelings (Early Warning Signs) and to develop strategies for self-protection if they feel unsafe. A large part of this is teaching children to talk to a trusted adult if they feel unsafe. PB encourages an adventurous approach to life which satisfies the need for fun and excitement without safety being compromised. There are two core themes:


Theme 1: We all have the right to feel safe all the time.

Theme 2: We can talk with someone about anything, even if it feels awful or small.

Protective Behaviours is delivered across the entire school from Nursery to Year 6. Each year group has a planned programme of study that they cover in one term of each school year.

The PSHE Curriculum Maps follow. These can also be found on the school website.

Fig 1 **Overview Long term Curriculum Map**



PSHE Long Term Curriculum Map



Year	Autumn 1 <i>Safety Network -Ch must have a network in place by end of 1st full week. Review this at end of the unit per the lesson in the booklet</i>	Autumn 2	Spring3	Spring 4	Summer 5	Summer 6
N	Settling into Nursery Rules and routines	Anti-bullying Week	Mental Health Week Settling into Nursery Rules and Routines	Protective Behaviours	Consent	Change
R	Settling into Reception School rules and routines	Anti-bullying Week	Mental Health Week Emotions	Protective Behaviours	Consent	Road Safety
1	Protective Behaviours	Anti-bullying Week I am Unique Looking Out for Each Other	Mental Health Week Emotions	Relationships Sex Education Medway	Consent	Road Safety
2	Protective Behaviours	Anti-Bullying Week Getting to Know Me Playground Design	Mental Health Week Emotions	Relationships Families	Drugs Ed	First Aid
3	Protective Behaviours	Anti-Bullying Week Belonging to Group/Community <u>My Community</u>	Mental Health Week Emotions	Relationships Sex Education Medway	Consent	First Aid
4	Protective Behaviours	Identity Citizenship	Mental Health Week Emotions	Relationships Families	Drugs Ed	First Aid
5	Protective Behaviours	Stereotypes Young Citizens Focus on Gender	Mental Health Week Emotions	Relationships Sex Education Medway	Drugs Ed	First Aid
6	Protective Behaviours	Anti-bullying Week Discrimination Extremism Relationships Sex Education Medway during science lessons	Mental Health Week Emotions	Real Love Rocks Feelings, Brains and Bodies	Real Love Rocks Healthy Relationships Grooming	Real Love Rocks Being Safe Online Safety

Fig 2 **Detailed Long term Curriculum Map**



PSHE Long Term Curriculum Map



Year	Autumn 1 <i>Safety Network - Children must have a network in place by the end of first full week. Review this at end of the unit per the lesson in the booklet</i>	Autumn 2 Anti-bullying week (always in November)	Spring3 Children's Mental Health Week (Always in February)	Spring 4	Summer 5	Summer 6
N	Settling into Nursery Rules and routines Nursery planned activities through continuous provision	Anti-bullying Week	Mental Health Week Settling into Nursery Rules and Routines Nursery planned activities through continuous provision	Protective Behaviours People who help us In school ,at home and in the community Nursery planned activities through continuous provision	Consent Ask for permission for simple activities and access of nursery continuous provision	Change Transition to school activities planned for families and with other settings
R	Settling into Reception School rules and routines Reception planned activities through continuous provision	Anti-bullying Week	Mental Health Week Emotions Colour monster Name emotions happy sad fear angry calm in book's characters Identify emotions on real faces Link emotions to situations Reception planned activities through continuous provision	Protective Behaviours What does safe mean Theme 1 We all have the right to feel safe all the time. Naming body parts Private body parts Early Warning Signs Telling our secrets.	Consent Ask for permission for activities and of peers Use simple phrases to give or not give permission	Road Safety Steeping Stones to Road Safety Stop, Look, Listen and Think Pedestrians walk on the pavement and vehicles travel on the road Walk safely with a grown <u>up</u> . <u>Hold</u> hands walking near the road Be Bright Be seen Be bright and seen How to help others see me in the dark Ride safely

PSHE Long Term Curriculum Map

1	<p>Protective Behaviours Feelings are feelings Unsafe feelings-saying no Body Privacy and secrets Telling and Early Warning Signs</p>	<p>Anti-bullying Week I am Unique Young Citizens what it means to be unique The ways in which I am unique</p> <p>Looking Out for Each Other Young Citizens Why it is important to look out for your classmates Ways that we can make our class a happy community</p>	<p>Mental Health Week Emotions Kirklees Big feelings angry sad joy disgust fear What is empathy Ways of calming down when having big feelings</p>	<p>Relationships Sex Education Medway All years 1/ 2 lessons special people in our lives and how we care for one another How we change as we grow differences and similarities between people</p>	<p>Consent Asking for Permission for activities and of peers Using simple phrases to give or not give permission</p>	<p>Road Safety Safety First Riding safely Why we wear a car seat Travel in a car or a bus</p> <p>Road Rangers Pedestrians' pavement and vehicles road Safer crossing places Stop, look, Listen and Think Riding safely Using behaviour to keep myself safe</p> <p>Roads Way from Home Keep safe on the road when on holiday Walking safely with a grown up Keeping safe travelling in a car or a bus</p> <p>Road Warriors-optional Presenting to others</p>
2	<p>Protective Behaviours Safe Place Scary feelings Your body belongs to you Naming body parts Who should someone talk to</p>	<p>Anti-Bullying Week Getting to Know Me Young Citizens Discussing likes and dislikes listen to others The ways in which we are similar and different to others Why it is good to be <u>different</u>.Year 2</p> <p>Playground Young Citizens Consider and plan for the needs of others including different abilities and cultures</p>	<p>Mental Health Week Emotions PSHE Association Recognising /naming feelings in self/ others comfortable uncomfortable nervous worried confused lonely proud jealous upset (revisit those from previous years) How feelings make our bodies feel inside Who can help with feelings Changing feelings Different feelings for different people Bad feelings and how to manage them Change and how it affects us</p>	<p>Relationships Families All year 1 2 lessons What makes a family Different kinds of families</p>	<p>Drugs Ed All year 1 2 lessons Things that go into our Body Medicines Household Products</p>	<p>First Aid Calling 999 Asthma</p>

Cont.

3	<p>Protective Behaviours Rights and responsibilities How to help myself when feeling unsafe My rules for my body Qualities of network people and friends</p>	<p>Anti-Bullying Week</p> <p>Belonging to a Group or Community PSHE Association It says lesson 2- lesson 1 has been omitted intentionally What groups do they belong to Ways people are made to feel do not belong Behaviours that help people feel welcome</p> <p>My Community Young Citizens What we mean by the word community The different roles within their local community and what support these roles provide Investigate a variety of community spaces within their local geographical area</p>	<p>Mental Health Week</p> <p>Emotions Kirklees All ks2 lessons Recognising emotions of shame frustration guilt (revisit those from previous years) Parts of the brain and functions Investigate ways of calming down and what works for them Empathy and how to show it</p>	<p>Relationships Sex Education Medway Relationships that are important Friendships good ones and solving disagreements</p>	<p>Consent</p> <p>All ks2 lessons Giving and Seeking Permission Personal Boundaries appropriate and inappropriate Touch</p>	<p>First Aid Giving First Aid Burns</p>
4	<p>Protective Behaviours UN rights of child Angry sad happy worried Fun to feel scared Theme 2 There is nothing so awful, or too small, we can't talk about it with someone Networks and using them</p>	<p>Identity Young Citizens the term identity. Our sense of identity. Developing self-esteem through sharing our sense of identity. Expressing aspects of our identity. Appreciation and respect for the diversity of identities within a community</p> <p>Citizenship Young Citizens The terms 'citizen' and 'citizenship.' Ways to be an active citizen who makes a positive difference.</p>	<p>Mental Health Week</p> <p>Emotions PSHE Association Complete all year 3/4 lessons</p> <p>What is a feeling What helps people feel good How to express feelings and why this is important Grief and how to deal with it How to manage different emotions in different situations Getting advice and support</p>	<p>Relationships Families All ks2 lessons Family Relationships Different Family Structures Change in families</p>	<p>Drugs Ed Complete all year 3 4 lessons</p> <p>Medicines and Household Protects Alcohol and Smoking</p>	<p>First Aid Why is First Aid important? Bleeding Spotting Dangers</p>

PSHE Long Term Curriculum Map

5	<p>Protective Behaviours Responsibilities go with rights Strengths of feelings Fun to feel scared Adults can't keep some secrets- abuse One step removed check of networks</p>	<p>Stereotypes Young Citizens Focus on Gender The term stereotype. Identifying stereotypes. The negative effects of stereotypes. Challenging stereotypes through research and discussion Those who have challenged stereotypes</p> <p>Year 5 to also take a lead in the anti-bullying week themes and activities across school</p>	<p>Mental Health Week Complete all year 5/6 lessons</p> <p>Emotions PSHE Association What is mental health and how can we take care of it Managing emotions in challenging times Impact of loss and strategies to deal with it</p>	<p>Relationships Sex Education Medway Physical changes of puberty Biological changes of puberty Importance of personal hygiene during puberty How and why emotions change during puberty. Getting help and advice</p>	<p>Drugs Ed Complete all year 5/6 lessons</p> <p>Medicines Legal and Illegal Drugs Influences and Pressure Drugs and Alcohol in the Media</p>	<p>First Aid Keeping Calm Head Injury Broken Bones Choking Unresponsive Breathing Safety Stories</p>
6	<p>Protective Behaviours Hard to show feelings Fun to feel scared choice time control limit What sort of person should go on a network? Examples of secrets adults can't keep-abuse Review of network understanding and persistence</p>	<p>Anti-bullying Week Discrimination Young Citizens The term discrimination. Describing and identify examples of discrimination The impact of discrimination on individuals and society The Equality Act and its protections.</p> <p>Extremism PSHE Association Ways people can be influenced by others positively negatively someone having prejudiced extremist views ways of managing negative influences When and how to seek support</p>	<p>Mental Health Week Emotions Well-Being and Self-care School unit What is wellbeing and whose responsibility What helps and harms well being Mindfulness Circle of control Self-care plan Asking for help</p>	<p>Real Love Rocks Feelings Brains and Bodies Vocabulary of feelings and emotions Bodies warning signs Boundaries Rights of child</p> <p><i>NB all real love rocks units have learning linked to developing kindness and empathy an identifying support networks.</i></p>	<p>Real Love Rocks Healthy Relationships Different kinds of relationships Healthy and unhealthy relationships Ways to be equal and fair in relationships Types of families (revisit)</p> <p>Grooming Know how children might be exploited To know the behaviours of grooming Know impact of grooming and exploitation</p>	<p>Real Love Rocks Being Safe Identify needs and vulnerabilities Develop critical thinking</p> <p>Online Safety Ways of being safe online Further develop critical thinking Impact of online behaviours How to get support and report abuse online</p>

		<p>Relationships Sex Education Medway during science lessons Recap and add to changes of puberty Managing change new roles and responsibilities as grow up Relationships over time and healthy relationships Adult relationships and the human life cycle Consent</p>				
<p>Year 6 also have educational visits from Solve it and magistrates. Ideally these will be during term 2 and 3 but this is not always possible so might happen at any point in the year.</p>						

All children are taught together for all parts of the programme, including lessons around puberty. The one exception to this is a session about menstruation in year 5 that is only given to girls. School will work alongside parents of transgender children in considering this session of learning for their child. This additional session has been introduced as some girls begin their periods before year 6 and it is important that they have the opportunity to discuss and learn about this early. This session includes details of how to manage periods rather than the science of menstruation. In year 6 boys also learn about this aspect of menstruation alongside the girls. We believe it is important for both girls and boys to learn about each other's bodies, changes, and experiences. By keeping children together in mixed groups, children will learn to talk openly without embarrassment in front of each other and we can foster better understanding, break down gender stereotypes and build positive relationships and respect for each other, regardless of gender. This ensures that any non-binary or transgender children are included without feeling vulnerable.

The correct anatomical names for all internal and external body parts, including genitals, are (taught and) used throughout school by staff and children. This will include words such as penis, testicles, vagina, and breasts. Children need to be aware of the correct words for all body parts to avoid confusion and misconceptions. It also offers an extra protective factor for children who may be suffering abuse, particularly sexual abuse as, if they disclose this abuse, the adult is much more able to understand what the child is describing. This also avoids the need for a child to repeat the disclosure unnecessarily.

Answering Children's Questions:

We are aware that children are likely to have many questions about relationships and sex. Children tend to ask whatever is on their mind. We see this as a positive point and a sign that we have created a safe environment where children feel empowered to feed their natural curiosity and learn about themselves, their bodies, and the world around them. However, we acknowledge that some parents may feel uncomfortable about how particular questions may be dealt with in class.

We believe children are better off receiving honest, age appropriate and open answers from safe adults in their lives, rather than being left to the internet or older children with a smart phone. In the age of information, where children in primary school have access to tablets, smart phones, and the internet (often unsupervised) it is essential that we help children to recognise they are able to ask questions without judgement rather than searching for answers on the internet.

Tackling the topic in a matter-of-fact manner lessens the taboo about the subject matter. For children, these questions are not rude, they are simply signs of a healthy and natural curiosity.

If a question is relevant to the whole class, we will answer it to the whole group. However, as with any other subject, there may occasionally be the need to differentiate depending on children's knowledge and experience. Some children may need additional information or support compared to others.

If the member of staff does not have an answer or does not know, they will say so. There is no shame in not knowing the answer, but the member of staff should make an effort to help the child to find the answer later.

If the member of staff is not sure how best to answer a particularly tricky question, they will be honest and say they are not sure about the best way to answer and will get back to them. This will allow teaching staff time to think, seek help, advice, or support from colleagues, such as the PSHE subject lead.

If a child asks a question that seems to go beyond the curriculum, staff may choose to delay answering the question until they have spoken to the parent/carer and discuss who is in the best position to answer this.

Adults in school will answer questions openly, honestly, and factually without relying on their own personal beliefs. Teachers will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make both parties vulnerable.

Safeguarding Children:

When teaching any sensitive topic, such as RSE, which deals with family life, personal body parts and healthy relationships, we recognise the potential to uncover incidents of abuse through children's disclosures.

All members of staff have statutory training around safeguarding children and are all aware of our school's safeguarding policy and procedures in the case of a disclosure or suspicion of a safeguarding concern.

Prior to the teaching and learning of RSE, there may be conversations around protecting and supporting children for whom some of this work may make them vulnerable. Michelle White, the Deputy Head Teacher, holds the role and responsibility of Designated Safeguarding Lead, and Designated Teacher for Previously Looked After and Looked After Children and has previously been the PSHE subject lead, and thus has a complete overview and awareness of children who might find RSE sessions more difficult due to their life circumstances. She works closely alongside the PSHE subject lead in this aspect of the subject. The school's SENDCo works closely with the Deputy Head, offering expertise on how RSE might affect and be best taught to our children with Special Educational Needs and or Disabilities.

While we recognise that for children who are vulnerable due to past or present abuse, or changes in family situations, this type of work may be sensitive; it is also a protective factor in preventing further abuse. Furthermore, it will help them make sense of their experiences and is essential to help them develop skills and resilience to keep them safe in future.

Raising Awareness of the Policy

We will raise awareness of this policy via:

- The induction of new staff and staff training sessions.
- School website and written communication to school stakeholders.
- Highlighting it to parents via the school newsletter and other communication.

Monitoring and Review Arrangements

- Pupils' development in RSE is monitored by the class teachers.
- The delivery of RSE is monitored by phase leaders and the PSHE lead through pupil interviews and class visits.
- Annually (or when the need arises) the effectiveness of this policy will be reviewed by the PSHE lead, the head teacher, and the nominated governor and parents/carers will be consulted; the necessary recommendations for improvement will be made to the Governing Body.
- As part of this 2025 policy review, parents/carers were consulted. No feedback, questions or objections were given.

Appendix 1 SRE Statutory Requirements taken from *Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers.*

Relationships Education	Relationships and Sex Education	Health Education
All schools providing primary education, including all-through schools and middle schools (includes schools as set out in the Summary section).	All schools providing secondary education, including all-through schools and middle schools (includes schools as set out in the Summary section).	All maintained schools including schools with a sixth form, academies, free schools, non-maintained special schools and alternative provision, including pupil referral units.
		The statutory requirement to provide Health Education does not apply to independent schools – PSHE is already compulsory as independent schools must meet the Independent School Standards as set out in the Education (Independent School Standards) Regulations 2014. Independent schools, however, may find the principles in the guidance on Health Education helpful in planning an age-appropriate curriculum.
The statutory requirements do not apply to sixth form colleges, 16-19 academies or Further Education (FE) colleges ⁷ , although we would encourage them to support students by offering these subjects. These settings may find the principles helpful, especially in supporting pupils in the transition to FE.		