



## Primary RSE policy and Guidance.

Cookridge Primary School 2020



## 1. Rationale and Ethos

This policy covers our school approach to help our pupils develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, happy, independent lives now and in the future.

It was produced by Miss Brophy and Miss Devine in consultation with Mrs Hunter and the school governors.

We define 'relationships and sex education' as lifelong learning about physical, moral and emotional development which underpins our school ethos as it promotes health and well-being, self-esteem and helps children to form and maintain loving and caring relationships based on respect for themselves and for others. We believe relationships and sex education is important for our pupils and our school because it aims to provide children with age appropriate information and develop skills in order to help them make well-informed, positive decisions. Research has clearly demonstrated that good, comprehensive RSE does not make young people more likely to be sexually active at a younger age and in fact knowledge can help prevent this as well as developing skills to cope with influences of their peers and social media. The following policy has been developed in accordance with guidance and regulations from Sex and Relationship Education guidance (OFSTED, 2000) and the PSHE Association Curriculum (2016).

We view the partnership of home and school as vital in providing the context of our RSE programme as parent feedback and understanding is vital in our delivery of the subject.

We ensure RSE is inclusive and meets the needs of all our pupils including those with special educational needs and disabilities (SEND) by offering 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.

As a school, we ensure RSE fosters gender equality and LGBT+ equality as through the Equality Act 2010, we have a lawful duty to ensure that our teaching is accessible to all pupils, including those who are lesbian, gay, bisexual and transgender (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, answer appropriate questions and offer support. Pupils, whatever their developing sexuality, 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 will 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. All our RSE lessons will be taught as a mixed class, and we will not be segregating genders in order to comply with this act. There will, however, be the opportunity to ask questions in a smaller group, should the pupil choose to, with members of the same sex.

The intended outcomes of our RSE programme, guided by the PSHE Association, are that our pupils will:

### *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

## **2. Roles and Responsibilities**

The PSHE Leader has responsibility for coordinating RSE and ensuring that staff and parents are well informed about the RSE policy. It is also the role of the Headteacher and Governors to ensure that members of staff receive sufficient training and that RSE is implemented and evaluated effectively.

RSE will be taught by the teaching staff and HLTA's. They will:

- ensure that they are up to date with the 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
- 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 SRE in school
- tailor their lessons to suit all pupils in their class, across the whole range of abilities, faiths, beliefs, culture and sexual orientations, including those pupils with special educational needs
- ask for support in this from the school SEND coordinator or the PSHE leader, should they need it

As a school, it is our responsibility to:

- keep parents/carers informed about all aspects of the RSE curriculum, including when it is going to be delivered through the school website
- gather parent /carers' views on the policy and take these into account when it is being reviewed

We also expect Parent and carers to:

- to share the responsibility of RSE and support their children's personal, social and emotional development.
- create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through RSE
- provide support and seek additional support in this from the school where they feel it is needed

## **3. Legislation (statutory regulations and guidance)**

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, **make**

**Relationships Education compulsory for all pupils receiving primary education.** Health Education is also compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools. This means that parents **do not** have the right to withdraw their child from Relationships or Health education.

As a school, we also teach Sex and relationship education to interlink with our Science curriculum. Parents **do not** have the right to withdraw their child from the statutory aspects of the Science curriculum, but may withdraw their child from the non statutory aspects of Sex and Relationships education through a meeting with the head teacher and the PSHE leader.

i) The Statutory aspects of Sex Education within the National Curriculum Science

All schools must teach the following as part of the National Curriculum Science; **parents/carers do not have the right to withdraw their child/children from this.**

National Curriculum Science:

Key Stage 1:

- identify, name, draw and label the basic parts of the human body (including external genitalia: using the terms Penis and Vagina) 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
- identify the different types of teeth in humans and their simple functions
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the changes as humans develop to old age

The non-Statutory aspects of Sex Education, and parents have the right to withdraw their child from are:

- How babies are conceived and born (Year 6)

The RSE policy supports/complements the following:

- Child Protection/Safeguarding
- Confidentiality
- Sex and Relationship Education
- Drug Education
- Managing Drug Related Incidents
- No Smoking
- Equal Opportunities
- SEN/Inclusion
- Behaviour/Anti-bullying
- Race Related Incidents
- Health & Safety
- Continued Professional Development
- Assessment, Recording and Reporting
- Teaching and Learning
- Monitoring and Evaluation
- Visitors in School
- Online-safety/IT
- Pastoral
- Science

- Medicines
- Asthma

Legal documents and guidance that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- *Supplementary Guidance SRE for the 21st century (2014)*
- *Keeping children safe in education – Statutory safeguarding guidance (2016)*
- Children and Social Work Act (2017)

#### 4. Curriculum Design

Our RSE programme is an integral part of our whole school PSHE education provision and will cover:

- Families and close positive relationships
- Friendships
- Managing hurtful behaviour and bullying
- Safe relationships
- Respecting self and others

Our RSE programme will be planned and delivered based on the guidance provided by the PSHE Association. This programme of study has been approved by the DfE and the resources it provides. Pupils receive their entitlement for RSE through a spiral curriculum which demonstrates progression. The RSE programme is delivered through a variety of opportunities including:

- designated RSE time (linked with PSHE time)
- frequency of sessions
- school ethos
- small group work
- cross curricular links e.g. science, computing, RE
- assemblies

Lessons will be differentiated by the teacher to ensure that all pupils can successfully access the content of the lesson as well as high quality resources will support our RSE provision and will be regularly reviewed. Selected resources, such as books and film clips, will be used which support and promote understanding within a moral/values context and underpin the needs of all pupils.

Learning about relationships and sex education in PSHE education lessons will link to/complement learning in Science, Computing, RE and Citizenship. Pupils will be encouraged to reflect on their own learning and progress by having regular 'check in's and check outs' with their teacher and class as well as showing through their actions and conversations that they have on a regular basis.

Assessment in RSE will take the approach that pupils have understood and implemented the content provided to them, and it helps shape their general everyday life.

An overview of the learning in each year group is:

Year Group	Relationships – the pupils will learn:
Year 1	<ul style="list-style-type: none"> <li>• what they like/dislike and are good at</li> <li>• what makes them special and how everyone has different strengths</li> <li>• how their personal features or qualities are unique to them</li> <li>• how they are similar or different to others, and what they have in common</li> <li>• to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private*</li> <li>• that family is one of the groups they belong to, as well as, for example, school, friends, clubs</li> <li>• about the different people in their family / those that love and care for them</li> <li>• what their family members, or people that are special to them,</li> <li>• do to make them feel loved and cared for</li> <li>• how families are all different but share common features – what is the same and different about them</li> <li>• about different features of family life, including what families do/ enjoy together</li> <li>• that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• how to make friends with others</li> <li>• how to recognise when they feel lonely and what they could do about it</li> <li>• how people behave when they are being friendly and what makes a good friend</li> <li>• how to resolve arguments that can occur in friendships</li> <li>• how to ask for help if a friendship is making them unhappy</li> <li>• how words and actions can affect how people feel</li> <li>• how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe</li> <li>• why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable</li> <li>• how to respond if this happens in different situations</li> <li>• how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded</li> <li>• how to recognise if others are feeling lonely and excluded and strategies to include them</li> <li>• how to build good friendships, including identifying qualities that contribute to positive friendships</li> <li>• that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences</li> <li>• how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support.</li> <li>• how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)</li> <li>• how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays</li> <li>• how people within families should care for each other and the different ways they demonstrate this</li> <li>• how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• how people's behaviour affects themselves and others, including online</li> <li>• how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return</li> <li>• about the relationship between rights and responsibilities</li> <li>• about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)</li> <li>• the rights that children have and why it is important to protect these</li> <li>• that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination</li> <li>• how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• about the different types of relationships people have in their lives</li> <li>• how friends and family communicate together; how the internet and social media can be used positively</li> <li>• how knowing someone online differs from knowing someone face-to-face</li> <li>• how to recognise risk in relation to friendships and keeping safe</li> <li>• about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family</li> <li>• how to respond if a friendship is making them feel worried, unsafe or uncomfortable</li> <li>• how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• that people have different kinds of relationships in their lives, including romantic or intimate relationships</li> <li>• that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another</li> <li>• that adults can choose to be part of a committed relationship or not, including marriage or civil partnership</li> <li>• that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime</li> <li>• how puberty relates to growing from childhood to adulthood</li> <li>• about the reproductive organs and process - how babies are conceived and born and how they need to be cared for</li> <li>• that there are ways to prevent a baby being made</li> <li>• how growing up and becoming more independent comes with increased opportunities and responsibilities</li> <li>• how friendships may change as they grow and how to manage this</li> <li>• how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing</li> </ul>

Year Group	Health and well being – the pupils will learn:
Year 1	<ul style="list-style-type: none"> <li>• what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor)</li> <li>• that things people put into or onto their bodies can affect how they feel</li> <li>• how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy</li> <li>• why hygiene is important and how simple hygiene routines can stop germs from being passed on*</li> <li>• what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing</li> <li>• that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people</li> <li>• who can help them in different places and situations; how to attract someone's attention or ask for help; what to say</li> <li>• how to respond safely to adults they don't know</li> <li>• what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard</li> <li>• how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online)</li> <li>• how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them</li> <li>• how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets</li> <li>• how not everything they see online is true or trustworthy and that people can pretend to be someone they are not</li> <li>• how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them</li> <li>• that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest</li> <li>• that eating and drinking too much sugar can affect their health, including dental health*</li> <li>• how to be physically active and how much rest and sleep they should have everyday</li> <li>• that there are different ways to learn and play; how to know when to take a break from screen-time</li> <li>• how sunshine helps bodies to grow and how to keep safe and well in the sun</li> <li>• how to recognise, name and describe a range of feelings</li> <li>• what helps them to feel good, or better if not feeling good</li> <li>• how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)</li> <li>• how feelings can affect people in their bodies and their behaviour</li> <li>• ways to manage big feelings and the importance of sharing their feelings with someone they trust</li> <li>• how to recognise when they might need help with feelings and how to ask for help when they need it</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe</li> <li>• how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers</li> <li>• that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable</li> <li>• how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)</li> <li>• how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly)*</li> <li>• how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns</li> <li>• what to do in an emergency, including calling for help and speaking to the emergency services</li> <li>• how to eat a healthy diet and the benefits of nutritionally rich foods</li> <li>• how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist</li> <li>• how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health*</li> <li>• how people make choices about what to eat and drink, including who or what influences these</li> <li>• how, when and where to ask for advice and help about healthy eating and dental care</li> <li>• how regular physical activity benefits bodies and feelings</li> <li>• how to be active on a daily and weekly basis - how to balance time online with other activities</li> <li>• how to make choices about physical activity, including what and who influences decisions</li> <li>• how the lack of physical activity can affect health and wellbeing</li> <li>• how lack of sleep can affect the body and mood and simple routines that support good quality sleep</li> <li>• how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• how to recognise personal qualities and individuality</li> <li>• to develop self-worth by identifying positive things about themselves and their achievements</li> <li>• how their personal attributes, strengths, skills and interests contribute to their self-esteem</li> <li>• how to set goals for themselves</li> <li>• how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking</li> <li>• how everyday things can affect feelings</li> <li>• how feelings change over time and can be experienced at different levels of intensity</li> <li>• the importance of expressing feelings and how they can be expressed in different ways</li> <li>• how to respond proportionately to, and manage, feelings in different circumstances</li> <li>• ways of managing feelings at times of loss, grief and change</li> <li>• how to access advice and support to help manage their own or others' feelings</li> <li>• about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams</li> <li>• how puberty can affect emotions and feelings</li> <li>• how personal hygiene routines change during puberty</li> <li>• how to ask for advice and support about growing and changing and puberty</li> <li>• how to recognise, predict, assess and manage risk in different situations</li> <li>• how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about)</li> <li>• how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence</li> <li>• how people's online actions can impact on other people</li> </ul>

	<ul style="list-style-type: none"> <li>• how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online</li> <li>• how to report concerns, including about inappropriate online content and contact</li> <li>• that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• how to recognise and respect similarities and differences between people and what they have in common with others</li> <li>• that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)</li> <li>• how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)</li> <li>• about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others</li> <li>• how to challenge stereotypes and assumptions about others</li> <li>• how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions</li> <li>• that if someone has experienced a head injury, they should not be moved</li> <li>• when it is appropriate to use first aid and the importance of seeking adult help</li> <li>• the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services</li> <li>• how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing</li> <li>• that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal</li> <li>• how laws surrounding the use of drugs exist to protect them and others</li> <li>• why people choose to use or not use different drugs</li> <li>• how people can prevent or reduce the risks associated with them</li> <li>• that for some people, drug use can become a habit which is difficult to break</li> <li>• how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use</li> <li>• how to ask for help from a trusted adult if they have any worries or concerns about drugs</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• how mental and physical health are linked</li> <li>• how positive friendships and being involved in activities such as clubs and community groups support wellbeing</li> <li>• how to make choices that support a healthy, balanced lifestyle including: <ul style="list-style-type: none"> <li>» how to plan a healthy meal</li> <li>» how to stay physically active</li> <li>» how to maintain good dental health, including oral hygiene, food and drink choices</li> <li>» how to benefit from and stay safe in the sun</li> <li>» how and why to balance time spent online with other activities</li> <li>» how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep</li> <li>» how to manage the influence of friends and family on health choices</li> </ul> </li> <li>• that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one</li> <li>• how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them</li> <li>• how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school</li> <li>• that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on</li> <li>• that anyone can experience mental ill-health and to discuss concerns with a trusted adult</li> <li>• that mental health difficulties can usually be resolved or managed with the right strategies and support</li> </ul>

\*learning outcomes that link to the Science curriculum.

## 5. Safe and Effective Practice

We will ensure a safe learning environment by adhering to the ground rules which are displayed in every classroom and ensuring that pupils have the opportunity to ask questions, anonymously if they require.

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. Teachers and pupils will agree ground rules as they do for PSHE sessions (please see PSHE policy).

RSE and SRE will be taught in a mixed class, but the opportunity to ask questions will be given to the pupils after an SRE session in same sex group, if requested by a pupil. Pupils will be able to raise questions anonymously by using the 'Ask it' basket, by which they can write a note anonymously and post in the basket for the teacher to action. This way, if a sensitive or controversial issue is to be raised within a session, it gives the teacher the opportunity to deal with individual concerns if the subject is not suitable for a class situation.

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 taught, planned curriculum for that age group to the whole class. We answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age appropriate way, only to the pupil or pupils who have asked the question. 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/ Child Protection Officer. Questions may be referred to parents/carers if it is not appropriate to answer them in school.

## **6. Safeguarding**

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Should this situation arise, normal school protocol around safeguarding will be adhered to (see safeguarding policy).

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 in line with our safeguarding and child protection policy.

Visitors/external agencies which support the delivery of RSE will be required to adhere by the school's policy on confidentiality, 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.

The protocol for inviting visitors into lessons is to complete a 'Checklist prior to visit' (**see appendix 1a**) A teacher will be present throughout these lessons. Visitors will be given a copy of this policy, 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.

## **7. Engaging Stakeholders**

Parents will be informed of the RSE policy through the website and a paper copy can be given through the School office, if requested.

As part of our whole school approach to RSE, parent information sessions may take place should a range of parents require more information about RSE. All our up to date information will be displayed on the website, which parents can access at any time. There is also opportunity on the parents consultation page to ask questions regarding this policy. The website also provides opportunities for parents/carers to access a selection of the resources and materials being taught to their child's year group regarding RSE. If parents would require a copy of the resources and information of the current topic being taught, they may make an appointment with their child's Class teacher or the PSHE Leader who will be happy to provide these resources for them.

Parents will be able to see when RSE is being taught to their year group by looking at the 'curriculum coverage map' which will be available on the website which looks similar to this:

Cookridge Primary School—PSHE curriculum overview—Sept 2020						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<b>Relationships</b> Key question: What is the same and different about us?	<b>Relationships</b> Key question: What makes a good friend?	<b>Relationships</b> Key question: How can we be a good friend?	<b>Health and Wellbeing</b> Key question: What strengths, skills and interests do we have?	<b>Health and Wellbeing</b> Key question: What makes up a persons identity?	<b>Health and Wellbeing</b> Key question: How can we keep healthy as we grow?
Autumn 2	<b>Relationships</b> Key question: Who is special to us?	<b>Relationships</b> Key question: What is bullying?	<b>Health and Wellbeing</b> Key question: What keeps us safe?	<b>Relationships</b> Key question: How do we treat each other with respect?	<b>Living in the wider world</b> Key question: What decisions can people	<b>Health and Wellbeing</b> Key question: How can we keep healthy as we grow?
Spring 1	<b>Health and Wellbeing</b> Key question: What helps us stay healthy?	<b>Living in the wider world</b> Key question: What jobs do people do?	<b>Relationships</b> Key question: What are families like?	<b>Health and Wellbeing</b> Key question: How can we manage our feelings?	<b>Health and Wellbeing</b> Key question: How can we help in an accident or emergency?	<b>Living in the wider world</b> Key question: How can the media influence
Spring 2	<b>Living in the wider world</b> Key question: What can we do with money?	<b>Health and Wellbeing</b> Key question: What helps us to stay safe?	<b>Living in the wider world</b> Key question: What makes a community?	<b>Health and Wellbeing</b> Key question: How will we grow and change?	<b>Relationships</b> Key question: How can friends communicate safely?	<b>Living in the wider world</b> Key question: How can the media influence people?
Summer 1	<b>Health and Wellbeing</b> Key question: Who helps to keep us safe?	<b>Health and Wellbeing</b> Key question: What helps us grow and stay healthy?	<b>Health and Wellbeing</b> Key question: Why should we eat well and look after our teeth?	<b>Living in the wider world</b> Key question: How can our choices make a difference to others and the environment?	<b>Health and Wellbeing</b> Key question: How can drugs common to everyday life affect health?	<b>Relationships</b> Key questions: What will change as we become more independent?
Summer 2	<b>Living in the wider world</b> Key question: How can we look after each other and the world?	<b>Health and Wellbeing</b> Key question: How do we recognise our feelings?	<b>Health and Wellbeing</b> Key question: Why should we keep active and sleep well?	<b>Health and Wellbeing</b> Key question: How can we manage risk in different places?	<b>Living in the wider world</b> Key question: What jobs would we like?	How do friendships change as we grow?

Red = Relationships      Green = Health and Well being      Blue = Living in the wider world

### ***The right to withdraw***

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Parents/carers **cannot withdraw their child from the statutory content included in Relationships Education** such as those linked to the Science curriculum. Should a parent/carer wish to withdraw their child from Sex education, a meeting with the head teacher to discuss the request, whereby the head teacher will explain the nature and purpose of the curriculum.

If a pupil is excused from sex education, we will provide support for the pupil by delivering appropriate, purposeful education during the period of withdrawal.

There is no right to withdraw from Relationships Education or Health Education.

This policy has been ratified by the Governors through a full governing body meeting.

Pupil voice will be used to review and tailor our RSE programme to match the different needs of the pupils. We offer many opportunities for pupil voice such as having an RP rep designated to each class to assist with pupil voice.

## **8. Monitoring, reporting and evaluation.**

Monitoring of the delivery and effectiveness of RSE is the responsibility of the PSHE Lead and the School Governors. Evidence will be collated through lesson observation, monitoring lesson plans and gathering feedback from teachers, pupils and parents/carers. Elements of sex education in the science curriculum are formally assessed. Outside of science, assessment and evaluation is conducted using a variety of informal activities that have been built into the programme. RSE issues will be included in the induction programme for all new members of staff and adequate training provided to ensure that RSE can be taught effectively and any difficult issues handled with sensitivity. Any staff development needs will also be identified through this feedback.

We will be monitoring and evaluating visitors' and external agencies' contributions through an evaluation form (please see appendix 1b)

## **9. RSE policy Review date**

This policy will be effective from September 2020 and will be reviewed 2 years later in September 2022.

The RSE policy will be reviewed by governors and teaching staff and any changes implemented as necessary following consultation.

This will ensure that it continues to meet the needs of pupils and is in line with current Department for Education advice and guidance.

**APPENDIX 1a**

**Checklist prior to visit**

<b>Checklist for schools and agencies</b>	
<b>TIME AND PLACE</b>	
Date(s) of Involvement:	Time:  From                      to  Number of days / weeks:
Venue / room(s):	Agency arrival time:
Room Layout:	Agency to be greeted by:
Equipment required to be provided by the school:	Session plans:  Attached: yes / no  To be forwarded to:
<b>PEOPLE</b>	
School:	Agency name:
Contact details:	Specialism:

School address:	Agency address:
Tel No:	Tel No:
E-mail:	E-mail:
Child protection teacher:	Agency contact:
Learning mentor / other contact:	Other Contact:
Teachers to be involved:	Do parents/carers need to be consulted before the session? yes / no
Have disclosure / confidentiality procedures been discussed? yes / no	Is the school satisfied with the agencies DBS / liability arrangements? yes / no
Other policies for consideration:	
Number of pupils:	Learning needs:
Key Stage:	Other / individual needs:
Year Group:	

<p>Intended learning outcomes:</p>	<p>What has been taught previously?</p> <p>How will the work be continued?</p>
<p>How will skills and progress be assessed?</p>	<p>Who will be present?</p> <p>How will they support the session?</p>
<p>How does the work support the CPD of teachers e.g. team teaching?</p>	<p>Do staff require / want any additional training? yes / no</p>
<p>How will the effectiveness of the session be evaluated by pupils?</p> <p>How will the effectiveness of the session be evaluated by adults?</p>	<p>Which routes for referral, procedures and services will pupils be signposted to?</p>
<p><b>AGREEMENTS</b></p>	
<p>Have any expenses been agreed to?</p> <p>yes / no</p>	

Checklist completed by:

Designation:

Date:

Meeting carried out: in person / by phone / other (please circle)

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## APPENDIX 1b Checklist

### During & after visit

<b><u>Joint Evaluation Form</u></b>		
Please fill this in together where possible		
Aim of session:	Session date:	
	Time:	
Agency:	Year group:	
School:	Class:	
<b>Question</b>	<b>Scale 1 - 10</b>	<b>How do you know?</b>
1. How well did the programme meet the needs of the pupils?		
2. How well has the work developed the skills of pupils to manage their wellbeing?		
3. How well has the input contributed to the RSE programme?		
4. Has there been an impact on staff skills and confidence?		
5. How well did the pre-planning support the session / visit?		



6. How will be the work be continued and / or adopted into the Schemes of Work next year?		
7. Were there any elements that could be improved in the future?		
8. Any other comments?		
Please keep a copy for your records.		

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