	Policy Name **Relationships and Sex Education**		**Date Adopted:** July 2025 **By whom:** Headteacher
Date for review: January	**Applicable to:** Whole school	**Staff member responsible:** **PSHE Subject Lead** Hattie Osmond	**Governor committee responsible:** N/A

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Introduction and context:

Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive Relationships and Sex Education programme can have a positive impact on pupils' health and wellbeing and their ability to achieve; schools play a crucial part in meeting these obligations.

This Relationships and Sex Education (RSE) Policy for Bridgetown Primary will:

- Set out an agreed approach to RSE and act as a management tool to help in future decision-making.
- Offer a whole school statement of intent and beliefs through the aims of RSE.
- Clarify our intended outcomes through the objectives of RSE.
- Inform and reflect the practice by detailing the range of issues covered and methodology used to enable learning in RSE.

This policy covers our school's approach to Relationship and Sex Education, not only in lessons but through the attitude of our staff and students alike, our ethos, approach and commitment to equality both within and outside of the classroom. It has been produced with guidance from the Department for Education (DfE) and through consultation with our staff, governors and parents. It reflects the current legal requirements within the primary school curriculum and has used curriculum expertise from the PSHE Association and Going off the Rails to support.

It will be reviewed on a regular basis, every 3 years, to ensure that it reflects the attitudes and belief of the school population and remains up to date with both current guidance from Government and the DfE but also remains relevant to the experiences of our pupils.

To ensure its use, this policy will be available for staff to refer to for the start of the academic year and to parents and carers through the policy section of the school website.

This policy reflects our schools overarching aims and objectives for our pupils by meeting with the values and vision of our school. As a school we able to demonstrate a values based education with a mission to support this:

Mission statement (created September 2018):

At Bridgetown Primary School our children, staff and families are a caring and dedicated team. We work together to encourage, support and enthuse each other. We respect and value diversity, creating an inclusive community. By providing a safe, happy and nurturing environment, our children grow to become independent, resilient and imaginative learners.

Statutory requirements and the right for parents to withdraw

The Department for Education published revised statutory guidance stating that from September 2020, all primary schools must deliver Relationships and Sex Education. As a primary school we must therefore provide RSE to all pupils following this statutory government guidance. To see more please use hyperlink to the Gov.uk website below:

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

The parental right to withdraw pupils from RSE in primary education remains, for aspects of sex education only, which are not part of the Science curriculum. In order to withdraw a pupil from any aspect of the Sex Education programme parents/carers must get in contact with the school directly and will first have a meeting with the head teacher. This meeting will be used to discuss any parental concerns and provide further information and clarification before any withdrawal is granted. Whilst parents have the right to withdraw their child from these lessons, they do not have the right to withdraw other children from receiving these lessons. If parents do decide to withdraw their child, they should inform the headteacher who will find other provision for the child to engage in during the lesson. Currently, head teachers must comply with requests to withdraw from any non-statutory lessons in the programme.

Purpose and definition of RSE within the primary classroom

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

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.*

As part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society,* whilst also preparing pupils *for the opportunities, responsibilities and experiences of later life…*

As a school, we recognise that we have a responsibility under the Equality Act 2010 to ensure the best for all pupils irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion, sexual orientation or whether they are looked after children. As a result RSE needs to be sensitive to the different needs of individual pupils and may need to adapt and change as the pupils of the school change. Not only does the teaching need to be sensitive of these needs, but also to help the pupils realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours or prejudice-based language.

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, it is essential that young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals in today's society. This must include clear, impartial scientific and factual information on matters such as naming their body parts, puberty, menstruation, masturbation, the variety of family structures, gay marriage gender identity, gender equality, sexuality, contraception, forced- marriage and FGM. Furthermore, 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.

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.*

Relationship and Sex education is invaluable to help and support young people through their physical, emotional and moral development. A successful

programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and moving with confidence from childhood through adolescence into adulthood. It will also state that as a school we have a relationship and sex education programme that is tailored to the age and physical emotional maturity of the pupils.

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 designed to build self-esteem and to explore personal identity. 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; 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 is fantastic and 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 don't like but also the difference between public and private behaviours.

It is important for children to know the names and functions of their body 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 relationship 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 the Health Education Guidance.

Defining Sex Education at Primary School

Although The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made Relationship Education compulsory in all primary schools, Sex education is currently **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 school already choose to teach some aspects of sex education and will continue to do so, primarily through the specific objectives within the science national curriculum.

We recognise that some parents may be uncomfortable with the thought of their children receiving sex education in primary school. Equally, we recognise 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 us than it being left to their peers or the internet.

At Bridgetown Primary School, Sex Education is an opportunity to answer children's healthy 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 human life cycle 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 both girls' and boys' bodies function and change as they grow into adults.

We believe that Sex Education should allow children a safe space to ask the questions they may have without shame or judgement. Evidence states that a graduated age-appropriate spiral curriculum is the best way of preventing the topic of sex, reproduction and private body parts of becoming taboo and children from becoming embarrassed by the topic. We strongly feel that it is the duty of our school to give our young people the learning that will enable them to live safe, fulfilled and healthy lives. This includes ensuring that they have the skills to keep themselves safe from harm and develop positive and healthy relationships - free from exploitation pressure or abuse.

Subject content including details of Relationships and Sex Education programme and resources

In school we meet the learning objectives as set out in the Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019 for primary schools with a whole school approach. To support the teaching we will use the following teaching resources and materials:

I. My feelings, friends and family (MFFF)

This is a new programme that has been organised to tightly align with the new statutory guidance and the learning objectives for Relationship Education and key parts from the Health Education curriculum too. The programme includes a spiral curriculum of lessons that cover all of the statutory guidance in an age appropriate and inclusive manner.

Overview of our RSE programme within PSHE – My Feelings, Friends and Family (MFFF)

An over view of the Programme Content for KS1 and KS2 using the My Feelings, Friends and family. This is currently being developed as part of our Curriculum review and will be reviewed ahead of each term's teaching within the academic year 2021-22.

The My Feelings, Friends and Family (MFFF) is a programme of resources designed by Going off the Rails: GOTR SRE Consultancy Limited. It is an evidence based programme of Comprehensive Relationship & Sex Education based on good practice.

MFFF is designed on a spiral curriculum and based on a values and human rights approach which aligns with the values-based education at Bridgetown. It is built on the premise that it is much better to drip feed positive messages and have little conversations, to ensure that children will feel prepared for the changes of puberty and for the challenges of moving on to high school.

This is a new programme beginning in 2021 and will be delivered throughout the year. Depending on the content these lessons form part of our PSHE curriculum and are taught in weekly scheduled lessons, daily or within a specific topic period of time, depending on the theme and focus. The lessons are all activity based and pupil led, meaning that whilst the sessions are designed to be an hour long each, they can end up taking much longer. There are art activities, circle time discussions, stand up-sit down, move around games, pair work, group work and scenario based activities.

MFFF is designed to review and reinforce all of the key messages from Protective Behaviours, allowing children to refresh their support networks and build on previous learning. This allows us to book-end the year, giving out key messages designed to keep children safe throughout the year.

1. The programme has also been designed so it can be delivered on a one-to-one basis as a vertical programme, to support young people who are struggling

and may need some additional support, with a particular focus on supporting children who may be struggling with emotional literacy, have suffered a bereavement or family changes. It is essential that in such situations, the staff supporting the programme are trained appropriately using the professional support as required.

2. MFFF is evidence based using the latest research and guidance including UNESCO "International technical guidance on sexuality education: an evidence-informed approach" (2018) and the Sex Education Forums: 12 Key Points for Good Quality RSE (2018). As well as incorporating the NSPCC Pants rule and learning from Running Rutgers Spring Fever programme and the AIM Programme around working with children who display Harmful Sexual Behaviours (HSB).

II. Cambridge Primary Personal Development Programme

Parts of the RSE programme are also taught using the Cambridgeshire Primary Personal Development Programme. It contains progressive entitlement frameworks setting out expected coverage in each age group. The teaching materials comprise over 60 units of work, which include comprehensive teaching materials and linked resources, covering the strands Myself and My Relationships, Healthy and Safer Lifestyles, Citizenship and Economic Wellbeing. There are also enrichment units on topics such as Body Image and E-safety. The programme also contains toolkits on RSE, Drug Education, Anti-bullying and Healthy Eating, to enable schools to develop their own whole school approach, including editable model policies and a range of other materials for developing work with pupils, staff, parents and the wider community.

In addition to this as a school we use materials that support e-safety, anti-bullying, taking care programme within Relationships and Sex Education. We also use guest speakers from other organisations that support RSE in schools and make link with COMPASS - WARWICKSHIRE (SCHOOL HEALTH & WELLBEING SERVICE)

We believe it is important that this material is delivered by the classroom teacher, highlighting to the children that Relationship and Sex Education is something we can all talk about. Our classroom teachers cover all other aspects of the curriculum, we believe it is important that all staff are able to deliver this material to their class also and furthermore, our classroom teachers know our children. This means they are more likely to be aware of any additional needs, support or

particularly sensitive topics that may make a child in their class vulnerable due to some of the sensitive nature of the topic. We believe this makes them ideally placed to deliver the material sensitively to all children in their class.

Protective Behaviours

Protective Behaviours is a practical and down to earth approach to personal safety which is taught both directly in the classroom but also embedded within the relationships and behaviour management within school. 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. The Protective Behaviours process encourages an adventurous approach to life which satisfies the need for fun and excitement without violence and fear. It has two themes that are the umbrella for all the learning within Protective Behaviours.

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 uses a Rights and Responsibility approach, and encourages children to recognise their Early Warning Signs (EWS) and develop their own support networks of safe adults who they can share their worries with. Protective Behaviours is delivered across the entire school from Reception to year 6 through the form of Taking Care. There are four lessons in each year group with lessons being delivered over 2-4 weeks. As a school, Protective Behaviours is delivered in the Autumn term but continually referred to and refreshed across all year groups.

Overview of Protective Behaviours – Taking Care

Protective Behaviours - Taking Care Programme Infants: Reception, Year 1 & Year 2				
Reception	**Feelings:** There is no such things as good or bad feelings **Theme 1,**	**Body Awareness:** Naming Private body parts: Penis, Vulva, & anus. mouths are private too	**EWS/Scary body feelings:** identifying children's EWS	**Telling & Secrets: Theme 2,** Children will construct their own support networks hands.
Year 1	**Feelings:** Feelings are feelings, not good or bad, it is how we behave when we have feelings that matters **Theme 1.**	**Unsafe Feelings & Body Awareness:** Our bodies warn us f we feel unsafe - we call these feelings EWS	**Body Privacy & Secrets:** Naming Private body parts: Penis, Vulva, & anus. mouths are private too. Safe & unsafe secrets	**Telling & Networks: Theme 2,** Children will construct their own support networks hands.
Year 2	**Feelings, Rights & Responsibilities:** What are Rights & Responsibilities? **Theme 1.**	**Unsafe Feelings, Problem Solving:** recognising EWS. Is my fun, fun for everyone?	**Body Awareness & Personal Space:** my body belongs to me. No one has the right to touch me in a way i don't like. **Theme 2.**	**Networks & Using Them:** Children will construct their own support networks hands. **Theme 2.**

Protective Behaviours - Taking Care Programme Juniors: Years 3,4,5,& 6				
Year 3	**Feelings, Rights & Responsibilities:** A feeling is a feeling, not good or bad, right or wrong. What are Rights & Responsibilities? **Theme 1.**	**Unsafe Feelings:** identifying children's EWS. Strategies as to what to do when experiencing their EWS.	**Body Awareness & Telling:** my rules for safety & my body. My body belongs to me.	**Networks & Using Them:** Children will construct their own support networks hands. **Theme 2.**
Year 4	**Rights & responsibilities, Feelings:** exploring children's Rights & responsibilities that come with them. **Theme 1.**	**Safe & Unsafe Feelings:** exploring Situations when it feelings fun to feel scared. Recognising EWS.	**Exploring Theme 2, Secrets:** safe & unsafe secrets. **Theme 2**	**Networks & Using Them:** Children will construct their own support networks hands. **Theme 2.**
Year 5	**Rights & responsibilities, Feelings:** exploring the Rights of the child. **Theme 1.**	**Safe feelings, Fun to Feel Scared & EWS:** exploring & creating safe places. Situations when it feelings fun to feel scared. Recognising EWS.	**Theme 2, Secrets & Networks:** safe & unsafe secrets. exploring **Theme 2 and** creating support network hands.	**Using Networks:** Network review, Who makes a good network person. Keep telling.
Year 6	**Rights & responsibilities, Feelings:** exploring the Rights of the child. Emotions **Theme 1.**	**Safe feelings, Fun to Feel Scared & EWS: Theme 1.** is my fun fun for everyone. Recognising EWS.	**Theme 2, Secrets & Networks:** safe & unsafe secrets. exploring **Theme 2 and** creating support network hands.	**Using Networks:** Network review, Who makes a good network person. Keep telling.

Teaching strategies promoted by the school

The way that the Relationships and Sex Education programme is taught is crucial to the pupils' understanding of the subject and the development of appropriate attitudes. We acknowledge that many areas within this subject are delicate and personal in their nature. As a staff we endeavour to treat all our pupils with understanding and respect. Staff will keep to agreed values and not influence teaching by their own personal beliefs and attitudes if they contradict these agreed values. Relationships and Sex Education is taught and supported by teachers, teaching assistants and if appropriate, outside visitors. All teaching materials used are appropriate to the age and experience of the pupils.

A variety of teaching methods will be needed to deliver the different aspects of the programme across mixed gender and mixed ability year group classes. We do not separate our classes into girls and boys for any part of the programme, including lessons around puberty. 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 not forced to 'pick-a-side' and have equal access and can feel included without feeling vulnerable.

Teachers will develop a set of ground rules to create a safe environment in which no-one feels embarrassed or anxious about unintended or unexpected questions or comments from pupils. Examples of ground rules that will be discussed as a class appropriately to include 'ground rules such as:

- No-one will have to answer a personal question
- No-one will be forced to take part in discussion
- Only the correct names for body parts will be used once established
- Meaning of words will be explained in a sensible and factual way

Teachers will avoid embarrassment and protect pupils' privacy by always depersonalising discussions.

The delivery and teaching of appropriate Relationships and Sex Education teaching to prepare pupils for adult life needs to be carefully planned and sensitive to individual needs. It is important to generate an atmosphere in which

questions can be asked and answered without embarrassment from children or adults. Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting. Guidelines the school encourages are:

- There will be an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box type approach to support this if felt appropriate as a distancing technique
- If a teacher doesn't know the answer to a question, the teacher will acknowledge this, and suggest that the pupil or teacher or both together research the question.
- It is hoped that pupils will feel at ease to ask questions and voice concerns. Their questions will be answered honestly, but within the child's understanding whenever possible.
- Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs and the teacher will have the opportunity to seek additional support if necessary.

As a school we support both the Protective Behaviours and MFFF programmes and aspects of the Cambridge PSHE programme in school by delivering complimentary work across the school during E-Safety Week/Anti-bullying Week and other related events and focus.

Answering questions specific to our RSE curriuculum programme and MFFF

The lesson * Mummy's Bump in year one is the only *'sex education lesson'* in the KS1 programme. Whilst it is not a core requirement of the statutory guidance for Relationship Education, we believe it is an essential lesson. This lesson is designed in a specific way which means that it is pupil-led and we shape the lesson to fit what the class is ready for; we ask them a question, see what they know, correct the bits that aren't quite right, and then fill in the blanks.

We believe by answering children's questions - which are perfectly natural at this age, especially considering that they will likely be exposed to pregnant parent's having siblings, or aunts, and family friends at their age, we can feed their natural curiosity in a safe way. As a result, rather than the topic becoming a taboo, something that is shameful, instead, we can ensure children continue to come to us for answers that we can answer age appropriately rather than building barriers to addressing the topic which will later have to be overcome.

In the KS2 section of the programme there are only two lessons highlighted "*where do I come from*" in year 3 and "*Puberty: What I have heard about Sex"* in year 6; as with the KS1 programme, these lessons are designed in a specific way which means that they are pupil-led and shaped to fit what the class is ready for at that time; we ask them a question, see what they know, correct the bits that aren't quite right, and then fill in the blanks.

Both of these * lessons help to support the requirements for Maintained schools to teach about the main external body parts and changes to the human body as it grows from birth to old age as part of the National Curriculum for science. However, under the current guidance these two lessons are not statutory. We would still recommend that children take part as we believe they are essential lessons.

We believe that by tackling children's questions around sex as part of a wider programme focused around relationships, family, self-awareness, emotional literacy, consent and personal boundaries, children will feel better able to engage in discussion and ask questions without embarrassment. Equally, tackling sex and reproduction in this way helps to promote positive messages and values around sex as well as children's relationship with their own bodies without shame or guilt and will develop respect for other people's body autonomy.

We are aware that children are likely to have many questions that may pop out at any time. 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, open answers from safe adults in their lives, rather than it being left to the internet or older children with a smart phone. In the age of information, where children in primary 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.

By tackling the topic in a matter of fact manner, without embarrassment means that we take the mystic allure out of the topic - making sex no longer the secret taboo, you have to sneak around trying to find out about - and instead something we can talk about at the dinner table. However uncomfortable a proposition that may be it is far better than the alternative. For children these questions are not rude, they are simply signs of a healthy and natural curiosity. We can stop the

topic becoming taboo and embarrassing and removing the stigma before it has had chance to form.

We believe that if children ask a question they deserve an answer. The replies: *"you are too young to know"*, or *"I think you would be better off asking your parent"* are not sufficient; instead they merely build unnecessary barriers, making children think they have done something wrong. They are unlikely to ask again, and are instead left to seek their answers from less reliable or child friendly sources, due to shame. However, uncomfortable the question may be, the thought is already in their head - it is much better we as safe adults take responsibility and tackle the question safely and age appropriately.

Staff have regular training in Protective behaviours and RSE to deal with children's questions age appropriately. This will be done consistently across the school as follows:

- Children will be praised for asking questions. We wish to encourage children to seek answers from safe adults.
- 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 & experience. Some children may need additional information or support compared to others.
- If a child asks a question that is not necessarily suitable for the entire class, we will respond and recognize the question, leaving the opportunity to respond to in a suitable and appropriate manner.
- If the member of staff doesn't have an answer or doesn't 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, This seeking help, advice or support from colleagues, or to speak to the leadership team.
- If a child asks a question we know parents may be uncomfortable with, staff may choose to delay answering the question (as above) before catching the parent at the school gates if possible and talk through their response.
- Teachers will answer questions, openly, honestly, scientifically 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 either parties vulnerable.

Staff professional development and training needs
Staffing and development

A trained, confident and competent teacher is better than any DVD, card pack or other teaching resource. To ensure this, teachers are provided with up to date training as required to support the delivery of Relationship and Sex Education, thus extending their confidence in this subject area and maintaining up to date knowledge and approaches to teaching this area of the school curriculum. Staff who attend training are given time during staff meetings or INSET to disseminate learning. Any personal attitudes of teachers will not influence their delivery of Relationships and Sex Education within the PSHE Education framework.

Outside visitors will be used to support the teaching as appropriate and if it will enhance the quality of the RSE programme. Visitors will be clearly briefed about the expectation of their support and will also be made fully aware of the school's ethos and values.

Relationship and Sex Education is supported by the subject leader responsible for PSHE.
This role involves:

- attending all INSET training as feasible and appropriate;
- disseminating any new developments or information to the rest of the staff;
- leading and supporting new initiatives within the school;
- Reviewing and developing the Relationships and Sex Education Policy and long term planning.
- Maintaining resources.

The head teacher has the responsibility of ensuring that both staff and parents are informed about our Relationship and Sex Education Policy, and that it is implemented effectively. It is also the head teacher's responsibility to ensure that members of staff are given sufficient training so that they can teach effectively and handle issues with sensitivity and thorough understanding.

Parental engagement
We believe that successful teaching around RSE can only take place when parents and school work together, especially, considering we both want 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 endeavour to be transparent and give parents information about all the programmes and lessons we deliver around RSE as we recognise it can be a sensitive subject for some families for a number of reasons. During 2021-21, all parents will be given information about the RSE programmes including reference to accessing the policy. In addition we engage parents in consultation by sharing through Parent briefings and information evenings and as part of the annual parent survey. Sending information home and sharing with parnets, ensures that they are aware of curriculum content.

Before, any lessons that could be linked with sex education are delivered, we will send home a letter to parents to inform them of the dates the lessons will be delivered, If parents have any concerns, special circumstances we should be aware of, or would like any further information we will have a designated time for them to come into school.

We recognise under the new DfE guidance for Relationship Education, Relationship & Sex education and Health Education (DfE 2019), parents retain the right to request their child is removed from some or all of the elements of sex education which go beyond the national curriculum for science. Maintained schools are required to teach about the main external body parts and changes to the human body as it grows from birth to old age, including puberty. **There is no right to withdraw from the national curriculum.**

Policy on Menstruation

There is currently no policy on menstruation but this is planned to be written in the academic year 2021-22.

Confidentiality and handling disclosures

Teachers, pupils and parents should be area of the boundaries regarding confidentiality within the curriculum. Pupils must be made aware that confidentiality cannot be guaranteed and that they will be informed of all actions relating to their disclosure. Teachers cannot offer or guarantee absolute confidentiality, but should ensure pupils are informed of sources of confidential help, e.g. schools health team, counsellor, GP and advice services.

Health professionals are bound by their own codes of conduct to maintain confidentiality. When working within a classroom they are also bound by the school's policies. Outside the classroom situation, they can exercise their own professional judgement maintaining the pupil's best interest at all times.

Teachers need to be aware that effective Relationships and Sex Education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. If we have any reason to believe that a pupil is at risk the staff member with the class is required inform the Head Teacher and Designated Safeguarding Lead in line with the LEA procedures and our school policy for Child Protection.

Monitoring and evaluation of the Policy

Consultation and involvement of pupils, teachers and parents in RSE is crucial if teaching is to meet their needs and address the issues that they are facing. We will involve pupils by discussing what the sessions are going to include, ask them to raise questions if appropriate and in a sensitive manner. Within this we will acknowledge the age and maturity of the children.

Monitoring of this policy is the responsibility of the Headteacher, the Governing Body and subject leader with responsibility for Relationship and Sex Education.

The school will assess the effectiveness of the aims, content and methods in promoting students' learning through:

- Monitoring of teachers planning, learning experiences and learning walks
- Discussion time and questionnaires to teachers and children
- Discussion and feedback from parents
- The annual parent survey

The effectiveness of the teaching and learning of RSE programme will be evaluated in detail at the end of the summer term with changes and adaptations being implemented for the following academic year.